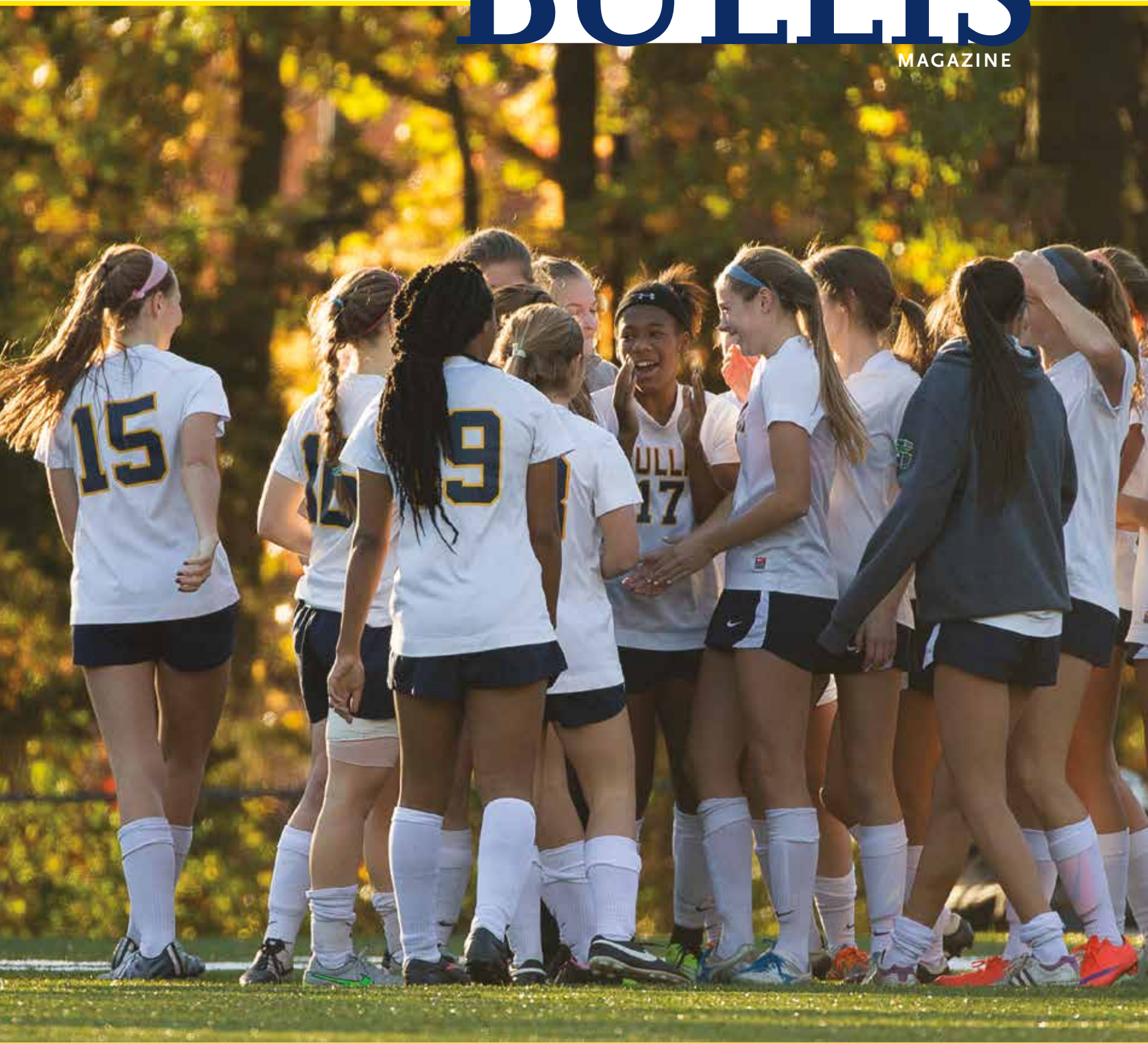


fall-winter 2015-2016

BULLIS

MAGAZINE



ANNUAL GIVING REPORT

DRESS CODE THROUGH THE AGES

TECHNOLOGY ELEVATES CLASSROOM EXPERIENCE



fall-winter 2015-2016

BULLIS

MAGAZINE

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Eighth grade students visit with veterans during the annual Veterans Day trip to Arlington National Cemetery.



ON THE COVER: The girls varsity soccer team after defeating Flint Hill to clinch the ISL-AA championship. Read more on p. 18.



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STAYING CONSTANT IN A CHANGING WORLD

It's no secret that we are living in challenging times. Global conflicts and unrest and political and ideological struggles are just some of the things that can contribute to an uneasy setting for growing up.

Still, these are also exciting times, too. Consider how easily and quickly we can connect with friends and family. How technology puts so many things at our fingertips. The classes our students can take today that did not exist even just a few years ago.

So the possibilities may be limitless...but also intimidating. We may yearn to explore but also crave the comfort of stability and familiarity.

This delicate balance is one we strive for here at Bullis: opening

our student's eyes to the wonderful array of options and excitement ahead of them, within an environment of steady, unwavering values and consistency. The goal is to provide a firm ground upon which students and teachers may stand as they look up and ahead, and to equip them to tackle the unknown from a foundation that provides confidence and security.

This issue of our magazine provides some examples of how we are doing this. All of this is part of why I love education so dearly. No matter how unsettling the daily news may be, we are watched by the hopeful and trusting eyes of our students. We gain knowledge from the past but our techniques, our messages and our optimism are firmly found in the wonderful possibilities of tomorrow.

Gerry

BOARMAN DISCOVERY CENTER CONSTRUCTION UNDERWAY



Representatives from each grade join Dr. Gerald Boorman for the ceremonial groundbreaking.

The entire Bullis student body gathered on the main quad on October 19 to celebrate the groundbreaking for the first new building on campus in more than 13 years. The Gerald L. Boorman Discovery Center will be a 67,000-square-foot home for student innovation, exploration and creativity in the heart of the campus.

For the full story and photo gallery visit www.bullis.org/construction

For the 20th year of the Thanksgiving Basket Project, the Bullis community assembled food baskets and baked apple pies to support 100+ families through the Montgomery Housing Opportunities Commission.



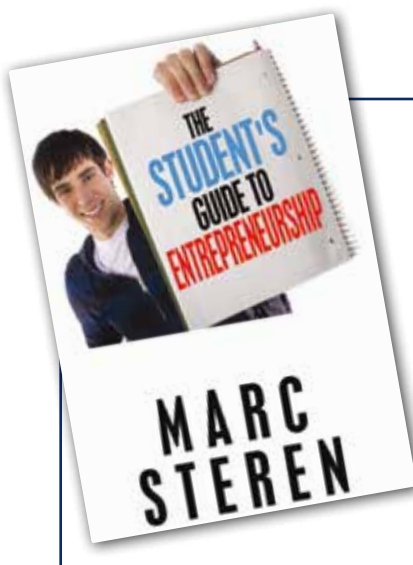
SERVICE

18,000



The Bullis Student Tutor program reached 18,000 video views from 27 countries. Student tutors create screencast videos covering a wide range of topics.

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



NEWLY PUBLISHED

The Student's Guide to Entrepreneurship, a newly published e-book by Bullis' Entrepreneurship Coordinator Marc Steren '89, is available via Amazon, Barnes and Noble, Kobo and Apple iBooks. Budding entrepreneurs can look for a paperback version to be released in a few months.

Save the Date
Friday, March 11, 2016



www.Bullis.org/Gala
Gala@bullis.org

Trips Take Students Outside and Up Close with Learning

As the last day of school for the 2014-2015 school year ended, most students headed for vacations, summer jobs and other non-academic pursuits. Yet two groups of students and teachers opted for additional learning and time with classmates through global studies trips.

Fifteen Middle Schoolers headed off to Colorado with three teacher/chaperones to explore the Rocky Mountains and learn about the ecology of Colorado. During most of the trip, the group stayed at the YMCA Snow Mountain Ranch, an outdoor education center located in Winter Park. They also visited Garden of the Gods and the Manitou Cliff Dwellings where students learned firsthand about Colorado and its earliest inhabitants. The students also studied the wildlife of the area, tracking animals and observing the impact of beaver life on the Colorado River.

Along with lessons, the students enjoyed a variety of outdoor activities from hiking and swimming to horseback riding, tubing, zip-lining, archery and bonding around campfires. For Joey Chmara '20, the best part was white water rafting. "The water was very cold and the rapids were massive, and we got to jump off of a forty-foot cliff into the freezing water," he says. "This was exhilarating and by far the most fun thing."

While these Middle Schoolers were up in the mountains, a group of Upper Schoolers



headed to the Caribbean to explore the vast marine life under the sea. Nine boys and two teacher/chaperones traveled to the Cape Eleuthera Institute in the Bahamas for a two-week marine science and conservation trip.

A self-sustaining campus, the Institute served as home base for the students throughout their trip. Every day they engaged in field and lab work that included: snorkeling along the reef for near-shore ecology studies of plants, fish and coral; studying nocturnal species and bioluminescence; dissecting algae and lionfish; determining the age of conch; and exploring mangroves. The students swam along the sea wall to see where the seabed drops to a few thousand feet in depth. They

learned about the importance of the coral reef, which occupies less than one percent of the ocean yet supports as much as 70% of all ocean living organisms while it purifies the ocean water and buffers sea inhabitants from destructive waves.

The students also laid lines to bait sharks which they then identified, measured and tagged before releasing. They caught sea turtles by hand to measure them, helped with stingray research, pulled up deep ocean sea traps to study organisms from a thousand meters deep and studied the effect of light pollution on bonefish.

"I've always been intrigued by marine science," says Maximillian Maurach Theo '17.

"This trip made it come to life for me. Instead of learning from a book, I was out in the field learning through the work we did."

Along with enhanced knowledge and awareness of conservation and the sea's bounty, the students also learned about themselves and each other. Rising senior Josh Davis enjoyed getting to know the people that he had not spent much time with during the school year, learning "to be more open about new things and new people."

"This trip allowed me to get to know myself better," Will Evans '18 says. "I now know I can do things that I didn't think I could do before. It was great to have a chance to find myself!"

Combining Service and Athletics to Support Special Needs Teens

Not every teen can commit to giving up two Sundays a month throughout the school year. But for seniors Sabrina Epstein and Carly Morgan, doing so is the realization of an idea they had more than a year ago.

“We both have always really enjoyed sports as well as working one-on-one with special needs kids,” explains Carly, and both wanted to create a way for other Bullis students to get involved. Now co-founders and co-presidents of the Bullis KEEN Club, currently in its second year, Carly and Sabrina oversee a group of 20 Upper Schoolers who meet regularly with their KEEN buddies for sports and athletics.

KEEN is national non-profit that provides sports and recreational opportunities for children and young adults with developmental and physical disabilities at no cost to their families or caregivers. The Bullis students play basketball, stretch, run and engage in other KEEN-directed activities with their buddies. “Physical activity is so important,” says Sabrina. “Exposing our KEEN buddies to sports while building friendships with them is great fun.”

Club members also attend KEEN special events, including the annual KEENFest as well as the Bullis Gives Back 5k, which brings KEEN students and other special needs children to campus for a buddy run that has become a favorite part of the

annual event and fundraiser.

To join the club, Bullis students must submit an application and be interviewed. Membership is capped at 20 students to ensure that each student can be matched with one KEEN buddy.

“Sabrina and Carly have been true leaders,” says advisor and Community Service Coordinator Dr. Sara Romeyn. “From handling all advertising and volunteer recruitment, to managing the application and

interview process and serving alongside the members, they are the perfect combination of passion and organization. They are clearly deeply committed to this work, and are so on-the-ball that no details are left to chance.”

The staff at KEEN Greater DC agree and credit Sabrina and Carly for creating a strong Bullis club. “They have been one of the best groups of volunteers that I have worked with. Sabrina and Carly are great leaders,” says

Karen Woolman, KEEN Club co-coordinator.

With both Carly and Sabrina graduating in May, soon it will be time for them to turn over the club to new leaders. “It’ll be hard to leave,” says Sabrina, who has grown very close to the KEEN buddy with whom she’s worked for two years. Carly agrees, adding “it will be really rewarding to leave knowing we have created a club that will last after we’re gone.”



Above, Thomas (KEEN Buddy), at left, with Camille Helmig '17 at Bullis 5K; right, co-presidents Carly Morgan '16, at left, and Sabrina Epstein '16; far right, Brooke Morgan '18 and Abby (KEEN Buddy), at right.

The Developing Dance Program

The Advanced Dance Ensemble—eight Upper School girls—removed their shoes in the darkened, quiet studio and began warm-ups. Then, as they sat on the floor, dance teacher Alana Hill led a thoughtful, honest discussion about confidence and sharing while students stood individually to explore a feeling in movement.

Students in Alana Hill's dance classes are learning that the art involves far more than moving to music; its challenges are mental and emotional as well as physical. The continually evolving Bullis program pays

consideration to these and other aspects. Dance students learn techniques and also think critically, design movement shapes, convey meaning through choreography and communicate as dancers. This layered approach deepens their understanding of dance and its relevance to life and the world. "Since 8th grade I've been learning techniques and studying structures and styles," says Michaela Henderson '16 of her dance classes with Ms. Hill. "It's not just a class for a little freedom in the middle of the day—we learn a lot more here."

This year marks Hill's sixth year of teaching dance at Bullis. When she first arrived, Bullis students had just four dance opportunities—introductory, ensemble, a fall dance show and an after school program. Now the curriculum offers several options from new 6th and 7th grade classes to an 8th grade dance major, Upper School dance ensembles and a signature program for seniors and juniors. The fall dance show has become a collaborative effort with Jazz Café to create a dazzling blend of music and dance revolving around exciting themes such as last year's music

of Michael Jackson and this year's interpretation of New York City.

The expanded program allows students to grow as dancers during their Bullis years. Last year was the first since Hill's arrival that some of her students graduated having danced consistently from 8th through 12th grades. "Next spring will be the first time Bullis students are inducted into the National Honor Society of Dance," she says, further proof of a well-established program.

Dance holds many benefits



“When kids dance during the school day it helps their thinking, confidence and creativity.”

—Alana Hill
MS/US Dance teacher

aside from physical. “It’s great for kinesthetic learners,” Hill explains. “When kids dance during the school day it helps their thinking, confidence and creativity.” Athleticism and artistry together foster skill mastery, collaboration, critical problem-solving and responsibility. “Dance supports different learning styles,” Hill continues. “Even if a student doesn’t continue dancing after Bullis, they gain something valuable within themselves.”

Students at all levels learn basics and more, choreographing pieces and researching topics like homelessness to express them in dance. “Understanding the bigger picture lends vulnerability to performance,” says Hill. “They connect honestly from their hearts.” Ensemble and signature classes encounter college-level challenges as students create portfolios and are encouraged to refine skills beyond Bullis. “Our students are truly being prepared to do more.”

The students agree. “Dance lets me de-stress in the middle of the day and spend time with friends who have a common interest,” says Alexandria Ligon ’16. “I love the freedom of dancing and working with others,” says Katelyn Foreman ’19; Naya Hutchinson ’17 loves to dance and enjoys the thinking and

creating, saying, “It’s surprising to discover what shapes we can make with our bodies.” New to Bullis, Briana Cheng ’17 says “I feel so comfortable here. You can be who you really are. Dance is already like my second home at school.”

“Alana Hill has greatly expanded our dance program,” says Performing Arts Chair Cheryl Terwilliger, “evolving it into a visible, strong component of our Arts department.”



Dance students perform during the Jazz and Dance Show in November. Above, dance teacher Alana Hill thanks the audience following the show.

Individuality VERSUS STANDARDS

HISTORY OF THE BULLIS DRESS

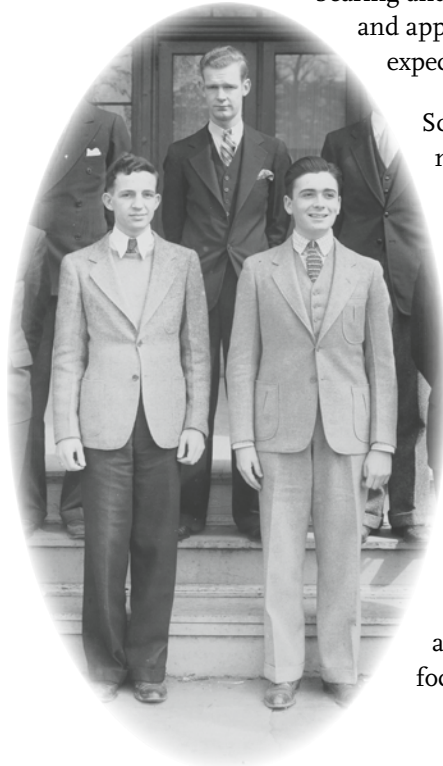
Young men attending Bullis School in its early years dressed neatly in shirts and ties, slacks, jackets and polished shoes; some even wore three-piece suits. When the School was founded in 1930 by Captain William F. Bullis and his wife Lois Hoover Bullis, proper dress and good manners were mandatory in class and at mealtimes. Then as now, student comportment—bearing and behavior, including dress and appearance—was an important expectation.

trends, diminish social differences and foster school pride.

Bullis School has always required students to adhere to a dress code, although the uniform was not defined until 1958 with the introduction of a standard navy blazer and blue-and-gold tie. Until then, while Bullis boys followed a rigorous schedule preparing for service academies or colleges, they wore jackets, ties and sweaters in a variety of styles and patterns. In old photos, jackets are tweed, plaid or plain wool; ties were an array of designs; shirts were almost invariably white or pale. Students wore dark, khaki or plaid trousers and a variety of sweaters, vests, boots, wingtips, saddle shoes and loafers.

Commander Bullis and the teaching staff prepared young men not only for tough exams, but to become officers and “gentlemen” someday. High standards of courtesy and behavior were expected, which included coats and ties as well as good manners such as standing when a teacher entered the room. “A neat haircut and a uniform instill pride of person,” Bullis wrote in a letter to students outlining the importance of showing respect for the school, the teachers, the education—and respect for oneself as well.

“No one had to tell me that I was out of uniform...ever!” recalls Middle School English Teacher Andy Marusak ’66. “As a two-year boarding student, each morning as I dressed for classes, I was proud to put on my gray slacks, button-down white dress shirt, black shoes, dark socks, Bullis tie and blue blazer. The uniform added dignity and maturity and a sense of unity among us students.”



School uniforms go back to medieval days and are still required in many schools, and American private and parochial schools in particular adopted the British tradition long ago. Since 1996 when President Clinton suggested uniform requirements in more American schools, dress regulations have been on the rise; some surveys estimate a 20% jump in the last decade. Conformity of appearance can encourage a focus on education rather than

1930s

1935: Bullis relocates to Silver Spring campus

World War II (1939-1945)

1930: Bullis opens its doors in the former Bolivian Embassy (Dupont Circle)

1946: Bullis expands from post-graduate program to include first class of graduating seniors

RDS: CODE

From the 1930s into the 1980s, students could remove coats and ties in class for comfort, but had to be fully dressed for meals. The mandatory dress rule in the dining hall was so strict that demerits—resulting in Saturday morning detention hours—were assigned for missing coats or blazers, loosened or lost ties, untucked shirts, improper footwear or any deviation.

Post-war American culture blended recovery and relief with an appreciation for small luxuries; a lift in fabric restrictions led to roomy, comfortable fashions like wide-leg flannel trousers, silk and knit ties and quality leather shoes. A student editor of *The Bulldog* in the 1950s described “the usual school attire of coat, shirt, tie, shorts and bare feet,” often sported by boarding students at breakfast. His fashion suggestions included oxford cloth shirts, argyle socks and ties in “popular Windsor knots”—while he admitted that in the dorm “I am dressed just like you are, in socks and a blanket.” As a student, alumnus and former math chair Richard Varney ’52 met dress code regulations by “wearing the same tie for three years and getting away with it.” Other alumni recall contests for the nastiest tie.

The Bullis dress code changed significantly with the introduction in 1958 of the classic navy blazer with the Bullis seal on the pocket, along with striped blue-and-gold tie, white buttoned-down shirt, gray slacks and brown or black shoes. Variants were pullover



Late 1960s

sweaters or vests, khaki pants in warm weather or, for a few brief summers, a blue-and-white seersucker jacket that one alumnus remembered as “stupid-looking but comfortable.” For decades, senior privilege in dress code extended simply to allowing a pale blue shirt.

The School’s traditional structure offered few choices through the 1960s at the new Potomac campus as the basic uniform held firm. By the 1970s, trends in self-expression and nonconformity made hair length a point of personal pride for some. Although

■ 1958: Bullis adopts uniform

■ 1964: Bullis moves to Potomac campus

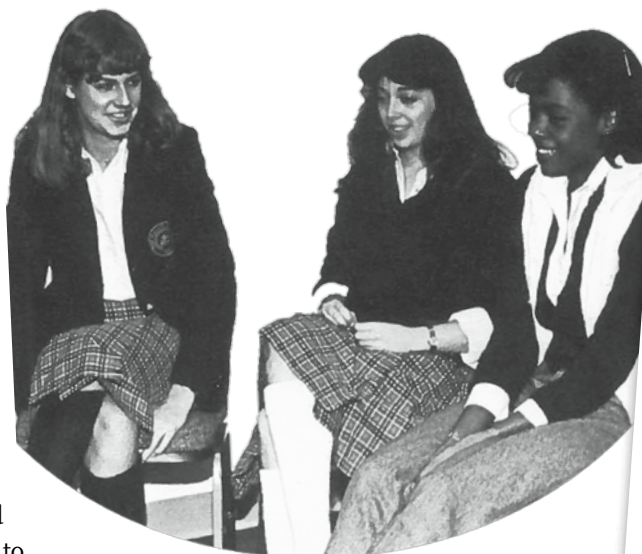
Commander Bullis encouraged individuality in other ways, he staunchly defended the dress code and the prescribed hair length: four inches or less, it could not touch the collar. Larry Bullis '54, a math teacher and, in 1980, headmaster, sometimes measured boys' hair to check length. With few outlets for self-expression in dress, students tamed too-long hair during the week with gel; one African American student slicked down his hair daily, letting it fill out on the weekends.

Detention could be assigned if a student needed a haircut. One teacher sent an 8th grade student to walk down Falls Road to a Potomac Village barbershop, only to hear later from the furious mother when the boy got a poison ivy rash from roadside overgrowth.

Susan Sweeney Spingler, one of the first female teachers at Bullis, placed a coat rack outside her art class in 1979 and told the boys that they could remove jackets, ties, even shirts if they wore a t-shirt. Students flocked to her art classes to enjoy that freedom. In 1988, a Middle School boy wrote in *The Bulldog* about his first day, mentioning the uniform of black loafers, gray pants, white shirt, Bullis tie and the navy jacket that "you take off, roll in a ball, and throw in your locker."

For those who lettered in varsity sports, a letter sweater option was added circa 1979. Still, the dress code, including jacket, held fast—even with the addition of girls.

"When skirts and knee socks are added to the Bullis uniform in the fall, a turning point will be marked in the school's history," stated an article in *The Washington Times* in April 1981. When the first group of girls entered Upper School that September, some recall the instantaneous effect on the boys: ties were straightened, shirts were tucked, manners and even academic efforts improved. The uniform designated for girls included a kilt skirt in the now-familiar blue, gray and gold plaid (a gray skirt was also permitted), a white or blue shirt, knee socks, black shoes and the navy Bullis blazer. Girls varied the uniform in small ways. Cyndi Bullis Vasco '83, the founders' granddaughter and a current Bullis parent and trustee—her father Larry Bullis was headmaster then—recalls teachers remarking "Is it free dress today, Miss Bullis?" whenever she embellished the dress code with accessories or the wrong socks.



1982



1987

Today the Bullis dress code continues its high standards for student appearance. Warm weather and cold weather requirements defined in the Student Handbook are based on Bullis tradition yet present more options. "The uniform outwardly shows that we are a united community," says Lower School Principal Margaret Andreadis. "It's a sign of respect for Bullis and equity among the students."

Bullis alumna and Middle School Assistant Principal Kira Orr '93 agrees. "The dress code creates a 'level playing field' that minimizes



1993

1980: Math Teacher Lawrence H. Bullis '54 becomes headmaster

1983: First class with female students graduates

socioeconomic disparities and takes the hard work out of getting dressed for school each day.”

“The uniform has certainly changed over time and evolved with fashion,” says alumnus and Boys Athletic Director Andres Parra ’99, “while simultaneously remaining a ‘uniform’ with traditional elements of the Bullis skirt, or tie and button down shirt.”

“School spirit is another component of the uniform, since students wear blue and gold every day,” adds Upper School Principal Robert Pollicino. “The dress code connects us to Bullis history and instills a sense of community.”



2015



2008



2002: Thomas B. Farquhar becomes head of school



1991: Dr. Richard K. Jung becomes headmaster

2010: Dr. Gerald L. Boarman becomes head of school

2013: Bullis adds first 2nd grade class

Technology Tools: Elevating Teaching and the Student Experience

*By Stacey Roshan
Upper School Math Teacher
and Technology Coordinator*



You might say it all started with stress.

After teaching AP Calculus for several years, I noticed a pattern. As the school year progressed, student stress increased. With a lot of material to cover before the College Board Advanced Placement Exam and a set time to get it all in, often there wasn't enough time to work through homework problems in class or answer student questions. So I used a software program called Camtasia to "flip" my classroom, and the transformation was dramatic.

In the flipped classroom, I record lectures for students to watch online at home, and then we use class time the next day to discuss and for students to actively problem solve. Students can stop and start the video lesson as often as they need to absorb the new information and take notes, and then work with me and their peers in class the next day to figure out how to apply that lesson to new problem sets.

This experiment turned out to be quite successful. Student stress noticeably decreased right away. I had more time to work with individual students and groups,

and in turn they helped each other. And yes, grades and AP scores rose as well.

Today, new tech tools have enhanced my process. Instead of students passively watching assigned videos at home, they now engage with the videos and solve problems that I insert as mini-quizzes. Students come to class knowing what questions to ask, and I am equipped with data that helps me determine the needs of the class as a whole and which students need my focused attention.

Scan this QR code to view more about Ms. Roshan's flipped classroom.



The idea is not to insert technology merely to make everything more 'whiz-bang' cool (although plenty of tech tools do that as a great side-benefit!). Rather, the goal is to make learning customizable for each student, bring multiple layers together into one clear picture and reinforce in each student a confidence—and a desire—to learn.

For decades, education has focused on teaching at the front of the classroom to the whole class. While some small group work allowed some differentiation, overall students all too often were lumped into one group or another. As a result, many students could quickly fall through the cracks, fall behind and begin to doubt their ability to learn and keep up.

The goal is to make learning customizable for each student, bring multiple layers together into one clear picture and reinforce in each student a confidence—and a desire—to learn.

In comparison, today's tech tools:



Allow students to process at their own speed without falling behind their peers



Provide teachers with analytics to customize and personalize lessons



Give teachers ways to address specific teaching challenges and bring intangible concepts to life



Engage students who may shy away from class oral discussions because they are introverted or lack confidence in their opinions or their ability to verbalize thoughts



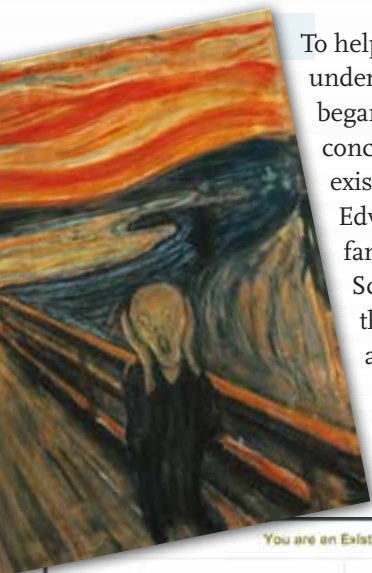
Can get everyone 'on the same page' after a long weekend or a busy day.

Twenty-first century learning is now more student-centered than ever, and Bullis is committed to this method of teaching. Our one-to-one laptop program and the wealth of tech tools that are available—many of which are online platforms and require little or no financial investment for the school—allow technology to efficiently bring our classes to life in exciting ways every day.

Turn the page to read about a few examples from here on campus.

EXISTENTIALISM: HOW TO MAKE THE ABSTRACT CONCEPT MORE CONCRETE

English teachers Amanda Lombardo and Laura Heninger had a challenge: show the value of Albert Camus' *The Stranger* as a vehicle for exploring existentialism. No easy concept, existentialism could leave students confused and unable to relate to the book, let alone begin to determine how they felt about it.



To help students better understand, the teachers began with some concrete illustrations of existentialism: examining Edward Munch's famous painting "The Scream" and asking the students to quickly answer a series of questions about their own reactions to existential concepts.



Equipped with an expanded vocabulary and a few days to consider the concept, students then used Pear Deck to rate where on a spectrum they agreed or disagreed with the statement "I am an existentialist." Pear Deck is an interactive presentation platform that allows students to anonymously answer a question on their laptop without being swayed by the responses of their classmates. After everyone had submitted an answer, the teachers displayed the range of dots on the screen at the front of the room.

For homework, the students participated in an online discussion to describe their positions. Online discussions have been shown to build connections and class community, contribute to the development of stronger critical thinking and writing skills, give students the chance to process and reflect at their own pace, and empower students to express themselves. The subsequent class discussions were livelier and more productive than ever, as all the students had time to think through the concept, their own positions and how they would communicate their opinions.

CREATING AN INTERACTIVE ENVIRONMENT IN AN ONLINE CLASSROOM

Health teacher Maureen Martin conducts her classes in a blended environment that combines traditional face-to-face settings with online classes. This enables her to focus her facetime with the students in substantive discussion while their online time is used to view TED talks and other related material in preparation. But how could she make sure that the students' work at home not only occurred but was productive? How could she draw attention to the key points of the videos?

We introduced Zaption to address this challenge. Using this tool, Ms. Martin could embed written prompts into the video, add text annotations and even quiz students along the way to check for understanding.

Students control the pace of the video and rewatch segments as often as they like, and the quizzes help to highlight the key takeaways.

Now Ms. Martin can monitor which students have not completed the video assignment, which might need additional help and which might be prepared to lead class discussions. "Zaption has been a game-changer," she says. "We are going further than ever before and taking our in-class discussions to a whole new level."

HOW TO BUILD THEMATIC AND CHRONOLOGICAL TIMELINES

American History teachers had a dilemma: how to teach thematically (politics, immigration, rebellion, warfare, etc.) while also helping students to keep track of important events in time.

Department Chair Lisa Vardi and I began by brainstorming what an ideal tool would provide. The teachers wanted an in-class visual for easy reference during class sessions and to highlight and track themes using color, pictures and even student voices. Ideally, the result would be a flat poster-type display that could also become interactive with student recordings to present fact and analysis and point to resources such as videos, photos and other documents.



Kylie Rau '18, at left, works independently, while Health Teacher Maureen Martin checks in with Kerry Mitchell '18.



The solution was to merge a traditional solution with meaningful technology. Enter Buncee, an online tool that lets students design slides, include other resources (even that audio we wanted) and easily share them anywhere. Buncee was also simple for students to quickly learn and master, so the focus stayed on the material and not on tinkering with technology.

Using Buncee, students created a digital canvas of historical events, people and places related to a thematic unit of study, such as the Constitutional Convention or “The Great Compromise” which created the bicameral Congress. The slides could then be printed out for posting with QR codes linking back to the online version in order to view and hear all the supporting documentation.

Scan this QR code to view the Constitutional Convention Buncee.



So Much More Ahead

From VoiceThread for foreign language teaching, to Weebly for creating dynamic websites and Makey Makeys and Scratch Programming to create sound from any object, we are only at the tip of the iceberg in using tech tools to take our teaching to a whole new level.

What’s always essential is to ensure that the technology remains in the background, allowing student ideas, expression and learning to be

front and center. We will continue to focus on tools that are quick to learn, very low cost and accessible to all.

As Lisa Vardi, who recently used Thinglink and Weebly to teach a unit on megacities, says, “To empower the next generation of learners to be globally minded and develop empathy, we must combine new tech tools with time-honored strategies. We want students to think deeply about the world, explore it and also display their learning using tools that will captivate them and the next generation.”

I couldn’t agree more, and I can’t wait to see what comes next.

Stacey Roshan left a successful career as an economist in 2007 to go into teaching, and has been at Bullis ever since. Along with her teaching, Ms. Roshan is now the technology coordinator for Upper School teachers, helping them incorporate technology into academics.

What tech tools are in use in the other divisions?

We asked their tech coordinators to give us an update...

Nate Gordon:

Lower School students demonstrate their understanding of math problems (rather than just showing the final answer) on their iPads through Educreations, a screencasting tool. They also create and share multimedia content through tools such as Wixie, Book Creator and Skitch. They are also creating art portfolios and project portfolios using Haiku.

Our new coding class is off to a strong start, with 5th graders using Hopscotch to design video games. Spanish students use digital flashcards that feature audio as well as text to learn new vocabulary and record their dialogs in Sock Puppets.

Rita Gerharz:

Middle School teachers use Pear Deck for interactive lesson presentations. Also, several started using Zaption to create interactive video lessons. We use Geometer’s Sketchpad in geometry and Desmos in algebra. Social Studies uses interactive websites for virtual learning experiences such as visiting the pyramids in Egypt, and Kahoot is great for fun review games in all subjects. Our technology classes make learning games in Scratch, draw in Google Drawing, animate in PowerPoint and Scratch, use Makey Makeys to play music, build robots with Hummingbirds and program them with Scratch or Snap.

FROM THE CLASSROOM: TEACHER BLOG POSTS, FALL TRIMESTER 2015

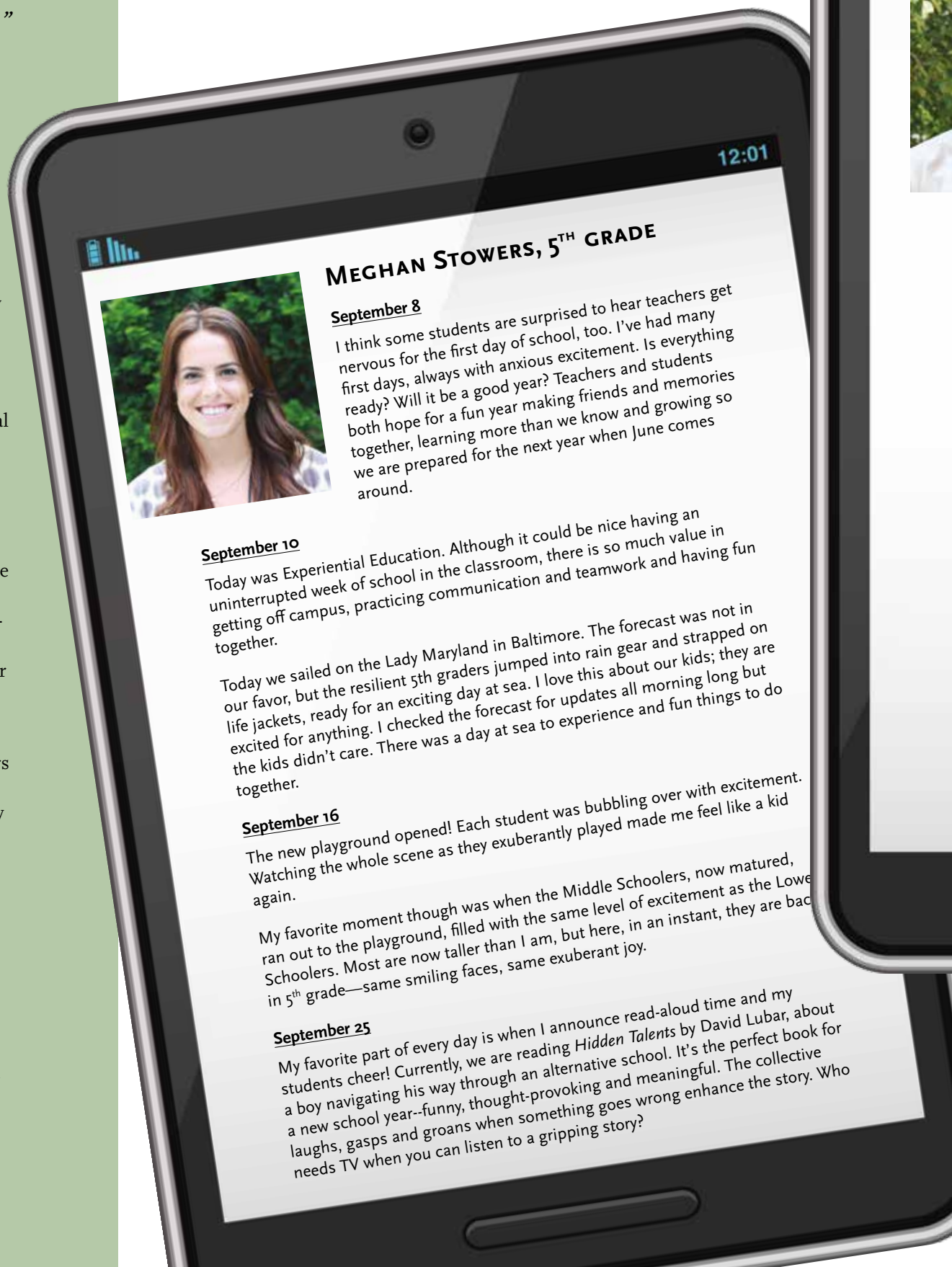
"An emoji cannot replace a warm smile from your teacher as you enter the classroom."

While tech tools enhance the classroom experience, it's the teachers that bring everything together. "Ours are passionate not only about their subject but also—and perhaps most importantly—passionate about working with young people," says Upper School Principal Robert Pollicino. "They are committed to helping students achieve at a level beyond what they think they are capable of."

Bullis teachers make learning come alive and "innovate all the time," says Middle School Principal Marilyn Moreno. They have high standards for each student, providing flexible, differentiated instruction so that each student can rise to the next level: "Our teachers encourage students to take risks and challenge themselves into a curious world of what-could-be," says Lower School Principal Margaret Andreadis. "We empower students to own and guide their own learning."

Leading by example, Bullis teachers set the tone for student behavior and community expectations. They know that staying connected is not about devices or technology; face-to-face conversation is key "and communicates warmth, care and dedication," as Ms. Andreadis describes.

Passionate and committed to students in and out of the classroom, Bullis teachers form deep connections with the broader community. They teach from a foundation of compassion and empathy, recognizing that, as Mr. Pollicino says, "each student has a different start to their day."



MEGHAN STOWERS, 5TH GRADE

September 8

I think some students are surprised to hear teachers get nervous for the first day of school, too. I've had many first days, always with anxious excitement. Is everything ready? Will it be a good year? Teachers and students both hope for a fun year making friends and memories together, learning more than we know and growing so we are prepared for the next year when June comes around.

September 10

Today was Experiential Education. Although it could be nice having an uninterrupted week of school in the classroom, there is so much value in getting off campus, practicing communication and teamwork and having fun together.

Today we sailed on the Lady Maryland in Baltimore. The forecast was not in our favor, but the resilient 5th graders jumped into rain gear and strapped on life jackets, ready for an exciting day at sea. I love this about our kids; they are excited for anything. I checked the forecast for updates all morning long but the kids didn't care. There was a day at sea to experience and fun things to do together.

September 16

The new playground opened! Each student was bubbling over with excitement. Watching the whole scene as they exuberantly played made me feel like a kid again.

My favorite moment though was when the Middle Schoolers, now matured, ran out to the playground, filled with the same level of excitement as the Lower Schoolers. Most are now taller than I am, but here, in an instant, they are back in 5th grade—same smiling faces, same exuberant joy.

September 25

My favorite part of every day is when I announce read-aloud time and my students cheer! Currently, we are reading *Hidden Talents* by David Lubar, about a boy navigating his way through an alternative school. It's the perfect book for a new school year—funny, thought-provoking and meaningful. The collective laughs, gasps and groans when something goes wrong enhance the story. Who needs TV when you can listen to a gripping story?

12:01



MATT TRAMMEL, MIDDLE SCHOOL SOCIAL STUDIES

September 23

On a day off from work, teachers get to think, plan and complete the little tasks that get pushed to the side during the school day. Days like today also allow us to reflect. I am constantly encouraged and challenged by the commitment of the faculty and staff at Bullis. Being surrounded by consummate professionals motivates

me to keep getting better, to invest every day in our students. What we do matters.

September 29

When students ask the right questions—questions that clarify, identify cause and effect, consider “why”—teachers know learning is happening and students are analyzing and applying content. These are the moments teachers look forward to!

October 19

Observing my students as they go through the day, I am proud of their efforts and ability to handle multiple tasks and responsibilities. Above the content acquired, reading and writing skills further developed, and countless other aspects of the curriculum, one of the most important skills to learn is managing disparate responsibilities. Wearing many hats and doing so with proficiency is a wonderful skill I am certainly still working on. It is good to see our students develop it early.

October 20

Homecoming Week! I always enjoy seeing the funny outfits and sense of humor our students and faculty display during theme dress days. Tacky tourists are everywhere!

It is also great how students continue to take care of business in the midst of such a fun week. The preparation and hard work put forth in reviewing the concepts of our current lesson has paid off. As classrooms move away from a teacher-directed model, students are more responsible for their own learning. Bullis students deserve much credit for bringing great effort especially this week so we could continue to move through our curriculum.



KERRY HOSMER, UPPER SCHOOL ENGLISH AND DIRECTOR OF STUDENT LIFE

August 31

The first day of school still carries butterflies...even in my 22nd year of teaching. You can't sleep, and movie after movie plays in your mind of how the year could go. My family doesn't get it; they think I doubt myself. “You've taught for so long,” they say, “you love it so much. There's nothing to worry about.” True. Yet there is something to each new start...wondering how the class dynamics will be, knowing there will be surprises around the bend.

September 8

In grad school I team-taught a freshman English class. I learned so much from my colleague and rapidly grew in my creativity by constantly bouncing ideas off of another person. Then, for two decades I taught alone. This year, I am co-teaching the American Humanities Seminar with Patty Topliffe, a teacher who is ready to get silly to help kids embrace a time period, learn something new, and have fun in the process...that's the definition of a teacher I want to team up with.

October 7

What a debate in Humanities! I loved watching the passion spark as Patriots faced off against Loyalists on the eve of the American Revolution. Students assumed identities of their assigned roles and spoke with eloquence. We have talked about speaking with conviction and getting rid of the “likes” and “ums” that invade our speech. Today, though, was amazing! Students stood, as citizens from 1776, spoke with incredible insight and eloquence...and did not use “like” at all. Maybe every day has to be 1776?

October 22

The energy and spirit was so electric at today's pep rally. I was so pleased for the seniors; originally, they struggled with how to make their grand entrance, but it came together and was the most unified and energized entrance I have seen in nine years at Bullis. I love that their class song stemmed from their Experiential Ed time at Calleva. They set the tone for fun and LOUD spirit. Watching it all unfold was a highlight of my week.

GIRLS SOCCER WINS ISL-AA CHAMPIONSHIP

The fall 2015 varsity girls team became the first in school history to win the ISL-AA division after an undefeated season in league play. They clinched the victory with a 3-0 shut-out over Flint Hill in the league tournament final.

“Early in the season I had a good idea that we had the capability to win the regular season and tournament,” says Coach David Wood. “The team lived up to the promise. It was amazing!”

Leading the team were four senior captains, all four-year varsity starters. “Each led in her own way,” Coach Wood says, crediting Jessica Vincent for defense, Drew Kesterman for scoring, Annika Jansa for assists and Brooke Priddy for passing ability and defense. “They shared a goal of winning the league,” he adds, “and set the tone by being positive all season and keeping the other players focused.”



The varsity girls soccer team, from left, Assistant Coach Eric Metee, Halle Magruder '19, Jon Glass '19, Caitlyn Cabrera '19, Alexa Bartenfelder '18, Julia Gilbert '19, Lola Akiwowo '17, Madison Lotstein '16, Leyah Hall-Robinson '19, Nora Ribera '17, Perrin Benaugh '18, Amanda Leder '19, Alana Tauber '17, Sophie McIntyre '18, Sloan Melnick '18, Kristi Palmer '17, Sarah Renkey '17 and Coach David Wood. In front, from left, Drew Kesterman '16, Brooke Priddy '16, Jessica Vincent '16 and Annika Jansa '16. Not pictured: Antonia Avila '16.

Above right, Amanda Leder '19 gets ready to kick during the Championship game.

NINE SENIORS CELEBRATED FOR COLLEGIATE ATHLETIC PLANS



In a special ceremony this fall, nine seniors were recognized for their accomplishments and decisions to accept offers in the NCAA for next year.

Shown in this photo with Upper School Principal Robert Pollicino (at far right), they are, from left: Mia Gyau, soccer, Duke; Alex Leder, basketball, Salisbury University; Griff Gosnell, lacrosse, Cornell; John Markovs, lacrosse, Ohio Wesleyan; Paul Steel, lacrosse, Johns Hopkins; Jack Forrest, lacrosse, Dartmouth; Nick Petkevich, lacrosse, Colgate; Joseph Stein, lacrosse, Bucknell and Steven Shollenberger, lacrosse, Drexel.

FOOTBALL WINS SHARE OF IAC TROPHY

Congratulations to Coach Cilento and the entire football program as they won a share of the IAC title with an exciting 19-16 victory over Georgetown Prep in the final game of the season.

The victory marked the end to a season that had a difficult start, with the team losing four out of their first five games. “They overcame tremendous adversity, leading the Bullis way and never doubting themselves to win their last four games and finish 5-4 for the season,” says Head Coach Pat Cilento. Led by quarterback Dwayne Haskins '16, the team also had strong play from Cameron Brown '16 who has committed to play at Penn State. Senior Patrick Johnson '16, injured early and unable to play this season, will play for the University of Wisconsin next year.

This marks the third IAC title in a row for Bullis varsity football and the fourth in the past five years.



Dwayne Haskins '16 takes a snap while scanning the field in the Landon game.

Crew Joins Athletic Lineup for Fall

Fall 2015 marked the start of the new Bullis crew squad. The coed team of 12 Upper School students—ten boys and two girls—joined with students from nearby Winston Churchill High School to make up the Montgomery Rowing Club.

They mixed daily land practices to build strength and endurance with two to three practices on the Anacostia River at Bladensburg Waterfront Park. Bullis strength and conditioning Coach Tanner Holloway worked

with the students on land and praised their enthusiasm and progress: “Every athlete has come so far both physically and mentally. Most of our team was new to the sport and students quickly gained confidence and enthusiasm.”

For their first season the team competed as novices in three fall regattas, with the students rowing in both four- and eight-person boats along with a student coxswain. “We’re finalizing details for the spring

season and hope to recruit more girls so we can have both girls’ and boys’ boats competing,” says Athletic Director Kathleen Lloyd, adding that while the team is coed the boats are single gender.

“Crew was an awesome experience,” says Brenden Lloyd ’17. “I really like the team aspect and the challenge. There’s a lot that goes into the sport and I’m looking forward to getting back on the water in the spring!”



Above, from left, Will Houston '19, Paris Sears '19, Churchill student, Spencer Moffat '17, Ben Yuan '19, Justin Kelly '18, Jack Essepian '18 and Brenden Lloyd '17 at practice.

Not pictured: Anna Singh '17, Al-Batoul El-Taguri '19, Daniel Blanc '18, Embrick Eyles '19 and William Schwartz '18.

Top right, Spencer Moffat and Ben Yuan de-rig their boat.



MIDDLE SCHOOL CROSS COUNTRY

Girls and boys cross country teams both excelled this season and at the MD/DC State Cross Country Championships, the Bullis boys team finished in sixth place out of 12 teams. The girls finished in fifth place, running against 110 competitors.



Following their second place finish at the Norwood Invitational, back row, from left, Tyler Hoel '20, Rachel Sita '20, Nailah Saint-Louis '22, Ryanne Mills '21, Maya Wain '22, and front row, Sydney Rodman '20 and Sara Jacobi '20.

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IN HONOR OF
JOHN W.
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ONWARD FARING

A HISTORY OF BULLIS SCHOOL

TEXT BY SUSAN KING



In 1930, a Navy captain and a schoolteacher founded a small preparatory school for service academies in Washington D.C. They could not have imagined then how far those dreams would go.

From D.C. to Silver Spring to Potomac, the history of **Bullis School** spans 85 years of exceptional education, tradition and transformation—a fascinating story of a caring and remarkable school community.

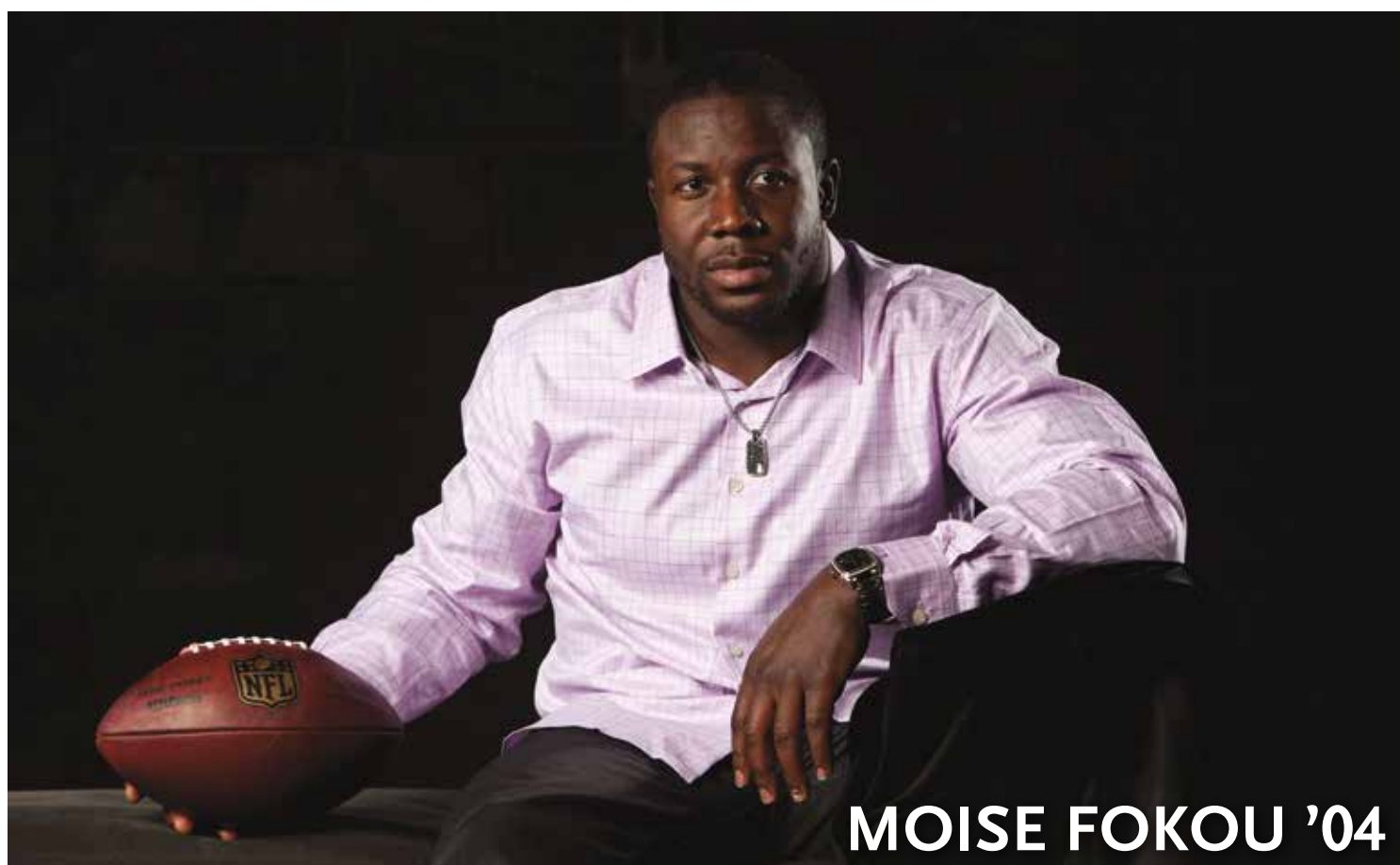
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ALUMNI

NEWS AND NOTES



ALUMNI TAILGATE: Members of the Bullis family—Ed Bullis '86, Judy Sebring, Stuart Sebring '90, former teacher and coach Faith (Bullis) Mace, Cyndi (Bullis) Vasco '83 and Kevin Vasco '84—reconnect at Homecoming.



MOISE FOKOU '04

FOOTBALL, PHILANTHROPY AND EDUCATION—BACKBONES TO SUCCESS

As a child, Moise begged his mom to allow him to play football. “She only let me play soccer, fearing I’d get injured playing football,” he says. But Moise was persistent and eventually she agreed to let him play recreational football in 5th grade—and he was instantly hooked. “From that point I was determined to always have football in my life,” he says. Becoming a professional athlete is something many kids dream of; for Moise, it became his reality.

Moise entered Bullis as a junior and recalls that while being the new kid can be difficult, the

positive culture at Bullis was so infectious that he quickly felt like part of the family among his classmates and football coaches. In particular, he thanks Coaches Walt King and Dan Rascher ’82 for taking great care of him. “Bullis is very dear to my heart,” Moise says. “I made best friends as a student and am still close with those same people today.” Moise also focused hard on his school work and was successful academically. A standout player on the football team, he was named All-IAC and *Washington Post* second team All-Met player in his senior year, as well as MVP of the conference.

Following graduation, Moise played football at Frostburg University for one year before transferring to the University of Maryland, where he excelled on the practice squad and earned a scholarship the following season. He played for three years and garnered attention as a star linebacker. Before he would allow himself to think about professional football possibilities, though, he committed to graduating from college first. He and his siblings are the first in his family to attend college and “the opportunity to finish strong was not going to be wasted,” he says.

Moise graduated with a degree in criminology in December 2008.

In spring 2009, Moise was drafted to the Philadelphia Eagles and recalls that moment as very surreal: “You go from being a college kid to walking into a locker room with guys you’ve looked up to. It’s emotional—I felt like I won the lottery.” Moise played all 16 games that season, and started in the final four games. After three seasons with the Eagles, Moise played one season with the Indianapolis Colts, two years with the Tennessee Titans and then one season with the New



Orleans Saints. “Football has taught me a lot of life lessons, including persistence and determination,” Moise says, “but I really love the teamwork and camaraderie—11 people on the field, depending on each other to achieve a common goal. Playing in the NFL is very intense, thrilling, and something special that very few people get to experience.”

Recognizing how fortunate his life has been, and wanting to pay it forward, Moise established the Root 53 Foundation in 2012, named because ‘root’ refers to someone’s heritage and 53 is his football number and also pays homage to the 53 men on a roster. Root 53 provides hands-on learning opportunities for at-risk youth in Maryland, Washington, D.C. and Tennessee, where he was still playing football at the time.

“Kids should feel positive about going to school,” Moise says, and he aims to be instrumental in their journey, just as other people were for him as a child. Recalling an organization that took him and other underprivileged students in elementary school on a shopping spree for new clothes and school supplies, Moise says “That put the biggest smile on my face and helped me feel like I belonged. Being able

“IF YOU WANT ANYTHING IN LIFE, SET A GOAL AND MAKE A PLAN. WORK AT IT TIRELESSLY AND SURROUND YOURSELF WITH THE RIGHT PEOPLE.”

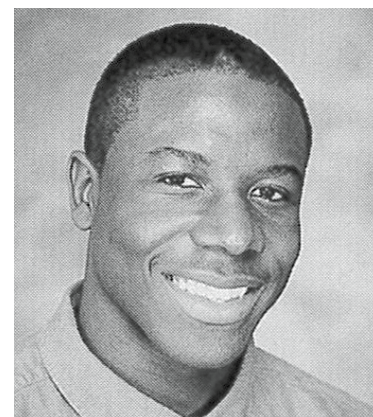
to do that for kids now through my foundation is an incredible feeling.”

Root 53 educates children in urban areas on topics including healthy living through proper nutrition and exercise. The organization also provides children with clothes and school supplies to help them feel successful intellectually and emotionally. The Foundation received the Henry L. Dixon Award for Best Organizational Achievement at the Montgomery County Community Action Awards in 2014 for its role in helping “low income individuals in Montgomery County move toward or achieve self-sufficiency.”

While still playing football in Tennessee, Moise opted to pursue a master’s degree in business administration from George Washington University. “I wanted to have as much education as possible to rely on when my football days were over,” he says. He received his degree in 2014. “That graduation day was awesome, both

for my parents and me,” he says. “The way they saw me attack this opportunity was definitely a marquee moment in my life. That diploma will serve me long after football.” Currently a free agent, Moise hopes to pursue a career in real estate development when he retires from football.

“If you want anything in life, set a goal and make a plan,” Moise advises current students. “Work at it tirelessly and surround yourself with the right people. One way or another, you will achieve your goal.”



Opposite page: Moise Fokou '04 in a promotional photo shoot

At left: Moise getting the crowd excited during a Philadelphia Eagles game

At top: Moise’s senior portrait from the 2004 edition of *Roll Call*

Above: Moise dancing with students at a Root 53 Foundation event at the University of Maryland promoting a healthy lifestyle



NINA ROUMELL '09

RUNNING DOWN A DREAM

Nina Roumell did not know the impact that running track and cross country at Bullis would have on her life and eventually her career. “Running really brought me out of my shell,” she recalls. “I gained confidence that helped academically and socially, I participated more and gained leadership skills that have proven invaluable.” Running at Bullis gave Nina a platform and a voice—she now works as a research analyst at the Colorado Health Institute focusing on innovations in health care policy and access to care.

At Colorado College, Nina continued her pursuit of running, becoming captain of the varsity track team and receiving all-conference recognition. Not until her junior year, when she traveled abroad to India, did she bridge the gap between speaking up for others

and public health. In India, Nina studied the effectiveness of a government initiative, the Integrated Child Development Program, which provides food, preschool education and primary healthcare for children under six and their mothers. Nina’s thesis about this initiative sparked her interest in public health.

She graduated in 2013 with a bachelor of science degree in neuroscience and a coveted position in the Public Interest Fellow Program as the strategic engagement fellow at Colorado Consumer Health Initiative, a non-profit which works to ensure all Coloradans get affordable and equitable health care. “I love being involved in cutting-edge health policy innovations that improve access to care,” Nina says. Through her fellowship, she partnered on the viral “Got Insurance”

campaign, encouraging young adults in Colorado to sign up for health insurance. The campaign garnered media attention from outlets including NPR and CNN, allowing Nina’s work in targeting young adults to truly connect with an audience.

In July 2014, following her fellowship, Nina began working at the Colorado Health Institute, where she partners with other health organizations and decision makers across Colorado to examine ways states pay for health care or administer Medicaid, as well as looking at access to care, to understand the correlation between individuals’ abilities to utilize health care and the challenges they face. Nina also works with legislators who may need information about a particular bill they are looking to pass, providing specific data and techniques to help them. “I

couldn’t have imagined that one day

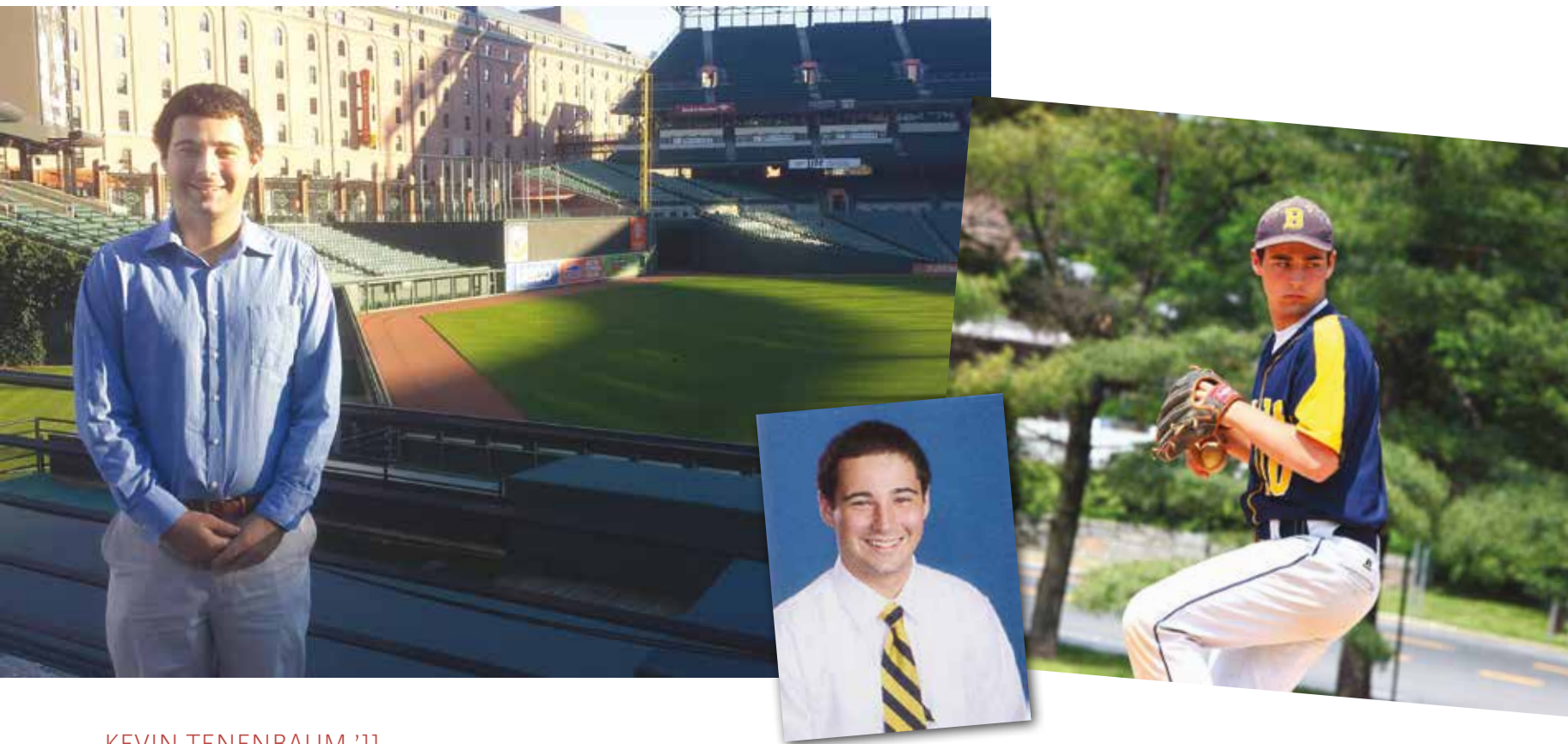
I would be resenting to legislators—it’s incredible. Bullis really laid the groundwork for the confidence I gained to be able to do this,” Nina says.

Still an avid runner, Nina looks forward to completing her first 50k race next summer. This winter, she will begin coaching a girls basketball team at the Boys and Girls Club and hopes to encourage young women to gain confidence, leadership skills and a voice, just as she did.

“I am so grateful for Bullis, where ultimately, through a supporting and caring environment, led by Coaches Andrew Delinsky, Daniel Gulotta and Stacy Plum, I gained education and confidence that has enabled me to excel and pursue my goals. I am equally excited for my brother Jordan who started 9th grade at Bullis this year and is also having a wonderful experience.”



At top, Nina Roumell’s 2009 *Roll Call* portrait. Above, Nina works with families in Dharansala during her junior year in India. At right, she goes for a run in Leadville, Colorado.



KEVIN TENENBAUM '11

ADDING THE NUMBERS UP TO GREAT SUCCESS

At left, Kevin Tenenbaum today outside his office at Orioles Park at Camden Yards; his senior portrait in the 2011 *Roll Call*; winding up for a pitch while playing baseball at Bullis.

For someone who works in statistics and majored in math, Kevin Tenenbaum's claim that luck played a big part in getting him his dream job with the Baltimore Orioles might seem ironic.

"It started when I had some free time the summer after my freshman year at Middlebury," Kevin recalls. He used a lot of that time to read about baseball--and today he is a baseball analyst for the team.

One of the blogs he stumbled upon that summer explored the use of pitch tracking data to make interesting visualizations and insights about the game. The subject was fascinating enough, but when Kevin noticed that the writer was

Dave Allen, his biology lab professor at Middlebury, he was hooked. Kevin reached out to Allen, and before long the two began working together. Kevin switched his major from pre-med to math, while Professor Allen taught him how to write code and involved him in several fascinating projects. One of those led to the pair presenting a workshop at the SABR Analytics Conference about the use of game theory to determine how to locate fastballs in the strike zone. The conference explores baseball research and attracts representatives from throughout Major League Baseball.

Following the presentation, Kevin was offered a summer internship with the Orioles after his sophomore year. Another

presentation at the SABR conference the next year and another summer of interning with the Orioles cemented his interest and career plans. He accepted a full-time job with the team after graduating from Middlebury in 2015.

"I'm like Jonah Hill's character in 'Moneyball,'" explains Kevin. The movie, starring Brad Pitt, brought the concept of statistical modeling in baseball to public attention. In his job with the Orioles, Kevin builds and maintains long-term player evaluation models to understand how players can be best utilized and to find undervalued players in the market. "It all comes back to Mr. Matt Zimmer at Bullis, who first helped me discover an interest in math," Kevin says.

Always a baseball fan, Kevin played for Bullis and was recognized as All-IAC in his senior year and captained the varsity team in his junior and senior years. He pitched and played second base and credits his coaches Brian Lumpkin '00, Joe Teets and Frazier Stowers for teaching him a lot about the sport. Though a shoulder injury sidelined his college baseball career, he has great affection for Middlebury. "I loved the classes and the beautiful area for hiking and snowboarding. Plus I made great friends that I'll have forever."

"This is a job I didn't even know existed when I graduated from Bullis," Kevin says. "Then it became a pipe dream, and now I'm living it every day!"

HOMECOMING'S ALUMNI TAILGATE

In the spirit of Homecoming, we welcomed back more than 50 alumni and their families for the Family Tailgate party prior to the football game. We were honored to be joined by former teacher and coach Faith (Bullis) Mace—daughter of Bullis School founders Commander William and Lois Bullis—who drove nearly 2,000 miles from Florida to attend. “It was a wonderful time. My parents would have loved to have been at this Homecoming celebrating the 85th year of the school that they started with a mere 13 students in the middle of the Great Depression,” she says. Over delicious food from Rio Grande, alumni across the decades shared laughter and stories of their time at Bullis.

Thank you to all of our cherished alumni and everyone who came out to cheer on our Bulldogs who defeated St. Albans 50-12.

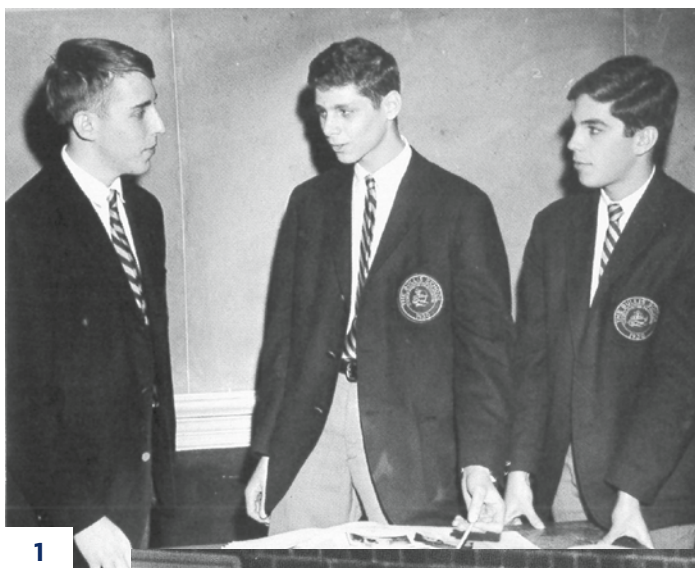
Top right: Enjoying the game, from left, Adam Janowitz '00, Brandon Ferrell '00, Tom Cowles '00 and David Slavik '00.

At right: Future alumni cheering at the football game



Front row: Liliana Castellanos '87, Nina (Cochrane) Price '87, Shahara Anderson '10, Kira Orr '93, Candice Mitchell '83, Julie (Ayres) Coan '83, Marni Friedlander '11, Jennifer (Hayman) Okun '99 and Matthew Rosenblatt '97; second row: Trey Hairston '10, Kyle Blackstone '93, Jon Halle '88, Karen (Dockser) Walter '85, Jennifer Monroe Heebink '85, former teacher Faith (Bullis) Mace, Sam Thomas '12, Cyndi (Bullis) Vasco '83, Bill Timmons '86, Gary Friedlander '79, Keith Wang '98 and Neal Rosenthal '98; third row: Ryan Wright '10, Orlando Williams '93, Michelle (Konigsberg) Cohen '87, David Cohen '87, Neil Jacobs '85, Warren Flood '09, Ed Bullis '86, Jason Katzen '98, Travis Lay '04; back row: Kevin Vasco '84, Alex Novak '87 and Stuart Sebring '90.

Mystery Alumni Photos



Can you identify the people in these photos? Email your answers by February 15 to:
Jennifer (Hayman) Okun '99
at jennifer_okun@bullis.org

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



Answers to Mystery Photos from Spring/Summer Magazine

Nicole (Perkins) Forster '91 and Christine (Levonian) Gresham '91 were the first to identify, from left, Janine Levitt '91, Julie (Luchs) Smigel '91, and Katie Richardson '91.

Steve Willenbucher '95 spotted his father, Marshall Willenbucher '56 (back row, far right) and Tom Werner '54 recognized Steve Madreperla '54 (back row, 3rd from left). Can you help us identify the others?

No one has yet identified the alumni in the third photo (at right), so if you know who they are, please submit your answers to the Alumni Office.

*Photo from Fall 2014 Magazine that was yet-to-be-identified: Christopher Kalil '90 correctly recognized from left, Bob Golightly '85, Cathy Culver '86, and Mark Forster '86.

To view all mystery alumni photos, visit www.bullis.org/alumni



'42

RICHARD WILSON writes about his fond memories of time at Bullis, noting the significant differences of the School then and now, including how when he was here everything took place in one building. He is enjoying life in South Carolina.

'48

JAMES DRITT retired in 2014, after an extensive career in engineering working at Sandia National Labs in Albuquerque, providing engineering support for Sandia government contracts with the Department of Defense. Prior to that he taught classes and workshops on the scientific evidence supporting Scripture and was elected the first president of the Creation Science Fellowship of New Mexico. James now lives in Tallahassee, Florida.

'49

WILLIAM DANA and Bullis are both turning 85 this year! William has great memories of Commander Bullis and his family and Al Grossman (former assistant principal) at the Silver Spring campus. William has visited the Potomac campus and is impressed with how far Bullis has come over the years.

'50

PETER "JERRY" FITZGERALD is an owner with his sons of FitzGerald Properties, a real estate management company serving the greater Washington, DC area. In 2007,

Jerry co-founded Chain Bridge Bank in McLean, Virginia. He participates in various philanthropic activities and enjoys spending time with his four children and seven grandchildren. Jerry also funded construction of a library for a one-room school that his daughter founded in Cambodia to teach children English. Last year, Jerry and his wife traveled to Cambodia for the library's dedication.

'52

TED LOVELY says he fondly remembers his time at Bullis and how well it prepared him for the Naval Academy. He is enjoying retirement in Connecticut, where he had an extensive career in education as a mathematics teacher, principal, assistant superintendent of schools and chairman of the Board of Education in the Trumbull Public School System in Trumbull, Connecticut. Ted and his wife Nancy have been married for 55 years and have six children and 15 grandchildren.

'54

JACK NICHOLAS' 11th book, *Secrets of Success with Procedures*, was published in early 2015 and is "a universally applicable primer on procedures, their relationships to policies, plans and processes and the most effective ways of managing all of them in today's digital, cyber-centric world." His 12th book, *Asset Conditioning Monitoring Management*, will be published early next year. Jack resides in Gettysburg, Pennsylvania.

'58

DR. MICKEY METCALF was recently promoted to professor of law and management at Gardner-Webb University in Boiling Springs, North Carolina. Mickey has a bachelor of arts from Oglethorpe University in Atlanta, an MBA from the University of South Carolina and a JD from Wake Forest University. He resides in High Point, North Carolina with his wife Janice.

WILLIAM SMITH received his doctorate degree from Aquinas Institute of Theology in St. Louis in May. Bill is currently the chief of staff for the Jesuit Restorative Justice Initiative, a ministry that strives to heal relationships between crime victims and their families and those who are incarcerated. He was ordained in 2007 after careers in the Marine Corps, city management and special district management. He also spent ten years as the assistant to the regional bishop of Santa Barbara. Bill lives in California.

'65

This fall, **JAKE SCOTT** received two gold footballs from the NFL as part of their Super Bowl High School Honor Roll initiative recognizing players, schools and communities that have contributed to Super Bowl history and positively impacted the game of football. Jake was a safety and a punt returner for the Miami Dolphins from 1970-1978 and played in Super Bowls VI, VII and VIII. He was named MVP of Super Bowl VII in 1973. Jake is in the Bullis Athletic

Hall of Fame for his success in football, basketball and baseball.

'66

After 20 years in the United States Navy and 21 years as a defense contractor in San Diego, **ROBERT ALDEN** is now retired and continues to pursue his passion of volunteering for Junior Achievement; serving as a docent at the Women's Museum of California; working on habitat restoration on the San Diego River Mouth; feeding the homeless; and serving on nonprofit boards. Over the past 18 years, Bob has logged over 5,700 hours of service! He and his wife Carol are enjoying retirement in both Fort Lauderdale, Florida and San Diego, California.

'69

PETER BALDWIN is a retired lieutenant colonel in the United States Marine Corps and was recently reassigned to a new job in Honolulu, Hawaii working for the Department of Defense.

'78

K. LEE WHETSTONE is president of Future Staff, an independent staffing service in Atlanta, Georgia, which was named the winner of the 2015 Small Business of the Year Award in the growth category by the Fayette County Chamber.

'89

Bullis' Entrepreneurship Coordinator, **MARC STEREN** recently won the second



'58



'66



'89



'95



'99



'01



'06

'58 Dr. Mickey Metcalf '58 at Gardner-Webb University

'66 Robert Alden '66 (left) and his wife Carol with Neil Bush, Points of Light Foundation Board Chair at the Conference on Volunteering and Service

'89 Bullis Entrepreneurship Coordinator Marc Steren '89 engaging with students in his class

'95 Dr. Samuel Sanders '95 and his wife Dr. Rebecca Ruebner at their wedding along with Adam Sanders '92, Brandon Levin '95, Christian Lawless '95, Hayley Sanders '18 and Jacob Sanders '21

'99 Olivia Okun, daughter of Jennifer (Hayman) Okun '99 and her husband Jared, embraces her new twin sisters Elle and Harper

'01 Matthew Rosenfeld '01 and his wife Marissa proudly show off their new son, Isaac Jesse Rosenfeld

'06 Kelly (Anderson) Quay '06 and her husband Patrick on their wedding day

annual National Federation of Independent Business' Entrepreneurship Educator Award for his dedication to promoting entrepreneurship in the classroom. "I am honored to win this award," Marc says. "It is really a reflection of the amazing students at Bullis who are passionate about entrepreneurship and who I am privileged to teach."

'91

MATT OGENS produced *American Native*, a documentary directed by Bethesda native Steven Oritt, which focuses on the Ramapough Indians of New Jersey. Matt says it is a "story about race and identity, examining the academic, cultural and legal definitions of the term 'Native American.'" The film was accepted into nine film festivals around the world, most recently winning Best Documentary Feature at the prestigious Manchester International Film Festival. For more information, visit www.americannative-themovie.com.

'95

DR. SAMUEL SANDERS married Dr. Rebecca Ruebner on June 7 at Chicago's Ritz Carlton Hotel. In attendance at the wedding were Sam's brother, **Adam Sanders '92**, niece **Hayley Sanders '18**, nephew **Jacob Sanders '21**, **Brandon Levin '95** and **Christian Lawless '95**.

'99

JENNIFER (HAYMAN) OKUN and her husband Jared are thrilled to announce the July 27 arrival of twin daughters, Elle Skye and Harper Reese. Oldest daughter Olivia, 3, loves her new role as a big sister.

'01

MATTHEW ROSENFELD and his wife Marissa are pleased to announce the birth of their son Isaac Jesse Rosenfeld, born on September 27.

After seven seasons with the Washington Mystics, **MONIQUE CURRIE** relocated to Phoenix, Arizona last summer to play her first season with the WNBA Phoenix Mercury. Currently in the off-season, she is playing basketball in South Korea for the Shinhan Bank S-Birds. Monique also created the website www.womensbasketball247.com to keep players and fans up to date on women's basketball.

'02

MARTIN BAHAR is in his first season as the director of scouting and video operations for USC's men's basketball team. Previously, Martin spent three seasons as Fairfield University men's basketball assistant coach. Martin and his wife Terrill reside in Los Angeles.

'06

SAMANTHA HAVAS married Michael Smeltz on June 27 at Lake George in upstate New York, surrounded by family, friends and many Bullis alumni including **Michael Hirsch '06**, **Celia (Gendler) Lupton '06**, **Alex Lavalleye '06**, **Claire Olszewski '06**, **Kelly (Anderson) Quay '06**, **Ellie Prince '06**, **Mandy Tehaan '06** and **Elyssa Emsellem '06**.

KELLY ANDERSON and Patrick Quay were married on May 30 in Washington, DC. The couple resides in Chicago.

'07

Last July, Bullis Head Football Coach Pat Cilento and Assistant Coach Ray Butler ran into **RODNEY WALLACE** at the Adidas Employee store in Portland, Oregon when Rodney spotted them wearing Bullis t-shirts. Rodney has been a forward/midfielder for the Portland Timbers soccer team since 2010, and in early December 2015 he scored the winning goal in the Major League Soccer Cup.

'11

ELIZABETH MENDELSON graduated from High Point University last May and is continuing studies there, pursuing a master's degree in education as well as a reading specialist license. Elizabeth also

teaches 2nd grade at Thomasville Primary School in Thomasville, North Carolina.

'13

JUSTIN SCHUBLE is taking Instagram and the local food industry by storm as the creator of DC Food Porn, (@dcfoodporn on Instagram) with over 63,000 followers. What started as a creative outlet for sharing his love of food and photography has developed into a social media sensation. Justin's website www.dcfoodporn.com features recommendations for restaurants in the DC area as well as recipes, a blog and his own photography. Justin is a junior at Georgetown University in the McDonough School of Business, double majoring in finance and marketing.

BROOKE GUTSCHICK was one of two Gettysburg College juniors to receive the John Alfred Hamme Award, given to "those who demonstrate in the highest degree the qualities of loyalty, kindness, courtesy, true democracy and leadership." This fall, Brooke was also accepted into Omicron Delta Kappa, the National Leadership Honor Society.

IN MEMORIAM

Warren Stanley Dodd, Jr. '43
Andrew C. Putka '44
CDR Robert E. Sheldon '48
Robert Partlow '57
Jennings C. Tolley '61

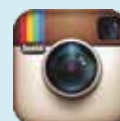
HOPE TO SEE
YOU ONLINE!



Bullis School
Alumni Association



@BullisAlumni



@BullisSchoolAlumni

'06



'07



'13



'13



'13

'06 Bullis alumni Michael Hirsch '06, Celia (Gendler) Lupton '06, Alex Lavalleye '06, Claire Olszewski '06, Kelly (Anderson) Quay '06, Ellie Prince '06, Mandy Tehaan '06 and Elyssa Emsellem '06 at the wedding of Samantha Havas '06 (center) and Michael Smeltz

'07 Rodney Wallace '07 and football coach Pat Cilento at the Adidas employee store

'13 Brooke Gutschick proudly displays her certificate of acceptance into Omicron Delta Kappa, the National Leadership Honor Society

'13 Justin Schuble at a photo shoot in Fort Tryon Park in Brooklyn and one of his admired photos from @dcfoodporn

SHARE YOUR NEWS

Newly married? Relocating? Expanding your family? Celebrating a career transition? Exotic travels in the works?

YOUR CLASSMATES AND FRIENDS WANT TO HEAR FROM YOU!

To be included in the next *Bullis Magazine* Class Notes, send your news to Assistant Director of Alumni and Events Jennifer Hayman Okun '99 at: jennifer_okun@bullis.org.

High resolution photos (JPEG format) are welcome!

Deadline is **May 1, 2016** for spring-summer magazine.

UPCOMING EVENTS

JANUARY 7 | Young Alumni Open House | 12:00-3:00 p.m. (classes of 2011-2015)

FEBRUARY 1 | New York Alumni Happy Hour | 6:00-8:00 p.m. | PS 450 (450 Park Avenue South)

MAY 13 | Alumni Jerry May Golf Tournament | 12:00 p.m.

JUNE 6 | Graduation | 7:30 p.m.

JUNE 10 | Alumni Crab Feast | 5:00-8:00 p.m.

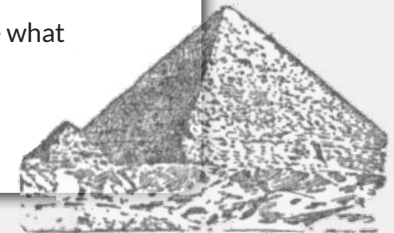
Check bullis.org/calendar for additional events.

ALUMNI CHALLENGE

In honor of Mr. Glenn Hunter's 35th year teaching Middle School Ancient History, see how much you remember with one his infamous "Mini Quizzes."



1. Correctly spell the name of the famous sea that separates Europe from Africa.
2. Of the Seven Wonders of the Ancient World, name the only one that is still standing.
3. In what region of ancient Mesopotamia did the first civilization arise?
4. Which style of Greek architecture has a volute (scroll) for the capital of its columns?
5. Name the great Spartan king who led, and perished with, the 300 Spartans at the Battle of Thermopylae in the Persian War.
6. Besides Lepidus, name the two other members of the Second Triumvirate who took control of Rome after the assassination of Julius Caesar.
7. Name the species of early humans that was the first to make stone tools.
8. In Homer's account of the Trojan War, who was the Trojan warrior who was killed by Achilles in their famous duel?
9. What was the name of the famous Greek/Macedonian fighting formation that Alexander the Great so successfully used to conquer his large empire?
10. Mesopotamia was known as "the land between the rivers" because what two major rivers ran through the region?



1. Mediterranean 2. The Great Pyramid of Giza 3. Sumer 4. Ionic 5. Leonidas 6. Marc Antony, Octavian 7. Homo Habilis 8. Hector 9. Phalanx 10. Tigris and Euphrates

ANSWERS

REPORT OF ANNUAL GIVING



2014-2015



Campaign Co-chairs, Bullis parents and trustees Pat Caulfield, P'12, '14 (far left) and David Trone, P'14, '20 (far right) at October's groundbreaking with Head of School Dr. Gerald Boarman and Executive Director of Institutional Advancement Joanne Szadkowski.

“Bullis is leaping fences and clearing hurdles in community giving.”

STRENGTHENING OUR FOUNDATION

So much has happened since last fall's letter! This has truly been a “groundbreaking” year with so many advancements for Bullis—new programs, campus projects, more families than ever before and much more.

Last year at this time we were still in the “quiet” phase of the capital campaign—and just weeks ago we celebrated the first phase of construction of the Gerald L. Boarman Discovery Center with an all school groundbreaking ceremony, complete with our distinguished board of trustees and local dignitaries. It is impressive to see how far we have come since the initial planning stages of this campaign just a few years ago. Our goal of \$27M is nearly three times the highest amount ever raised in prior campaigns at Bullis—and yet we have already raised over \$23M to date with more families stepping up every day to help us meet our goal.

As I watched the construction fences go up I realized that Bullis, too, is leaping fences and clearing hurdles in community giving. Our philanthropic culture has clearly grown as our community embraces the philosophy of giving back to this wonderful institution. A glowing example is the fact that staff giving to the Annual Fund has achieved 100% for the third year in a row! These days, more often than not, you are reaching out to me to ask how you can participate and support Bullis in a variety of generous ways. This overarching positive attitude toward giving strengthens our entire foundation and ensures a bright future for our School.

You can help cultivate the growing culture of philanthropy at Bullis by participating in the capital campaign (there's still time!) and by giving generously to our Annual Fund this school year. It's truly an honor to coordinate all of your support. Thank you for taking Bullis to new heights in giving!

Sincerely,

Joanne



Honor Roll of Lifetime Giving to Bullis

It is with great pleasure that we recognize those donors who, throughout the years, have made Bullis a top philanthropic priority.

In our strategic plan and through the continuing efforts of the Bullis Board of Trustees, we have emphasized the important goal of “building a culture of philanthropy” at Bullis. As you can see within these pages, together we have made incredible strides towards achieving this goal.

Thank you to those individuals, families, foundations and corporations whose philanthropy has made such a positive impact on our school.

\$1,000,000+

Mr. & Mrs. Andrew '86 Blair
Mr. & Mrs. David '87 Blair
Ms. Jennifer Blair '89
Mr. & Mrs. Thomas L. Blair
The Diana Davis Spencer Foundation
The Glenstone Foundation, Mitchell P. Rales, Founder
The Marriott Family
Mrs. Abby S. Moffat
Mrs. Diana Davis Spencer
Mr. & Mrs. Thomas Sullivan
Mr. & Mrs. David J. Trone

\$500,000-\$999,999

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\$250,000-\$499,999

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Honor Roll continued

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\$100,000-\$249,000

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The Abramson Family Foundation, Inc
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*Please note that this Honor Roll of Lifetime Giving (cumulative giving) to Bullis encompasses all cash and in-kind gifts to the gym project, The Marriott Family Library, The Blair Family Center for the Arts, Kline Alumni Stadium, **Creating a Legacy of Leadership** campaign, capital projects, endowment and Annual Fund.*

TOTAL VOLUNTARY SUPPORT TO BULLIS, 2014-2015

Annual Fund	\$965,467
Bullis Gala 2015	\$345,000
Capital/Restricted	\$3,824,896
TOTAL SUPPORT	\$5,135,363

Trustee Support

Annual Fund	\$210,870
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The Board of Trustees achieved 100% participation in the Annual Fund.

Parent Support

Annual Fund	\$664,652
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Alumni Support

Annual Fund	\$60,106
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Faculty and Staff Support

Annual Fund	\$34,497
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The Faculty and Staff achieved 100% participation in the Annual Fund.

Bullis School Endowment

Bullis School's endowment was \$11,481,433 as of June 30, 2015.

Gifts were received between July 1, 2014 and June 30, 2015. Annual Fund figures reflect unrestricted gifts received during fiscal 2014-2015 to fund current operations.

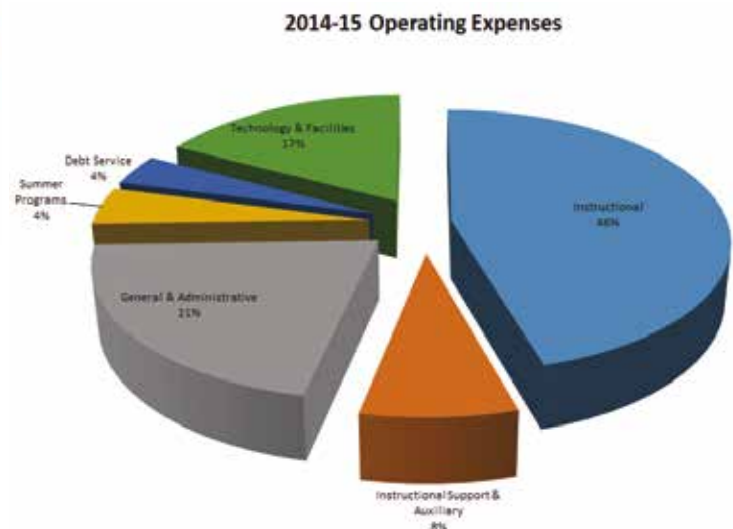
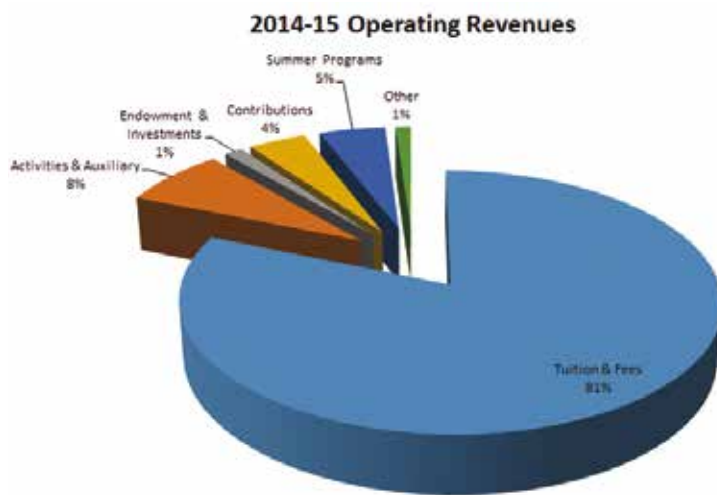
We have made every effort to ensure that this report is accurate. If you find an error, please notify the Advancement Office at 301-634-3697 so that we may update our records.

FISCAL YEAR 2014-2015

ANNUAL REVENUES AND EXPENSES

Operating Revenues	Dollar	Percentage
Tuition & Fees	\$23,641,740	81%
Activities & Auxiliary	\$2,184,802	8%
Endowment & Investments	\$379,758	1%
Contributions	\$1,204,918	4%
Summer Programs	\$1,371,903	5%
Other	\$317,598	1%
TOTAL	\$29,100,719	100%

Operating Expenses	Dollar	Percentage
Instructional	\$11,956,278	46%
Instructional Support & Auxiliary	\$1,988,245	8%
General & Administrative	\$5,576,816	21%
Summer Programs	\$1,199,087	5%
Debt Service	\$997,494	4%
Technology & Facilities	\$4,490,010	17%
TOTAL	\$26,207,930	100%



DONORS

BY GIVING CATEGORY

Special thanks to all those who made gifts to the 2014-2015 Annual Fund.

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(\$50,000.00 +)

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Creating a Legacy of Leadership

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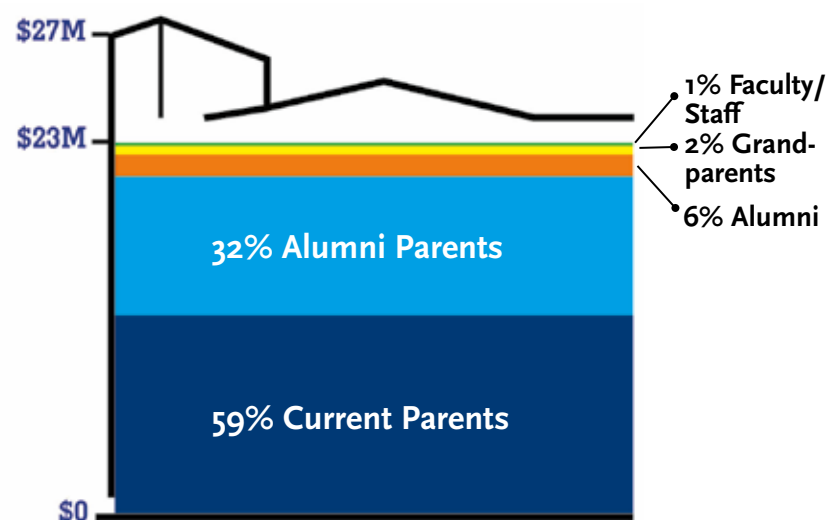
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Mira Fink '19, Still Life