





Annual Report

2024-2025

Parkmont School

Fostering Individual Growth and Enthusiasm for Learning

Washington, D.C. | Grades 6-12, Co-Ed





ParkmontSchool

Fostering Individual Growth and Enthusiasm for Learning

Grades 6–12, Co-Ed
4842 Sixteenth Street, NW
Washington, D.C. 20011
(202) 726-0740
www.parkmont.org

Ron McClain
HEAD OF SCHOOL

Nijole Gedutis
ASSISTANT HEAD OF SCHOOL

Christy Halvorson Ross
DIRECTOR OF INSTITUTIONAL ADVANCEMENT

Siobhan Roth
DIRECTOR OF COMMUNICATIONS

Parkmont School is a non-profit, independent school governed by a Board of Trustees. The Board, which includes the Head of School, draws its members from groups of concerned stakeholders with special expertise, including current and former parents, alumni, D.C.-area educational leaders, and faculty. The Board sets school policy, oversees finances, makes decisions that shape the long-term goals of the school, and strives to maintain the philosophies, standards, and quality of Parkmont.

The Parkmont School Annual Report is published by the Communications Office after each fiscal year. We have attempted to make lists of donors as accurate as possible. If any errors are found, please contact Christy Halvorson Ross, Director of Institutional Advancement, and accept our sincere apologies.

For more information about Parkmont School's development efforts, please contact the Development Office at comm@parkmont.org.

ON THE COVER:

Clockwise from top left:
Parkmont students experience the vast scale of Alaska's landscape at the Alaska Wildlife Conservation Center
Manoj and Mariam in The Commons
Kavin ascends to new heights
Almost everyone
Ameen interning at the MLK Jr. Memorial Library

BOARD OF TRUSTEES 2024-25
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Annual Report
2024-2025

Dear Parkmont and Somerset families and friends,

Please find in the attached pages our latest Annual Report and plenty of evidence that we've never been stronger as a school and community. Many thanks to Christy Halvorson Ross, our Director of Institutional Advancement Director, and Siobhan Roth, our Communications Director, for their remarkable work on this report and over the last 24 months, much of it reflected in the articles within. Siobhan is starting year three this spring and has taken over much of our marketing and fundraising. Christy has been working on those initiatives for 28 of the last 33 years and has been a fabulous Admissions Director for the last six years. Christy and Nijole Gedutis (year 28, currently Assistant Head of School) are two-thirds of our Admin team, and the remaining third has been bald for two decades.

A lot of this report is about our recent Parkmont Schoolhouse Project, largely completed over the past three years, envisioned by our friends of four decades at Auras Design, Rob Sugar and David Fox, and honchoed by Sam Graul (year 20!) and Christy over a 36-month period. Somerset bought this building in 1984 and got it zoned for a school — amazingly hard work — and then merged with us in 1991 when its funds and enrollment numbers dwindled. After 32 years of only basic maintenance, we decided to redo the interior of the whole building four years ago, and this report captures our excitement about the result. The decision to go for it was made possible by the contributions of an anonymous family that eventually will cover 50 percent of the $450K total cost. And all of you contributed the next 40 percent in last year's Parkmont Schoolhouse Project campaign. I love walking through the lobby by an almost life-sized horse with a Parkmont rider in a snowy Bryce Canyon National Park or the Parkmont glacier-groupies photos from Alaska. The last time the building looked this good would have been when the well-heeled dairy farmer who built it in 1911 brought home his family.

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You'll read about our ongoing outdoor adventures. In the last 15 years we've been to Panama, Alaska twice, Arizona and the Grand Canyon three times, Puerto Rico and Culebra, the Smokies, and the Everglades. This spring break our U.S. Immigration class will be in NYC and Boston, learning about our immigrant nation-builders and our phasic need to demonize them. Always happy to be 200 yards from the biggest park in D.C. and to have had a series of remarkable adventure leaders over the years, including Michelle Banks, Tom Yoder, Debbie Van Ryn, Nijole Gedutis, Megan Rupp, Ginger Russell, Paul Hadfield, Debbi Williams, Alex Jennison, Wendel Landes, and more recently, Ethan Kuhnhenn and Matt McClain.



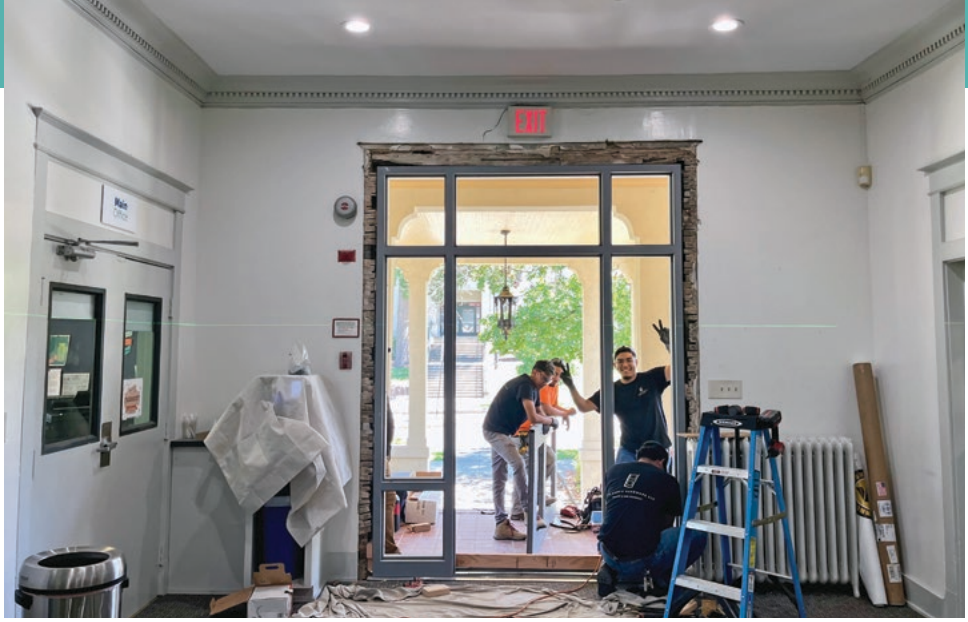
We did a brilliant job during COVID, using our size to be nimble and far more creative than our larger compatriots. It's taken a couple of years for our Internship program to rebound, but it's back on track under the leadership of Mel Kates, and we again have 95% of the students working on community projects and individual internships throughout the city and throughout the year. And we are more popular in our marketplace than we've ever been. Next year will be our fourth in a row that starts with full enrollment. Somerset and Parkmont started as alternative schools, out to prove they might have something new to offer the D.C. education carnival.

Parkmont's program is still a genuine alternative to conventional schooling in major ways, but we are well-past being an experiment. We've demonstrated to the larger community that we have a remarkable capacity to work with a student population that is extraordinarily diverse socially, culturally, economically, and neurologically. We help young people discover their gifts and get ready for the opportunities they will encounter moving forward.

Thank you all for your friendship and support, your encouragement and steadfastness, and your enthusiasm for Parkmont's work and the remarkable staff here who love children and learning.

Sincerely,

Ron McClain
Head of School



PARKMONT SCHOOLHOUSE PROJECT

Campaign Complete, Home Renewed

For 2024-25, we replaced our Annual Giving Campaign with the Parkmont Schoolhouse Project, a campaign to fund updates to our indoor learning spaces. Inspired by the generosity of an anonymous donor, we launched the Parkmont Schoolhouse Project with a goal of $150,000, more than twice what we typically raise through annual giving. Thanks to the generosity of 111 current families, alums and alum families, trustees, and friends, we exceeded that goal: The Parkmont Schoolhouse Project raised $167,894! In all, a multi-year total of $287,894 has been donated so far to refurbish and modernize our classrooms, common areas, and security systems. Thank you!

We are moved and deeply grateful for this demonstration of support for Parkmont's mission, our students, and the work we are so lucky to do with them. The results of our donors' gifts are already visible throughout the building.

Work began in June of 2023 and wrapped up in August 2025, with most of it taking place during the summer breaks to avoid disruptions during the school year. As the changes took shape, we found ourselves reflecting on the role Parkmont's building plays in the life of the school.

Parkmont offers a different educational experience than most small, private schools. Our building both supports and expresses Parkmont's personalized academic approach and warm, inclusive culture. Many of our students have struggled in traditional school settings, and their needs for finding success are as varied as their talents and personalities. The more we know each student, the more we can help them. A school environment that puts students at ease facilitates these critical relationships.

When students step inside Parkmont's new glass front doors, they enter a comfortable space where they can let down their guard and more fully engage in their academic interests and personal growth. Our building started out as a family home, and even as we have adapted it to modern school needs, we have maintained its

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homelike atmosphere. Instead of the long, echoey hallways typical at most schools, we have twists and turns, winding staircases, and nooks that are perfect for taking a break or doing quiet work. Every room feels friendly and inviting. The Commons, large enough for the entire student body and faculty to sit together every morning for Announcements, serves as our combination living room, workshop, and town hall. With the Schoolhouse Project improvements, the Commons feels more vibrant and welcoming than ever.

"The refresh seems to have energized everyone in the building," says Christy Halvorson Ross, Director of Institutional Advancement. "Students seem more excited about having their work displayed on the walls," she says. They've also been more proactive about keeping it not just tidy, but bright. The window shades are rolled up in the classrooms, and in the Commons, where a projection screen once obscured the rose window most of the time, the new default is to keep the screen retracted and let the sunlight filter through the stained glass.

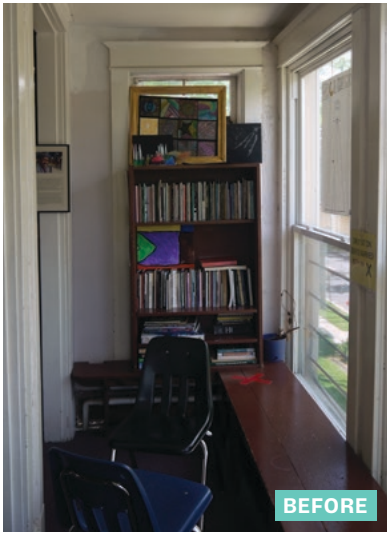
> "It feels like home. The kids have a subtle sense of ownership of the building which translates to a sense of belonging. It has a happy warm vibe complete with garden and birds."
>
> CURRENT PARENT

The renewed energy is perhaps most visible in the kitchen, which underwent the most dramatic makeover. Just a few months into the school year, keeping the kitchen organized and clean has emerged as a school-wide priority shared by students, staff, and faculty. Everyone loves the kitchen. Unsurprisingly, when students ranked their preferences for Session 2 Afternoon Classes — the first time



Cooking has been offered since the renovation — more than half the student body listed it as their first choice. Cooking has always been popular, but we can't remember a time when demand was this high!

Enthusiasm for the upgrades extends beyond the kitchen. Since the project began, "everything we've done has been received by students as an improvement," says Sam Graul, Parkmont's Technology & Facilities Coordinator. Sam shares that of all the many changes, his "deep-cut favorite is





Updates made possible by donations to the Parkmont Schoolhouse Project include:

- New lighting throughout the building
- Fresh paint in cheerful colors throughout the building
- New carpet or hard flooring in every classroom and common area
- Repaired and restored central staircase balustrade
- Upgraded computer hardware in the classrooms
- Upgraded display boards in common areas and classrooms
- Wall banners, posters, and photos highlighting student trips and internships
- Digital displays in the lobby and commons
- New group-work tables in classrooms
- A beautiful, more secure front entrance
- An upgraded security system
- A redesigned computer lab
- A brand new kitchen!

the spindles," the vertical supports in the staircase balustrade. Spindles are extremely difficult to fix and can be wildly expensive to replace. Some of the spindles had been broken since Sam first started teaching at Parkmont more than 20 years ago. During the first phase of the renovation work, we installed all new metal spindles.





Many students say their favorite changes are the wall banners featuring larger-than-life images from school trips and internships. The images "remind students







about our mission and about what makes Parkmont special," Christy says. The displays throughout the building, showcasing student work, trips, internships, and more, have become teaching materials themselves, sparking curiosity and new goals. "Whether they see themselves or a classmate, they're a reminder of Parkmont's engaging, exciting program," Christy says. Students notice the pictures of Parkmont's many trips and ask, Hey, can we go to the Yucatan, too? Can we go to the Everglades?



While a few items on our construction wish list remain, we are all thrilled with the completed work that this campaign funded. Every improvement in the building aids the relationships and experiences that make Parkmont so special.

The Parkmont Schoolhouse Campaign arose from a shared commitment to providing a more comfortable, functional, and inspiring place to learn. Just as parents and friends helped revamp the building for a fresh start when Parkmont merged with Somerset School 35 years ago, you have again affirmed your support for Parkmont's mission and students and for the work that we are proud to do with them every day. With the Parkmont Schoolhouse Project complete, Parkmont's learning spaces once again mirror the vitality of our program. We are now better equipped to serve our current students and welcome the next Parkmont generation.

Thank you for helping us care for our building so that it will continue to be a place where students can succeed and grow. We look forward to many more years of learning, laughter, and discovery both within our schoolhouse walls and beyond! ■

Shout Out!

We'd like to give a special Parkmont Shout Out to Mikiyas Z. '26, who helped us prepare the rooms for the renovation work!

From Rock Creek to Alaska: Outdoor Learning at Parkmont

The walk from Parkmont's front door to Rock Creek Park takes just 10 minutes and might be as familiar to our students as any hallway inside the building. The national park is part of our back yard, a stretch of nature where classes can explore and still make it back to the building by lunchtime. Parkmont Classrooms come in all shapes and sizes. Nature is the biggest and arguably the best of them all.

Spending time in nature is an essential part of the Parkmont program. Each year, our students participate in five Adventure Trips and dozens of field trips, many of them to sites like Rock Creek Park or the Potomac River. Our students may also join optional spring and fall weekend camping trips. Even the most reluctant campers usu-





ally sign up for at least one while they're here. If you visit our attic storage area, you will find enough tents, sleeping bags, hiking boots, parkas, and other gear to outfit half the school at a time!

Every spring, we offer a Main Lesson that incorporates a longer journey farther afield. In 2024-25, for example, Ethan and the eight students in his Alaska Ecology Class, along with Nijole, and Matt, spent eight days immersed in the geography, ecology, and history of the 49th State. To see students' photos and drawings from the trip, check out the Fall 2025 issue of *Passing Notes* on our website.

"We work really hard to create good citizens who have an understanding of the world around them, of their place on the Earth and how to be good stewards of it," says Christy Halvorson Ross, our Director of Institutional Advancement and a veteran of Parkmont's 2012 trip to Alaska. "We see that as part of preparing them for the journey. It's such a pivotal part of what we do here that it is built into the curriculum and the community. We are also teaching resilience by being out in nature, in the wild."

Using the outdoors as a classroom and a co-teacher has been part of Parkmont's approach since the beginning, says Ron McClain, Parkmont's Head of School. "It has always seemed useful to build in opportunities to be in nature — to know more about the area you're living in, to know



there are foothills, to know there are rivers, to have camped at Assateague and know that you're looking at Portugal over the horizon," he says.

Learning Through the Senses

Maria Montessori called it "education through the senses" a hundred years ago. Current neuroscience now echoes her insight: The more actively we engage with material, the more deeply we understand it.

A student may love those videos of salmon swimming upriver in Alaska. (Who doesn't?) Take a walk to see the gizzard shad flinging themselves up the fish ladder at Rock Creek's Pierce Mill during spawn-

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ing season, and that student will viscerally comprehend the fish's biological imperative to make it upstream.

Likewise, studying pictures of rocks in a geology textbook page might seem dull, but when you're picking your way up the trail to Clingmans Dome in the Smokies, and the Anakeesta shale crumbles underfoot while the sandstone holds firm just a few steps away, the slow, relentless collision of continents that created these rocks seems downright dramatic!

Experiential education, especially outdoors, is great for all kinds of learners. For students who have struggled in more traditional school settings, as many of our students have, it can be a reset — a way back into learning and a chance to see themselves differently.

Ron has been guiding students on outdoor adventures for more than 50 years, and he's witnessed countless students discover new confidence and skills when they leave the built environment.

"You learn by encountering difficult or just awkward things that you can't control. You can't control the animals in the woods, so you learn how to manage yourself," he says. "You begin to see what you're capable of."

When we take students on the trail or the river, situations that catalyze social-emotional development are inevitable. Teamwork gets the tent pitched faster. In a kayak with a co-paddler, syncing your rhythm so that you stop hitting each other's paddles midair sometimes (often!) requires being extra patient with your partner and yourself. Our students grow by trying, failing a little, getting help from their classmates and teachers, and learning how to help others, too. They also gain an appreciation for some of nature's subtler gifts to our modern psyches, like the pleasure of being surrounded by early morning birdsong or that sitting around a bonfire, especially with friends, is infinitely more fun than staring at a phone.

> "He is so much more confident, interactive and engaging and engaged with the world, a better listener, far more empathetic, much more grounded in values, better able to talk about his own anxieties. The change has been astounding, and I am grateful and inspired every day."
>
> CURRENT PARENT

If you're a regular *Passing Notes* reader or follow Parkmont on social media, you know that Calleva is a longtime favorite for our Adventure Trips. At the Poolesville, Md., outdoor adventure park, students navigate ropes courses, ride ziplines, and complete team challenges. "Like rafting and kayaking, Calleva is great for getting kids to step outside of their comfort zones and try something



that might seem scary, but that is actually safe," says Nijole Gedutis, Parkmont's Assistant Head of School. "The experience gives them the confidence to try new things where the bar might be higher. They think, 'I tried that, so I can, for example, try to do an internship, learn to ride the bus, or introduce myself to someone."



After every trip, you can guarantee that some, maybe most, of the students will tell stories about how nervous they felt to try a new activity — horseback riding, kayaking, rappelling, or even just being in the woods — and how it turned out to be really fun, or at least fine. Almost always, they conclude, "I'm glad I tried it."

These days, Parkmont's commitment to providing students with diverse outdoor adventures and experiences is perhaps more valuable than ever. Teenagers, like the rest of us, are navigating a world where authenticity feels increasingly elusive. Every photo can be edited, every interaction can pass through a filter. We've all seen AI-generated videos so convincing that you wonder what can't be faked. The natural world's obvious, elemental realness is the opposite of the disorienting noise online. Water is wet. Snow is cold. That is an actual muskrat swimming in Rock Creek. Those Everglades mosquitoes really do bite your face to bits if you don't wear the goofy-looking netted hat. The sun rising over the Grand Canyon really is so beautiful that you might cry, and you will remember it forever. ■



I Didn't Expect to Love It

BY MARIAM ROSE '25

I believe kids learn a lot from being out in nature and being physically present. For starters, it gives you a first-hand opportunity to really understand what you're learning and actually see it with your own eyes. It's also important because you're not sitting at a desk under fluorescent lights the whole time. You get a breath of fresh air and a chance to really connect with what you're learning.

A lot of things were outside of my comfort zone until I came to Parkmont. I used to be a very shy and reserved person, but now I'm much more outgoing and open to new experiences. Many of the Parkmont trips pushed me to step outside my comfort zone. I was scared to go camping or travel to North Carolina and Tennessee, but my teachers assured me I'd be in good hands, and they were right. Now I absolutely love camping and being outdoors. I honestly didn't expect to love it this much.

I also really enjoyed the adventure trips we went on, especially kayaking. So many of the things I tried for the first time happened at Parkmont, like hiking, ziplining, camping, kayaking, skiing, rock climbing, golf, traveling away from home, and more. I actually learned how to ski for the very first time at Parkmont and even went down the big mountain alone. Well, not totally alone, Anthony and Ethan were with me because none of my friends wanted to go.

One of my favorite memories of camping is from October 2024. Ethan and Tom took us to a campground in Smithsburg, Md., and the next day we went apple picking and brought home the most delicious apples. Another thing I've grown to love is hiking. I spent an entire session in Milo's



Hiking and Walking class, and that habit has stuck with me. I walk everywhere now and go hiking whenever I get the chance.

I remember a lot of what I learned because we were actually taken out to see things in person. For example, Ethan's D.C. History class really stuck with me because we went somewhere new in D.C. every week to learn about the city while actually being there. I'll never forget riding the D.C. streetcar on H Street while learning about gentrification in the neighborhood.



Anthony's Astronomy class was another memorable one. We decorated little planets, and then he took us outside to show us how far apart they'd really be if we scaled them down. We walked and placed each one along the way. Obviously, we shortened the real distances; otherwise, we would have ended up in another galaxy.

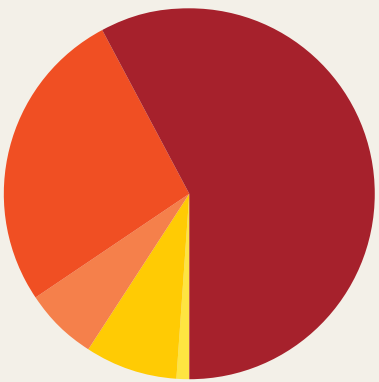
My most vivid memory from all the Parkmont trips was definitely the North Carolina and Tennessee trip for our Great Smoky Mountain Ecology Main Lesson. I felt so safe and happy, and I learned so much the whole time. It's funny because I was not looking forward to the trip during the car ride there, and my friends and I were joking about calling an Uber to go home, but by the end, none of us wanted to leave. We still talk about that trip to this day. ■

Thank You!



Revenue

Tuition Income	**$3,183,380.00**
Fundraising	**$234,985.00**
Parkmont Schoolhouse Project	$167,894.00
Building Fund	$30,000.00
Pellaton Fund	$1,700.00
Immediate Financial Aid Fund	$15,000.00
Staff Development Fund	$5,000.00
Parkmont Poetry Festival	$15,391.00
School Programs	**$110,194.00**
Financial Income & Other	**$18,681.00**
TOTAL REVENUE:	**$3,547,240.00**



Expenses

Instructional & Administrative	**$1,916,019.00**
Financial Aid	**$877,490.00**
Program & Student Activities	**$217,682.00**
Property	**$260,548.00**
Other Expenses	**$35,292.00**
TOTAL EXPENSES:	**$3,307,031.00**

Note: These numbers have not been finalized by the school audit.

Voluntary Support

For the 2024-25 fiscal year, the Parkmont Schoolhouse Project replaced Annual Giving and was dedicated to raising money to upgrade and modernize our classrooms and common areas. To all who contributed, thank you for making this special campaign a success!

PARKMONT SCHOOLHOUSE PROJECT $167,894

American Online Giving Foundation
America's Charities
Anonymous
Walter Ailes
Patricia Jayne and Chris Barr
Katherine Newell and Chad Bierman
Mariana Colacelli and David Blackburn
Pamela and David Bone
Laura Lester and Bob Bonner
Felicia Braunstein
Lynn Brownell
Troy Burki
Sally Pfund and William Bush
Tessa and Andrew Calvert
June Cash
Cynthia Carrette
Bob and Rhoda Chanin
Adrienne Cohen
Bradley Cohen
Heather and Nicholas Cole
Rhodes Daigle
Elizabeth and Robert Doherty
Michele Jolin and Kevin Downey
Zulma Dunn
Debbie DuSault
William Eby
Carl Engelhardt
John and Terry Fassl
Joseph Ferber
Fidelity Charitable
Siobhan Roth and Joe Fiorill
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Mary and Richard Gathercole
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Anthony Muehlberger
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Arnold Nicholson
Addy Schmitt and Paul Nissenbaum
Mia and Matthias Paustian
Paypal Giving Fund
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Eric Randall
Nancy Youssef and Vijay Ravindran
Kathryn Bissell and Robert Reed
Traci and Brian Richmond
Lisa Nickerson and Nelson Rimensnyder
Paola Martino and Robert Krikorian
Peter Roemer
Christy Halvorson Ross
Evan and Carolyn Rosser
Keith Rosten
Pat and Dick Roth
Kim Schraf
Linda MacKenzie and Steve Shevick
Michael Shoup
Alicia Silverman and Adam Chaikin
Elsa Silverman
Susan Schwartz and Howard Stanislawski
Anonymous
Shelley Sturman and Noam Stopak
Natalia Straus
The Synopsys Foundation
Miriam and Adam Szubin
Estelle Tarica
Lee and Fred Tyner
Peter and Beatrice van Roijen



Lentz Fund

Established by Parkmont for John Lentz's training of Parkmont staff and support for our adventures out in the world, the Lentz Fund helps fund the student trips that are a signature of Parkmont's program. In 2024-25, the Lentz Fund supported camping trips in the mountains of Virginia and Maryland and a variety of day-trips to rivers, forests, and parks in the DMV.

Pellaton Fund

Established by the Pellaton Family in memory of their son, Randy, a Parkmont alum, the Pellaton Fund supports Middle School outdoor field trips and adventures. These include trips to Great Falls, Greenbrier State Park, the Shenandoah Mountains and the Eastern Shore.

Popkin Fund

Established by Belle Popkin's daughter, Susan Willens, during her tenure on the Parkmont Board in 1991, the Popkin Fund supports our Gift-a-Book program, which provides each student and staff member with a book of their choice to read during the holiday season.

Susan Vitale
John and Kathleen Volpe
Nicole and Derrick Wade
Amy Shaw and Kevin Wallen
Amy Ward
George Watson
Jonathan Weisman
Jacqui Michel and David Weisman
Scott and Mary Wichansky
Susan Willens
Regan Wind
Reed Wirick
Mattie Wong
Tom and Linda Yoder
Jeanett and John Yonemoto

THE BUILDING FUND 2024-25 $30,000.00

Anonymous (2)

PELLATON FUND $1,700.00

Ryrie and Kara Pellaton
Bob and Lynn Pellaton
Amy Ward

IMMEDIATE FINANCIAL AID FUND $15,000.00

Anonymous

STAFF DEVELOPMENT FUND $5,000.00

Anonymous

GIFTS IN KIND

Kerry and Timothy Lang

PARKMONT POETRY FESTIVAL $15,391.00

Valentina Bruno
Lenore Cohen
Kara Cumberland
Renata Eustis
Rebecca Farnum
Joseph Ferber
Siobhan Roth and Joe Fiorill
Susan Vitale and Henry Levin
Ron McClain
James McNeece
Lisa Mills
Niveen Mulholland
Sean O'Brien
Judy Peabody
Samantha Power
Paola Martino and Robert Krikorian
Christina Rosenberger
Aviva Rosenthal
Christy Halvorson Ross
Joseph Ross
Andrew Rothenberg
Carlos Sanchez
Kim Schraf
Caitlin Vanderwolf
Jacqui Michel and David Weisman
Anne and Fred Woodworth
Tom and Linda Yoder
Mehdia Zaidi
Julie Ziegler

POETRY FESTIVAL GIFTS IN KIND

Nancy Gavin
Nothing Bundt Cakes
The Red Bandana Bakery

POETRY FESTIVAL VOLUNTEERS

Michelle Jolin
Rebecca Kirch
Jeffrey Lamonica
Paula Martino
Calvin Roberts
Amy Shaw



Parkmont School Internships, 2024-25

A Wider Circle
Amour Tattoo
Artsy Beast
Because Science
Bethesda Bike & Ski
Black Student Fund
Bold Fork Books
Center Peace Farm
Cleveland Park Library
Create Arts Center
DCJCC Fitness Center
DCJCC Pre-School
District Vet Brookland
Each Peach
Fantom Comics
Frugalista Thrift and Consignment Store
Genevieve N. Johnson Senior Day Care
Glen Echo Aquarium
Joe's Record Paradise
Latino Student Fund
Lemon Slice Cafe
Lift Me Up
Little Flower Montessori School
Middle C Music Store
Midtown Youth Academy
MLK Jr. Library
Mount Pleasant Library
National Capital Trolley Museum
National Outdoor Leadership School
Oyster Adams Elementary
PetMac
Petworth Library
Posh Mallow
Sankofa Cafe
SED Center
SMYAL
Student Conservation Association
Studio Gallery
Temple Micah
The Beacon Center
The Mexican Cultural Institute
Tikvat Israel Early Childhood Center
U.S. Botanical Garden Production Facility
Vida Senior Center
Words, Beats, & LIfe













ParkmontSchool

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SCHOOL PHILOSOPHY

At Parkmont we build a community where students ally themselves with creative adults whose driving concern is their success and well-being. We challenge them with an academic program that fuses adolescent interests with traditional disciplines and respects the variety of their talents and motivations. We provide them with substantial experience in the world beyond school that invites them to see more clearly the possibilities ahead. Our students get ready to chart their own course, and we make sure they're prepared for the journey.





1. The Grand Canyon at dawn
2. Officially done with middle school after their 8th-grade Moving Up ceremony
3. Owen's sweet contribution to the Geography class potluck: no-bake Sri Lankan chocolate cake
4. Ron's office was a top destination during the Orientation scavenger hunt
5. Congratulations to the Parkmont class of 2025!
6. Graham investigates the organ structures of a pig in his Anatomy & Physiology Main Lesson.





ParkmontSchool

4842 Sixteenth Street, NW
Washington, DC 20011

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