



Parkmont School

Passing Notes

SPRING 2026



Manoj and the Dissenting Opinions drop their debut album at the Supreme Court. Or maybe it's a field trip for Paco's U.S. Government Main Lesson.

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Congratulations, Class of 2026!

On June 14, seniors and their families, teachers, staff, and friends gathered to celebrate the graduation of the Parkmont School Class of 2026. Per Parkmont tradition, faculty gave a speech for each graduate. They shared sweet and funny memories and the many ways they've seen the students grow. Everyone present got a taste of the warmth and fun of being in a close-knit community of individuals with a wide diversity of interests, personalities, talents, and experiences.

Dear Class of 2026, congratulations on your graduation! We are so proud of all of you! Enjoy the journey ahead and please keep in touch! ■



Food Science at Parkmont

By Christy Halvorson Ross

Session 4 at Parkmont was a perfect opportunity to reintroduce the Food Science Main Lesson to our middle schoolers. The class was focused on how the food we eat affects our health and the wellbeing of the planet. Students got to experiment with food, cook food, grow food, and even create their own cookbook!

Florence told me a bit about what academic skills were included in Food Science. Students studied nutrients, food labels and food pyramids. They delved into nutrition and health. They spent some time on the chemistry of food. By the end of the session, these lucky middle schoolers knew what foods were good for humans and the earth, and even knew which were delicious and which were not! Students kept journals tracking food they ate and food they cooked. Some of the journal prompts were more creative (e.g. “Draw the food and create nutrition labels for it.”); others asked them to report on readings.

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The class was a great opportunity for immersive learning, a favorite in the Parkmont curriculum. In addition to growing and cooking food and observing their own food intake, students conducted a calories lab (which included the chance to burn food!) and learned to churn butter.

There were weekly field trips as well! Field trips included visiting a bakery, an indoor farm, a fish hatchery, and a dairy farm. Ivan reported that while visiting the dairy farm, he learned “all about the milking process. Cows can step into the machine whenever they want to be milked instead of us forcing our schedule on them. Dairy cows are bred to produce more milk than their calves need. So the farm sends some milk to their calves and the rest is pasteurized and sold.”

Florence said, “It was the best main lesson I’ve taught. It was a good balance of hands-on projects and learning to take notes and practice writing skills with the journaling. The kids had fun.” Seventh grader Wesley agreed. “There were many hands-on projects and field trips which made it really fun and interesting,” he explained. “I learn more by doing projects with my hands, and I can get more focused. There are real-life examples instead of only reading about it.”



Meeting the baby cows at the creamery may have been the top highlight for all the students. Wesley told us that “we got to interact with them, and it helped us understand what farmers do!” Isla

reported, “We got to play with baby cows! They were really cute!” Hopefully Florence will offer this class to other teachers and parents instead of just the students next year! ;) ■



TRAVEL CLASS HIGHLIGHT

Immigration Main Lesson Heads to Boston, New York, and Philadelphia

While the rest of us spent spring vacation taking a break from school, Ethan's Immigration Main Lesson immersed themselves in the history, legacies, and dynamics of immigration in Boston, New York, and Philadelphia, three cities that have been shaped by immigration from colonial times to the present day. Students approached the Statue of Liberty by boat, explored the Tenement Museum in Manhattan's Lower East Side, visited Taller Puertorriqueño in Philadelphia, and traced immigrant histories through Boston's neighborhoods. They enthusiastically rounded out their fieldwork with explorations of Sichuan dumplings, New York Pizza, Dominican tostones, and other delicacies. Thank you to Matt who served as co-chaperone of the trip! Here are a few student perspectives on the journey. Angel's is an excerpt from a blog she kept during the trip.

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Angel B. '26

I slept great last night; for those of us who got to sleep in beds, it was like we were lying on clouds. Waking up was a different story; it was day two, our first full day in the city, and we had a lot planned. It was a 7:30 a.m. wake-up. After waking us all up and getting us fed and out the door, we all loaded up into the van, and we were off! After an hour drive to the Rian Immigrant Center and walking into these beautiful fancy office buildings, we met Rachel from Rian. We got to see their personal offices and had a great eye-opening conversation, talking to her in their offices while she explained what she and her co-workers do, what kind of things people come to them for,

and how they decide what cases to take. Getting to talk to her while sitting in their office space instead of a conference room made the experience feel more personal. She opened my eyes to the struggle that immigration lawyers face when trying to help as many people as they can while protecting themselves.

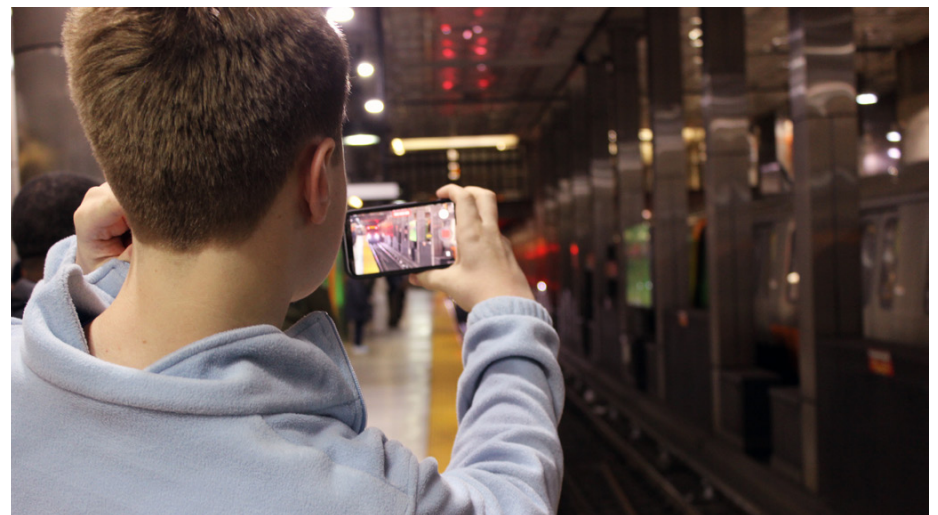
After our lovely talk with Rachel, we got back in the van to drive for a bit and take a calm little walk until we ended up at this massive brick building. Going up the elevator to the top floor, we walked into a cool modern conference room where we met Diane from MIRA Coalition. She talked to us about the work they do helping new immigrants find resources to help them with housing, learning English

if they need to, getting jobs, etc., as well as helping people who have been in the United States for long enough apply for citizenship/naturalization.

The work both of these amazing women and their teams do is especially important as people who are new to the country don't get any help or resources from our government to set up their lives. Organizations providing legal counsel and resources to the people who are the most vulnerable members of our communities are vital for our continued success as a nation. After a Q&A section where my classmates asked some really thoughtful questions, it was time to hit the road again.

On the way back to Dorchester, we

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stopped at this lovely Irish pub for food. This was one of the best dinners I have had with people outside of my immediate friend group. The pub was lively with the smell of good food and a live band for music. I got baked mac and cheese, which was really good, although it wasn't the kind of baked mac and cheese I was used to; they only used white cheese and topped the dish with breadcrumbs before baking. I would have to give the meal and atmosphere a 10/10, and I definitely recommend people giving it a try if you're ever in Boston.

Jai J. '27

Growing up in the DMV, I always noticed the diverse ethnicities, races, and historical backgrounds around me. However,



learning about the history of a few major ethnic groups truly changed my perspective. In class, we learned about Ellis Island, the Statue of Liberty, tenements, and Irish, Italian, and South American immigration. We visited Boston, New York City, and Philadelphia. All the knowledge we got from our conversations and articles were experienced in person, and I was able to see many of the difficult conditions immigrants faced, the places

they moved to, points of entry, and the cultural importance of these locations to each group. We ate great food, including Italian, Mexican, Salvadoran, and Dominican cuisine. As we learned, mealtimes were how many immigrants bonded, but also how new friendships were made. Going on this trip opened my mind in a great way. Thank you, Matt and Ethan!

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Sarah M. '26

My experience on the Immigration class trip gave me a better understanding of immigration in real time, where I could see it. The stories we learned in class, we got to see in person, like where the immigrant communities actually lived. Seeing where different immigrants moved to and where some of them are now was really interesting. For example, when we went to Boston we went to talk to immigration lawyers. It was amazing talking to them, seeing the work and how they are fighting for immigrants and making sure they get



their citizenship. Next, we went to New York. It was nice going to New York City. They have one of the biggest immigrant populations. We had fun seeing different neighborhoods with different immigrants. We also went to the Broadway show *The Buena Vista Social Club*, which was amazing, hearing the music and seeing their lives. And finally Philly. I was connected

with Philly since I am from there, and it was amazing to go to the Puerto Rican Institute to see the art they have and the story behind it. I also loved getting Dominican food down the street. Overall, I was grateful to hang out and get closer to my classmates and teachers. Playing games, eating food, and laughing were things that got us closer together. ■

Astronomy Overnight: Seeing Stars at Big Meadows

By Anthony Muehlberger

The Astronomy Main Lesson includes an overnight camping trip toward the end of the course so that we can get a chance to actually see some of the stars, constellations, planets, and other things we've been discussing all session long. So, with Florence to help protect us from bears and such, Javonne, Cris, Fletcher, Manoj, Max, Nick D. and I set off on a Thursday afternoon in the Parkmont Van.

We drove to Warrenton, stocked up on cookout supplies, and headed up to Big Meadows Campground in Shenandoah National Park. After dropping our things off at our campsite, we took a short hike while there was still some daylight to see the views from the rocky overlooks, where we met up with a group of hikers who were traveling cross-country hitting major sites.

After getting tents set up, coals primed, and cooking some burgers and brats, the sun was down, so we packed up the telescope and headed to the eponymous Big Meadow. Weather can be very unpredictable, and you need to reserve campsites far in advance, but we had amazing luck: incredible clear skies, tons

of stars, constellations, satellites, and even Jupiter were all visible. The students individually demonstrated what they remembered. They did an excellent job identifying the stars they had previously seen only on screens and pages.

In the morning, we were able to see the waxing crescent moon through the telescope (and show a few of our camp

neighbors), before packing out and heading down the mountain to get warmed up with breakfast at a local diner.

All in all it was an excellent trip, and I think everyone really enjoyed not just witnessing the majesty of the mountain skies, but the overall adventure together. Big thanks to Florence for helping make it a smooth and relaxing trip! ■



It Takes a Village: 44 Years of the Parkmont Poetry Festival

At the 44th Annual Parkmont Poetry Festival, Kim Schraf, who has led the festival for 19 years, told us the Festival's story. "We are so fortunate to live in a vibrant poetry village here in the DMV," she said, "and it's into just such a village that the Parkmont Poetry Festival was born." The idea took shape in 1982, "a pebble that two visionary Parkmonters dropped into the village pond." Those visionaries were Ron McClain, our head of school, and Judy Lentz, an indefatigable Parkmont parent, staff member, and board leader. The idea was to bring together students from public and private schools all over the city to "have a conversation through the medium of poetry."

The celebrated Maryland poet Lucille Clifton served as the judge of the first Parkmont Poetry Festival, an auspicious beginning for sure! Since then, the festival has grown by connecting with one village after another: the village of professional poets who volunteer their time as judges, and, in the case of poet and former Parkmont teacher Sharan Strange, lovingly emceeding the event for many years; the English teachers who connect their students to us; patrons Jacqui Michel, David Weisman, Anne Woodworth, and the other supporters whose generosity sustains the festival, and our neighbors at Zion Baptist Church, who welcomed the festival when it outgrew the Parkmont Commons.



Kim Schraf



Poet Alexa Patrick



2026 Festival finalists



Sean Felix and Tatiana Figueroa Ramirez, members of the DMV’s vibrant poetry village, served as our preliminary judges this year, reading hundreds of submissions to select 40 middle school poems and 40 high school poems as semifinalists. Poet Alexa Patrick served as finalist judge, charged with what she called the “near-impossible task” of choosing only 20 poems from each group to be published in the Festival Booklet.

At the Festival reading, Alexa told the student poets that the tenderness and truth-telling in their work had moved her. She welcomed them into “a long legacy of

Parkmont Poets

This year, eight poems by Parkmont students were selected as semi-finalists. Special congratulations to Ivan, whose poem (right) was selected as a finalist.

The other Parkmont semi-finalists:

Milo Mangiaracina: The Snowy Day

Javonne McMillan: Night Light

Z Osborne: Everyday

Santiago Rojas-Castillo: The Sentient Virus’s Poem

Shellie Simmons: Hidden Beauty

Gavi Tinsley: From a Human to a Dog

Mikiyas Zeto: ONE BAD DAY

Year of the snake.

By Ivan Greenfieldboyce

A snake can slither through orchids
and cactus,
while careful not to get pricked.
Small black scales protect the skin,
Though the skin itself is not thick.
A snake can do a million things,
and a snake can enjoy all of them.
A snake can be philosophical,
A snake will always think ahead.
A snake can hide in black, or shine
in yellow,
Warning it’s prey that it’s here.
A snake can be angry or mellow,
But a snake can never show fear.
A snake is intelligent,
And comes up with solutions,
A snake can’t miss things that are
evident,
And must never show confusion.
And so it’s hard to be a snake,
When there’s always so many demands.
But if you want to slither as well,
Come here and take my hands.

word workers, world builders, and freedom makers.” Whether they go on to write hundreds more poems or none at all, she urged the students to hold on to their instinct “to create something that makes it easier to be human.” ■

Internships 2025-26

Like the Main Lessons, internships are foundational to our program. We strive to find a good match for every student, and we are incredibly grateful to all of our host sites. Parkmonters interned at 45 sites across the DMV this year, including such longtime friends as the D.C. Public Library and Bach to Rock and wonderful new partners Fia's Fabulous Finds and Bethesda Bike and Ski. Here are a few of our students at work this year. ■

From top left: Kimora at Artsy Beast; Manoj at Cleveland Park Library; Fletcher at Keegan Theatre; Shellie at Dance Place; Skyler at the Mt. Pleasant Library; Sam at O Museum in the Mansion.



PHOTOS BY PETE DUVAL/ANYTHING PHOTOGRAPHIC
EXCEPT FOR SHELLIE AT DANCE PLACE

Scrapbook



A



B



C



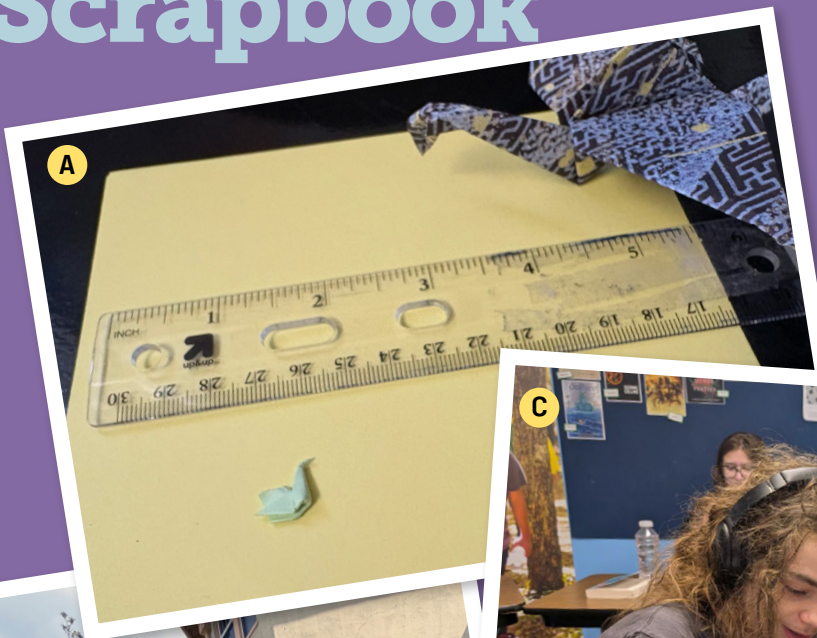
D



E

- A Z captures the street scape on a Middle School field trip
- B Elisheva having fun at the Puttery
- C Solomon's cozy reading cave
- D Laila adds flair to an Astronomy project
- E Ash and Ari hard at work

Scrapbook



A



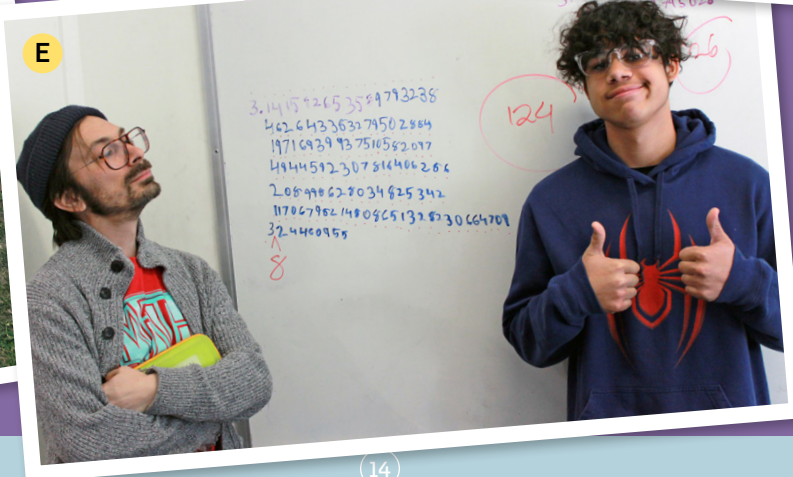
B



C



D



E

- A** Griffin's tiniest of tiny cranes
- B** Esther and Annie on the Shenandoah (Ethan fishing in the background)
- C** Ian fascinates Sam's son Enzo. The book? Not so much.
- D** End of the year mandala in Imani's Nature Assisted Art class
- E** Cal gets Sam's nod of respect for winning the Pi Day competition two years in a row

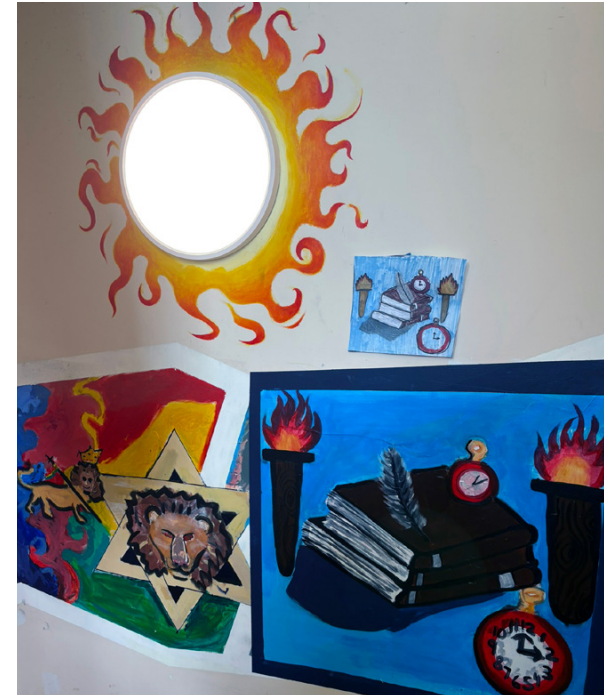
Studio Notes

Back in Session 1, Imani's middle school art class began working on an amazing mural project that they completed this spring. In the early days of the project, they learned about public art and got used to collaborating on creative projects. Their canvas (aka the back stairwell) really started to transform in Session 5 as they completed their paintings. Just before the end of the school year, they added the crucial final touch to their work, their signatures.



“By signing their mural, students leave their mark and become part of its story and legacy for years to come,” Imani explains. “It also creates a lasting record of the students who brought their artwork to life, fostering a sense of pride, ownership, and connection to the school community.”

The murals are beautiful! So beautiful that we are repainting the steps and trim this summer to give the artwork a more fitting gallery. ■



Program Highlights

If you're a student or alum, you're familiar with the elements that combine to make Parkmont such a warm, interesting, and energetic school. We thought we'd try describing some of those elements to help fill in the picture for those who've never ridden in the Parkmont Van.

Adventure Trips

They aren't optional. They're almost always outdoors. They're the backdrops of memories and catalysts for personal growth. Every Session, each division (Middle School and Upper School) spends a day on an Adventure Trip, group outings in which physical activity, trying something new, and having fun are the organizing goals. Students kayak the Potomac, hike Old Rag, navigate the ropes course at Calleva, bike along the C & O Canal, swim at Sandy Point State Park, try their hands at disc golf, and more.

Camping Trips

It's a safe bet that you'll go on a camping trip while you're here. It might be a stargazing mission for Astronomy class, a Main Lesson's weeklong dive into the



Annabelle filmed the flight of 1,000 paper cranes launched from the top of the staircase on the last day of Cole's Paper Arts Afternoon Class

ecology of the Great Smoky Mountains, or it might be an overnight in nearby Catoctin Mountain Park just for fun. Why do we camp? Probably because longtime Head of School Ron McClain loves it, as do at least some of Parkmont's teachers at any given time. But also because being outdoors in nature teaches us about the world we inhabit and about ourselves. As Ron puts it, "You begin to see what you're capable of."

Main Lessons

These daily two-hour classes devoted to one topic are the hub of our academic calendar. The extended class time permits more time for field trips, labs, and other hands-on learning. Main Lesson offerings each Session range from the familiar canon – Chemistry, Geography, Ancient History – to multidisciplinary or closely focused approaches to traditional subjects, such as the Science of Science Fiction, Immigration, and D.C. History. Immersed in it for 10 hours a week, students tend to find a connection to the topic and feel invested in what they're

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learning. Each Main Lesson runs for one seven-week Session, so even if the connection isn't strong, a chance for a fresh start is always in sight.

Afternoon Classes

Three days a week, students take a 75-minute elective. Often arts or movement based, recent offerings include Painting 101, Ultimate Frisbee, Paper Arts, Trail Running, Dance, and Dungeons & Dragons. Incorporating these activities into the school day reflects how important we think it is for young people to develop the habit of being engaged. We want students to emerge from Parkmont with the knowledge and skills they learned here as well as interests and passions that will help them build fulfilling lives. For students who had negative experiences at more traditional schools, our Afternoon Classes can reframe the role of “school” in their lives. Afternoon Classes also give our teachers a chance to share the passions and interests that animate their own lives. Klara, who taught dance, is an avid Hungarian folk dancer. Florence, who co-taught ultimate frisbee, competes in ultimate tournaments all over the country. And you can find Sam

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running in Rock Creek Park almost every weekend. Planting a couple of seeds for next year: How about music production? Or fishing?

The Senior Petition

More than a few alums have told us that writing their petition was one of the best things they did here. Every senior petitions the faculty to graduate by writing a 16-20 page personal essay, an introspective self-study that examines their experiences, growth, and aspirations and plans for what's next. The subject matter and the length may seem daunting, but we scaffold the project so that it's manageable. A senior's very first petition task is to ask three faculty members to serve as their Petition Committee, which will provide feedback and guidance throughout the process. In her graduation speech this spring, Sarah noted that the petition process taught her that "when the journey is difficult, perseverance pays off."

Announcements

Monday through Friday at 9:30 a.m., almost never on the dot, the entire student body and faculty gathers in The Commons for Announcements. First item on the agenda is always in-school



The entire school gathers every morning for Announcements.

announcements — mostly reminders and other information about field trips, athletic events. Second is out-of-school announcements — who's in the NBA playoffs, birthdays, news headlines, and fun facts. What's next rotates by day: Music Mondays, School Meeting on Tuesdays, Animal/Geography Wednesdays, PPOP on Thursdays, and Science Fridays. For the themed days, like Music Monday, the

format is a guessing game that begins with a very broad clue. Hands shoot up with guesses. Everyone, including teachers, can guess. If no one guesses correctly, another clue is revealed, and hands shoot up again. The rounds continue until someone figures it out. The winner gets to pick the song/animal/place for the next week's game.

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School Meeting

Every Tuesday, Announcements shifts to School Meeting, a student-run forum for discussing topics of concern or interest. Anyone may propose a topic, and the perspective of each student, from the quietest 6th grader to the brashest senior, may be shared and considered. Topics are usually school related, but they don't have to be. Students elect a new meeting Leader and Scribe each Session, and we try to follow the basics of Robert's Rules of Order. One recent topic, how to tell if a restroom is occupied, led to an elegantly simple solution: new door locks with built-in "occupied" and "vacant" indicators. Sometimes the topic is contentious, and not every issue gets resolved, but we learn a bit more about how to make those discussions productive, and the discussions themselves give all of us a greater understanding of the different ways we each experience the world.

PPOP

PPOP, the Parkmont Pupil of Prestige, beautifully captures the spirit of our school. At their Wednesday faculty meeting, the teachers nominate students for the weekly award. Criteria: Anything positive! Being especially kind to a nervous

visiting student. Working really hard on a class project. Overcoming their jitters at a new internship. An excellent score on a math test. Making a great play on the soccer field. The next day at Announcements, Ethan reads the list of who was nominated, not including that week's PPOP winner. For the winner, he withholds the name until the end, first giving the details of why the person was nominated. As he speaks, recognition of who it must be ripples through the Commons, and the moment Ethan reveals the name of that week's Parkmont Pupil of Prestige, the room erupts in applause and cheers.

Shout Outs

On the last Thursday of each Session, we do Shout Outs instead of PPOP, and there are always far more Shout Outs than time. Anyone can give a Shout Out to anyone. Often, a Shout Out is a way to thank a classmate publicly for a kindness or a teacher for their help. Sometimes, it's to highlight another person's personal achievement, like a beautiful presentation

or excellent report. At the last Shout Outs of the year, we keep going until everyone who wants to give a Shout Out has had a turn, even if it means missing Main Lesson entirely. Our hearts full of gratitude, it's the best way to end the year!

Graduation

Positive relationships between students and their teachers underpin every part of Parkmont's program. Our graduations always provide a moving glimpse into these important relationships. At the ceremony, a teacher who has worked closely with a particular graduate delivers a speech about them, sharing anecdotes and observations that reveal sincere care and deep knowledge. Every single graduate gets a tribute. We do the same for our 8th graders at their Moving Up ceremony, and sometimes, the same teacher will be able to give both speeches. Every graduate and 8th grader may also give a speech. That can make for a long ceremony, but it's always worth it! ■

8th Grade Moving Up

Considering how bad a rap middle school gets in pop culture, the playful camaraderie of Parkmont's Middle School can feel like a magic trick. At the Moving Up ceremony for our eight eighth graders on June 9, we felt that magic in abundance. These eighth graders brought lots of joyful energy to class that made learning fun, says Nijole Gedutis, Parkmont's Assistant Head of School. Nijole, who has taught Middle School Reading Group for more than 20 years, says she "had as much fun teaching this eighth grade class as I've had teaching any eighth grade class." That is very high praise, indeed! Congratulations on completing middle school and having so much fun in the process! Annabelle, Cal, Isla, Kim, Leo, Milo, Parnyan, and Sol, we are so proud of each and every one of you. Go forth and enjoy the summer! ■



Middle Schoolers End the Year at the Bay

The day after feting our eight eighth graders at their Moving Up ceremony, the entire middle school piled into the Parkmont Vans for one last trip. We spent a sunny, fun-filled day at Triton Beach on the western shore of the Chesapeake Bay. Our visit coincided with a Moving Up ceremony of another sort. We were there at just the right time to find juvenile horseshoe crabs as they emerged from the sand to molt and grow. It was a perfect way to end a fantastic year! The horseshoe crab pictured here is probably one or two years old. (No horseshoe crabs were harmed in the making of this great day!) ■



Thank you, Emma!

Emma started interning at Parkmont in 2024, in the spring of her senior year. Lucky for us, she agreed to stay on after graduation, quickly becoming an invaluable part of the Parkmont staff. Wise and gentle, Emma works with students who need a little extra help or someone to sit with them while they tackle an assignment. She's on the spot when a student needs a few minutes to calm down or a teacher needs to step away from the classroom. She's game for every field trip and adventure! Emma works hard to understand the students so that she could help them effectively, and they sense her care and her innate kindness. Nijole has dubbed her "The Middle School Whisperer." Emma is also an incredibly gifted artist and has been taking college classes at night while working at Parkmont. When she let us know that she would be leaving at the end of this year to attend college full time, our hearts broke a little, but we knew we couldn't ask her to stay forever. The world awaits! Emma, we love you and will miss you very much. Working with you has been a pleasure and an honor. Good luck and have fun in your next adventures! ■



Crispy, Smoky, Spicy-Sweet Brussels Sprouts

(à la Food Science Main Lesson 2026)

We are excited to share a dish cooked by middle schoolers Gavi, Ari, and Wesley for their Food Science Main Lesson. It was a class favorite, and we think you'll love it, too! Crispy, pan fried Brussels sprouts tossed in honey and served with a smoky chipotle-lime aioli. Enjoy!



Ari, Wesley, Florence, Ebenezer, and Gavi in the Parkmont kitchen

Ingredients:

- 2 lbs Brussels sprouts
- $\frac{3}{4}$ c. olive oil
- 3 Tbsp. honey
- 1 tsp. salt
- $\frac{1}{2}$ tsp. black pepper
- 1 tsp. paprika
- $\frac{1}{2}$ tsp. onion powder
- $\frac{1}{2}$ tsp. chipotle powder
- 1 c. mayonnaise
- 3 limes, juiced, or about 6 Tbsp juice
- 2 chipotle peppers in adobo, plus 1 Tbsp. of the sauce (or to taste, they're pretty spicy).
- 2 garlic cloves, peeled

Instructions:

- 1) **Make the chipotle aioli:** In a blender or food processor, combine 1 c. mayonnaise, the lime juice, chipotle peppers and sauce, and garlic. Blend until smooth, then season with a pinch of salt. Taste and adjust – add another chipotle for more heat or a squeeze more lime for brightness. Refrigerate until serving.

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- 2) **Prep the sprouts:** Trim the stem ends of the Brussels sprouts and halve each sprout lengthwise. Pat them completely dry with a kitchen towel to make sure they get crispy when you fry them.
- 3) **Mix the seasoning blend:** In a small bowl, stir together the salt, pepper, paprika, onion powder and chipotle powder. Having the spice blend ready lets you season the sprouts the moment they come out of the oil, while they're hot enough for the spices to stick.
- 4) **Heat the oil:** Pour enough of the olive oil in a heavy skillet to reach a depth of about a quarter inch and heat it over medium-high until shimmering, about 350°F.
- 5) **Fry the sprouts:** Working in batches so that the pan stays hot, cover the bottom of the pan with sprouts, cut side down. Fry undisturbed until the cut faces have browned, 3–4 minutes, then turn and fry 2–3 minutes until the outer leaves are crisp and dark at the edges. Transfer to a paper-towel-lined tray and immediately sprinkle with some of the seasoning blend. Repeat with remaining batches.
- 6) **Toss with honey:** Transfer the fried, seasoned sprouts to a large bowl, drizzle with 3 tablespoons honey, and toss gently until glossy. The residual heat will thin the honey so it coats every sprout.
- 7) **Serve:** Pile the sprouts on a platter and serve hot, with the chipotle aioli alongside for dipping (or drizzled over the top). Delicious! ■



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