

ParkmontSchool PassingNotes

FALL 2025



Ready for Upper School! The 8th-grade class gathers for a photo after the Moving Up ceremony in June. With them are former Parkmont teacher Tom, at left, and Middle School Coordinator Matt McClain, 2nd from right.

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Alaska: The Big One

By Ethan Kuhnhenh

Parkmont has had its fair share of adventures over the years. Since I started organizing trips in 2018, we have taken students to Puerto Rico, the Grand Canyon, and the Outer Banks, to name a few destinations. But this year was different. This was the big one. Alaska.

Alaska has long been on the roster of destinations for the 10-day class trips we take each spring. For years I have seen pictures from Parkmont's last trip to Alaska, in



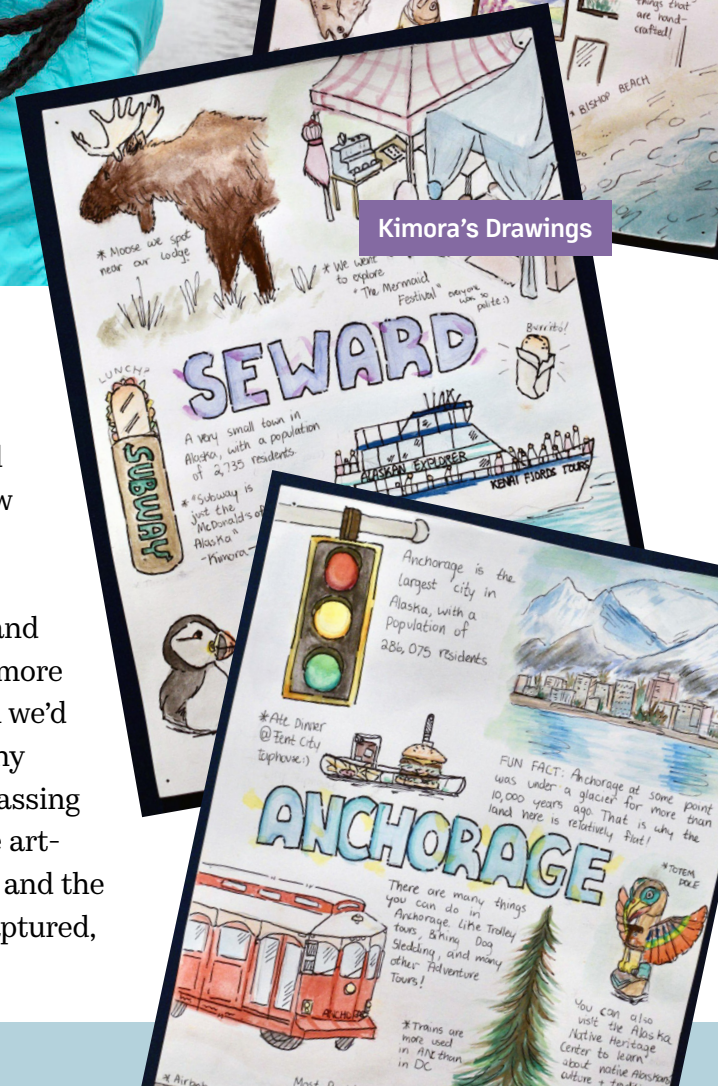
2016, playing in the photo carousel on our big screen TV in the lobby. I was amazed by the scenery (and a little jealous that I hadn't had the opportunity to go), so I jumped at the chance when we got the green light to plan a visit to our 50th state.

Organized around a Main Lesson that focused on Alaska's ecology and natural history, the trip offered a culmination of study and planning and an opportunity for

students to interact with a place they had only seen in National Geographic magazines and Netflix nature documentaries.

We planned for a Session 5 departure. The class spent the first three weeks of the Session learning about anadromous fish, volcanic islands, and the reasons American politicians wanted a frozen, distant territory to call our own way back in 1867.

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Eight students and I, accompanied by Middle School Coordinator Matt McClain and Assistant Head of School Nijole Gedutis, flew to Anchorage on May 15th. We crossed four time zones and dozens of ecosystems, and landed in a landscape even more dramatic and inspiring than we'd imagined. There are too many highlights to describe in a Passing notes article, so I will let the artwork of one of my students, and the amazing photos the class captured, tell the story. ■



Staff Summer Adventures

“When you travel, there is some inevitable learning that occurs that can’t be replicated by anything else,” says Ron McClain, our Head of School. Parkmont has a long tradition of providing small stipends to faculty for summer travel, and we’ve been delighted to have the help of a current family in supporting teachers’ recent adventures.

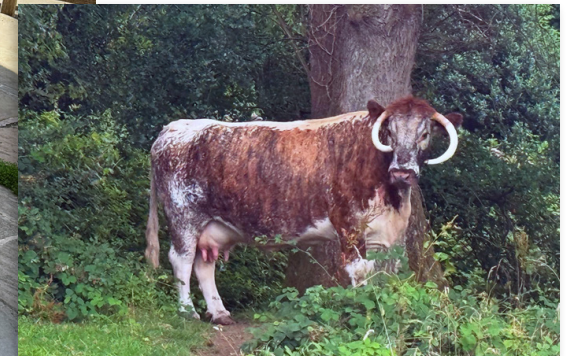
NIJOLE

We were a little nervous when Nijole set off on her 9-day trek through England’s Cotswolds region. Fortunately, she was not trampled by sheep, nor did she fatally enter the plot of an IRL British mystery. Before heading to the Cotswolds, Nijole took an 11-mile stroll around London, with stops to see the Magna Carta and a handwritten draft of George Eliot’s *Middlemarch*.

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Nijole set off from Chipping Camden (pictured) and walked more than 100 miles to the ancient city of Bath.



A Stately cow claims the right of way on Nijole's path through the Cotswolds.



MILO

Milo covered a lot of ground this summer, traveling to Spain, England, Hungary, and Switzerland! Here he is hiking in Champéry, Switzerland, near the French border. The mountains behind him are the Dents du Midi.



Milo captured this shot of the Danube looking very glamorous while he was visiting Budapest.

KLARA

Klára spent time in Hungary this summer and also sailed the coast of Croatia from Dubrovnik to Split. A dedicated rock climber, Klara of course managed to find some altitude while aboard! ■



Parkmont Poetry All Summer Long!

The energy of the Parkmont Poetry Festival kept rolling throughout the summer, thanks to new programming devised by María Fernanda. The award-winning poet says she “fell in love with the Festival” while serving as a semi-finalist judge in 2024 and felt immediately inspired to get more involved. She pitched some outreach ideas to Kim Schraf, who is in her 19th year of leading the Parkmont Poetry Festival.

Kim liked what she heard and loved María Fernanda’s passion for expanding the Festival’s reach. Now in its 44th year, the Parkmont Poetry Festival celebrates and provides a stage for



We were thrilled that former Parkmont student Leyu, at left, joined us for Nick’s reading in Shepherd Park, and to discover that Shirleta Settles, at right, who is DPR’s Cultural Arts Director, is the grandmother of another former Parkmont student, Raheem Saalakhan.



María Fernanda and Kim flank Aliana Cromer, a 2025 Parkmont Poetry Festival Finalist who kicked off our collaboration with D.C. DPR’s Jazz in the Park series, performing her poem “Because I Matter” at the Petworth Recreation Center in July.

young poets and their work. Students at any public, charter, or private school in Washington D.C. may participate in the Festival. More than 300 students submit their work each year, and they almost always do so through their English teacher or school. Post-pandemic, teacher rosters everywhere experienced significant turnover, which meant fewer teachers were already familiar with the Festival and its long history of encouraging young writers. The outreach efforts María Fernanda suggested seemed like a great way to introduce a new generation of D.C. teachers to the Parkmont Poetry Festival.

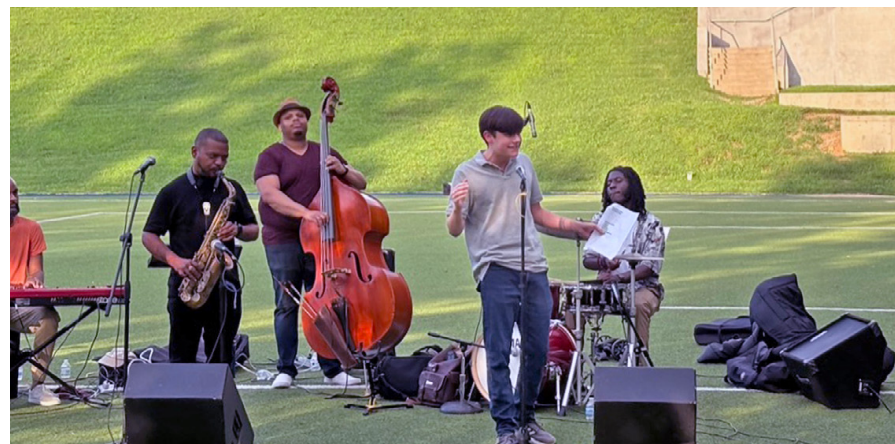
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María Fernanda and Kim field tested a few outreach activities last summer and during the 2024-25 school year. Meanwhile, they were also tackling the many requirements to make Parkmont an official partner of the D.C. Department of Parks and Recreation so that we could collaborate with the department on public programming.

The efforts paid off. Dozens of families learned about the Festival during these lovely events, and students from schools that were new to the Festival submitted their work this past spring. And on three gorgeous summer nights, finalists from the 2025 Parkmont Poetry Festival read their winning poems while professional jazz musicians improvised behind them as part of the D.C. DPR Jazz in the Park summer series. The music added dimension and drama to the spoken word, and the musicians provided reassuring, inspiring company for the young poets, who shared their work with extra passion and verve.



Annika Piñol Manchon performed her poem “The Old Gulmohar Tree” while Sharon Thomas & Da Juke Joint played at Takoma Community Center.



Backed by saxophonist Herb Scott and his band, Nick Marino performs his poem, “Carbon & Chrome” at the Shepherd Park Community Center.

Parkmont’s collaboration with Jazz in the Park marks the second year of Parkmont Poetry Festival Summer Programming. Kim observed that for the student poets, “it was clearly an empowering experience to step into an event with an audience beyond their peers and families.” Annika Piñol Manchon, a 2025 finalist who performed her poem at the Takoma Community Center, found another welcoming audience at Politics & Prose in August. She read from her novel, *The Secrets Behind Shadows*, at The Hour, a poetry open-mic conceived and launched by María Fernanda that is held monthly at the bookstore’s Union Market location.

We are all thrilled with María Fernanda’s work to create more opportunities for young people to experience their original literary art with their peers across Washington, D.C., and to showcase the Parkmont Poetry Festival. We are also wishing her well on her current artist-residency in Greece, where she is developing a screenplay inspired by her poetry. To learn more about María Fernanda and her work, we invite you to check out her website, mariafernandapoet.com. ■



Parkmont's Garden

Summer may vanish in a flash, but so much happens during those long days and warm nights. Sunflowers seem to grow a foot every few days, half-wilted broccoli seedlings mature into brawny, broad-leafed monsters, once-spindly tomato plants suddenly have arms everywhere, laden with fruit. Back in May, then 9th-grader Micah devoted serious labor to preparing the soil and sowing a variety of plants he knew would fully ripen before school resumed this fall. Those of us who were working on site this summer were the lucky beneficiaries. We feasted on super-crisp broccoli, bright yellow cauliflower, bell peppers, and heirloom and cherry tomatoes — so many cherry tomatoes! Thank you, Micah! We're sowing a few seeds for cool-weather veggies. Fingers crossed for a bumper crop of carrots, arugula, brussel sprouts, and kale in time for Thanksgiving! ■



Back to School Scrapbook

The school year opened with beautiful weather and abundant positive energy. It has been so good to see each other again, get to know new students and teachers, and jump back into learning and exploring! Please enjoy these photos from the first few weeks.



- A** Gigi and Si'Miyah start designing their tie-dye shirts during Fall Field Day.
- B** Genysis and Wesley giving us the facts in the Front Office.
- C** Emma is our good luck charm!
- D** Is that a wary look Matt is giving warrior Zach?
- E** Getting the dye just right.
- F** Staff figure out their seating plan for Announcements during faculty week.

MORE ►

Back to School Scrapbook



A We're thrilled to introduce our fabulous new teachers, Florence, Imani, Cole, and Paco! Learn more about them [here](#).



B Kavin with his impressively hued tie-dye at Fall Field Day.



C Live, Laugh, Love, Parkmont!



D Staff bonded while blasting each other with paint balls during Faculty Week.



E The Oreo Challenge is a favorite Orientation Day activity.



F Students crowd happily into Ron's office during an Orientation scavenger hunt.



Parkmont's Class of 2025

Parkmont's graduating class of 2025 began high school amid the continuing restrictions and disruptions of the Covid pandemic. Despite the challenges, this cohort of students was an exceptionally sweet, social group of kids, says Nijole, Parkmont's Assistant Head of School. "They had great camaraderie amongst themselves, and they also did a really good job of being receptive and warm to newer students," she says.

With 13 among them, the class of 2025 was also the largest in recent years. All of

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the graduates were thoughtful and creative in discerning their paths after high school. We have some going to traditional four-year colleges, some going to community college full time or to community college part time and working, still others already working full-time jobs, and one who has decided to enlist in the U.S. Air Force. The variety of paths they have chosen reflects their self-knowledge and maturity, as well as the wonderful diversity of our students, Nijole says. We wish all of them the very best well as they continue their journeys!

Keep in touch, Parkmont Class of 2025!
We love you, and we miss you already! ■



Name that Graduate!

One of Parkmont’s hallmarks is that our students and teachers work with each other across grade levels and get to know each other well. At graduation, each student is celebrated in a speech by one of their teachers, sometimes the same teacher who spoke at their 8th-grade Moving Up ceremony. Here are excerpts from the speeches for each graduating senior. Can you match the excerpt to the student? (Answers appear on page 20.)

Sean

Noa

Jacob

Laila R.

Sofia

Miles

Garrett

Ameen

Abe

Leo B.

Madz

Mateo

Mariam

A She just shows up as herself, and because of that, other students have felt brave enough to do the same. I’ve seen her be there for her peers and friends during their hardest times. Not just because she listens, but because she *gets it*. She will validate your feelings, recommend a book that’ll wreck your soul, and then roast you just enough to remind you that life keeps going.

B From the other seniors who regard her so highly, to the middle schoolers who shout out [this student] for her invaluable friendship, she’s remained an important classmate, student, and friend to such a wide breadth of people here in our community. The love, shared by so many, is a testament to her ability to connect with all of us and a testament to how meaningful those connections are.

C Anyone who has had the pleasure of talking to [this student] ... is familiar with his gift for connecting with others. It’s a gift that [this student] has graciously shared with the entire Parkmont community, often assuming the role of facilitator by bringing people together through his humor, thoughtfulness, and keen insight into a person’s interests.

D If you’ve been in a room with him for five minutes, you’ve heard his brilliance. For those unaware though, let me tell you this: everyone is continually astounded at his pun-prowess. He can tease a pun out of casual conversation, a lesson, or a random video in a way that is so spot-on, so seamless, so clever each time, that you just can’t believe he hasn’t looked it up somehow. I used to think this was just some feat of joke-books and memory on his part, but the truth is that it’s all always him.

E You were a small and shy sixth grader when we met. The ways that you have stayed true to yourself and the myriad ways in which you’ve grown have been a joy to witness. ... You have not lost that wonderful spark, you are still such a creator. ... You got behind the lens of a camera, too, in Alaska and the result was magical.

F I have never received so many paintings, sketches, or illustrations as a teacher. Most of the time they involve an octopus, her favorite animal. Once, there was a watercolor alternate ending to a zombie novel. Every time there was a creative project, I relished wondering what [this student] would submit.

G I know I’ve already said this, but I think it’s really important to stress that that was such a hard time, and yet [this student] — all of 14 years old, starting at a new school, sitting in front of a screen all day — didn’t just meet the challenge, he pretty much hurled Zeus’s lightning bolt at it and blew it to pieces.

H Inspired by their experiences as a camper and their affinity for connecting with young children, [this student] picked up the mantle of camp counselor and carried it with pride. Through their work, [they] didn’t just take on responsibility—they became someone younger children could look up to, feel safe with, and laugh with.

I You have brought so much to Parkmont in the past 6 years — not just a Culture Club and a yearbook, but we’ve also all benefited from your kindness, reliability, and quiet leadership. All the places you go as you step through that big green door are going to be so lucky to have you.

J You’ve really learned to meet challenges and push yourself past discomfort and shown real growth and independence. ... But I think your greatest sign of growth was choosing to go on the Alaska trip. It was such a big step from the quiet, reclusive Slugcat that first came to us to willingly pack in with 10 or so other meat-bags in close-quarters for a whole week. And you crushed it.

K And then there was the banter. Always good natured, always clever, always brightening up my day. From word games with country names in geography class to digs about facial hair, you could always give as good as you got. ... You are also a fierce advocate for your friends, and someone who can see good in people and coax the best out of them. You dapped up everyone, were always willing to have a conversation, and had younger students looking up to you from day one.

L Through experience he’s recognized that structure can breed success. His work at Bach to Rock, a Bethesda music school, and his meteoric rise through that organization were revelations for [this student]. He is immensely talented, and the work at Bach to Rock has helped hone this talent and provide an outlet for it. Apparently he makes good money too!

M For the past two years, I could always anticipate hearing the words “Hey Bestie” before 10 a.m. That and knowing I would hear something about Taylor Swift, pickles, or some kind of fluffy chicken. When your days are as chaotic and unpredictable as ours, you start to look forward to these little moments of warmth you can count on.

What We're Learning

At Parkmont, students dive deeply into topics that interest them through our Main Lessons and Afternoon Classes. Take a look at the range of offerings for Session 1!

MIDDLE SCHOOL

MAIN LESSONS

Health. Students will gain information and skills to help them make positive decisions that keep their bodies, minds, and relationships healthy. We will be covering the following topics this fall — nutrition and fitness, puberty, reproduction & the human body, sexual health, relationships & conflict resolution, and tobacco, alcohol and other drugs.

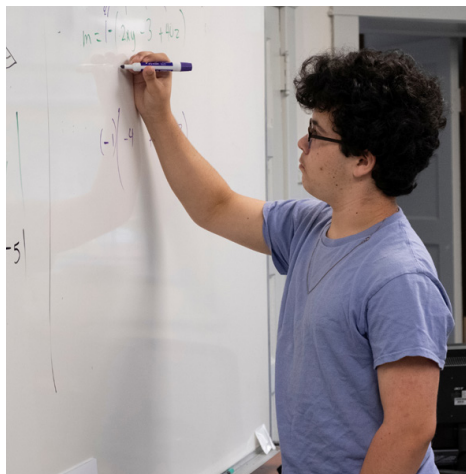
Life Science. Life Science for Middle School this session is an introduction to biology, the study of life. We will cover a variety of ideas within topics related to the characteristics of living things, including growth, reproduction, use of energy, and interactions with the environment. Students will be encouraged to share their own experiences

and perspectives in order to help all students gain a better understanding of the world around us. We will also focus on engaging in scientific practices such as asking questions, evaluating information, and constructing an argument.

READING GROUP

Young Adult Classics. In this class, we'll read some literary classics for young adults! They're books you've probably heard of—maybe you've seen the movie or have a dusty copy at home. We'll study must-read young adult novels from different times and places, discussing what makes these stories and ideas so lasting. This class will entail regular reading, as well as writing assignments, projects, films, vocabulary and grammar development, and independent reading.

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UPPER SCHOOL

MAIN LESSONS

Journalism and Media Studies. Journalism and Media Studies has two main objectives. One: to get students to become more media literate, meaning able to identify and interpret news, its accuracy and its message. Two: to improve students' writing and reading skills by reading news, summarizing articles, and writing their own stories. In order to achieve these goals, we will analyze current events and write our own articles. We'll watch the news, read the paper, listen to podcasts, practice journalistic writing, watch films, and engage in discussions that enhance our understanding of journalism and current events.

Mechanics. Physics is the fundamental study of how and why things happen; it is the study of change. Physics studies the nature of matter, of energy, and of the very space-time they operate in. Physics has many overlaps with Chemistry and Biology: Whether it's the change from chemical energy into kinetic energy in a car or human body, or the change from the sun's radiant energy into stored chemical energy



in a plant leaf, these are all predicted and understood through the laws of Physics. Physics attempts to simplify, quantify, measure, and compare all of this change around us. Though Physics makes things much easier to predict, having the universe so neatly ordered, with very specific and predictable rules such as gravity, electromagnetism, and quantum mechanics, Physics continuously reveals intriguing, unanswered questions. Mechanics looks at the development of these concepts, from ideas into Laws (the Law of Gravity, Laws of Motions, and Laws of Thermodynamics), so students understand not just the end ideas, but the process by which we gain confidence in these ideas.

Anatomy and Physiology. This section of Biology will enable students to identify and understand key structures, organs, systems, and spatial relationships in living systems. We will start with the anatomy of the human body. We will then compare the different physiologies of the five kingdoms to see the unique strategies each has evolved to succeed in their environments. Upon completion of the course, students should broadly understand the roles of the different organ systems in their body, and the mechanisms by which those systems act (at both the macroscopic and microscopic levels), and will have gained a greater appreciation for, and understanding of, their own bodies.

Speech and Debate. Speech and Debate aims to develop students' skills and confidence in the areas of public speaking, research, debate, and creative performance through a mixture of games, interactive activities, movies, and writing assignments. The course will cover the fundamentals of effective public speaking: preparation, pace, tone, facial and vocal expressiveness, and anxiety management. At the end of the course, students will have increased their abilities in preparing, delivering, and evaluating public speeches.

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Computer Science. In this class we will explore what we can do with computers and how they work. We will start with a high-level overview of the world of computing, including the origin of computers, the infrastructure that makes technology work, and how people learn about computers. Next, we will break down what computer science is and the different topics it includes. We will also learn about the history of computer science, the internet and programming. Throughout the course, we will consider how technology is used today and how it affects us, and we will be making guesses about where it's all headed. We will then dive into writing some code and programs using Javascript, HTML, and CSS. We will finish the year by making a webpage.

READING GROUPS

Coming of Age. The journey from adolescence to adulthood is shaped by experiences, choices, relationships, and environment. In this reading group, students will examine how characters in both classic and contemporary literature navigate personal growth, identity, and societal expectations, while also reflecting on how these same forces shape their own lives. Together, we will consider what it means to challenge our beliefs and confront the complexity of the world around us. By the end of the course, students will have strengthened their understanding of coming-of-age literature and developed the ability to reflect on their own journey toward adulthood. In addition to group discussions and exploring the noted themes, students will complete independent reading projects that connect to course themes and build their writing skills through consistent practice.

Westward Expansion. Students in this Reading Group will receive a .5 credit in US History and a .5 credit in English. The aim of this class is to provide students with a greater understanding of how the colonization and settlement of the Americas led to our nations' rapid growth and



political/cultural identity, a legacy that is both rooted in the exploitation of its indigenous and enslaved populations as well as its celebrated explorers and immigrants. We will focus on the period of first contact between indigenous American communities and European explorers through the 19th century and the end of the Mexican-American War. Students will read class books focusing on the various periods and themes we are studying: first contact, forced migration, manifest destiny, and immigration. Additionally, students will complete independent reading projects and related writing assignments throughout the year.

Reading to Discover the World. Students will explore different countries and continents of the world by analyzing these key areas: location, place, human and environmental interaction, movement, and regions. Our analyses may include the study of maps, physical characteristics of the earth, populations, ethnic groups, natural resources, pollution, and patterns of human settlement. Students will read a variety of texts, including excerpts from textbooks, newspaper articles, and novels. Students will be required to write in various forms, as well as actively study grammar, sentence mechanics, and vocabulary

continues

to improve their writing and reading abilities. Students will earn .5 English credit and .5 History credit.

Speculative Fiction. What if technology reshaped our lives? What if magic or myth were real? What if a single choice created an alternate world? In this reading group, students will explore speculative fiction across five broad themes: the future, magic, fear, spirits, and alternate realities. Each session will pair a classic work with a contemporary one, giving students the chance to see how writers from different times tackle similar questions about humanity and imagination. Students will take on an independent reading project (IRP) book that connects to each theme. In addition to group discussions, students will study the mechanics of excellent writing—how authors craft prose, build worlds, and use language to create atmosphere and meaning. Regular writing practice, vocabulary study, and creative projects will help students deepen both their critical thinking and their own writing craft.

AFTERNOON CLASSES

Afternoon classes are open to all grades.

Study Skills. This course will offer time management skill enhancement and the time and space to attend to classwork and/or homework during the school day.

Art and Self. This course invites students into a creative journey of self-exploration through the intersection of art-making and art therapy. Art and Self emphasizes both technical skill-building in drawing, painting, and mixed media, as well as reflective processes that encourage deeper awareness of identity, selfhood, and meaning-making. Students will experiment with diverse artistic techniques while engaging in guided practices such as journaling,



mindfulness, and dialogue to connect their creative expressions with personal narratives.

Sports. Soccer

Tabletop Games. We will play a variety of card/board games based on the interest of the group.

Journaling. We will explore journaling as a tool for fostering creativity, self-reflection, and mindfulness. We will keep an active journal that will include creative writing exercises, responses to prompts, and mindfulness activities. We will also take walks and practice creative expression through drawing,

sketching, and scrapbooking. Students will have dedicated time to reflect on their day, feelings, identity, upcoming opportunities, and the challenges they may be facing.

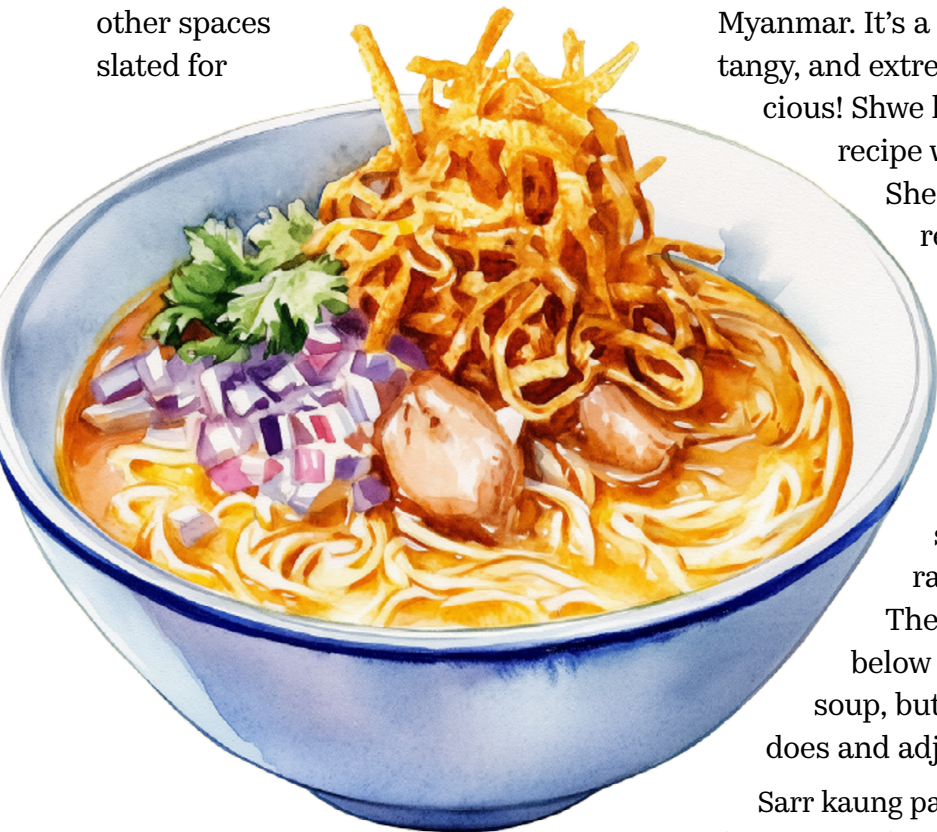
Yoga/Walking. We will alternate yoga classes and walks in the neighborhood to promote physical and mental well-being. We will also introduce mindfulness and meditation practices.

Trail Running. Trail Running is designed to introduce students to endurance running. We will run in Carter Barron, Rock Creek Park, and the surrounding neighborhoods. ■

THE PARKMONT DISH

Shwe's Ohn No Khao Swe

The week school lets out for summer break, the teachers are still working here every day, updating credit sheets, discussing the year just ended, planning for the year ahead, and, especially in this summer of Parkmont Schoolhouse Project, cleaning out the classrooms and other spaces slated for



updating over the summer. In other words, lots of meetings and lots of dusty, sweaty work. Halfway through the week, Shwe made everyone's day by bringing in a giant pot of homemade coconut noodles and all the fixings. Ohn No Khao Swe is a classic Burmese dish from Shwe's native Myanmar. It's a little bit spicy, a little bit tangy, and extremely comforting and delicious! Shwe kindly agreed to share her recipe with The Parkmont Dish.

She also shared the lovely recipe card she made for her own collection. You may notice there are no measurements on the recipe card (*see next page*). That's because Shwe relies on her senses and experience rather than set quantities. The measurements given below will result in a very tasty soup, but definitely do as Shwe does and adjust them to your taste!

Sarr kaung par sae: စားကောင်းပါစေ!
(Bon appetit!)

Ohn No Khao Swe

5 servings

Soup Ingredients:

- 1 lb chicken thigh meat (or more, according to your preference)
- 2 Tbsp vegetable oil
- 1 small or medium white onion, sliced
- 1 large or 2 small red onions, about 1 lb total
- 2 tsp paprika (plus more to taste)
- 1 tsp turmeric (plus more to taste)
- ½ tsp chili powder or cayenne pepper (plus more to taste)
- 2 cloves garlic
- 3 cups chicken broth or hot water
- 2 Tbsp chickpea flour
- 1 12 oz can coconut milk
- 1 cup evaporated milk
- 1 lb spaghetti

Garnish Ingredients:

- 2 boiled eggs, sliced
- 1 cup fresh cilantro, roughly chopped
- Hot red pepper flakes
- Lime or lemon wedges

Equipment:

- Sharp knife
- Cutting board
- Blender or food processor

continues

Wide pot that's big enough to hold all ingredients

Colander

Serving bowl for the noodles

Medium bowl

Fork or whisk

Steps:

- 1) Cook the spaghetti according to package instructions. Drain, rinse with cold water, lightly coat with oil to prevent sticking, set aside in the serving bowl.
- 2) Cut the chicken into bite size pieces.
If you used bone-in pieces,

you can use the bones to make a light broth.

- 3) Blend half of the red onion and all of the garlic into a rough paste, using the blender or food processor.
- 4) Heat the oil in the wide pot over medium heat. Add the onion-garlic mixture and stir. Add the turmeric, chili powder, and paprika. You should hear it sizzle. Keep stirring to prevent burning.

In a few minutes, the mixture should become fragrant.

- 5) Add the chicken pieces to the pot. If the color isn't a rich yellow-red, sprinkle in a little more turmeric, chili powder, and paprika.
- 6) When the chicken is nearly cooked through, pour in hot water or chicken broth.
- 7) In a separate bowl, dissolve the chickpea flour in hot water, stirring well to avoid lumps. Pour the mixture into the pot, and stir to combine.
- 8) Once the broth is simmering, add the coconut milk.
- 9) Stir in a little evaporated milk and taste. Add more depending on how rich and creamy you want the soup to be.
- 10) Add sliced white onion to the broth. You can also add sliced boiled eggs to the soup or save them for garnishing.
- 11) Set up your assembly station: the cooked noodles, garnishes, and the hot broth
- 12) To serve, place a handful of noodles in a bowl, add your desired garnishes, then pour the hot broth over everything.

Enjoy! ■

အုန်းနို့ခေါက်ဆွဲ Ohno Khao Soi
Burmese Coconut Noodle Soup

Ingredients:



Chicken thighs
Oil
White onion
Red onion
Paprika powder
Turmeric powder
Chili powder
Garlic cloves
Chicken broth or hot water



Chickpea powder
(besan or gram flour)
Evaporated milk
Coconut milk
Boiled eggs
Fresh coriander leaves
Chili flakes
Lime or lemon wedges



Instructions:

1. Cut the chicken into small bite-sized pieces. Using kitchen scissors can make this easier. Save the bones to make homemade chicken broth if you'd like, or have store-bought chicken stock ready.
2. Blend red onions and garlic into a rough paste using a blender or food processor.
3. Heat oil in a wide pot. Once hot, add the garlic-onion paste. Stir in a pinch of turmeric, chili powder, and paprika. You should hear it sizzle. Keep stirring to prevent burning. In a few minutes, the mixture should become fragrant.
4. Add the chicken pieces to the pot. If the color isn't a rich yellow-red, sprinkle in a little more turmeric, chili powder, and paprika.
5. When the chicken is nearly cooked through, pour in hot water or chicken broth.

6. In a separate bowl, dissolve chickpea flour in hot water, stirring well to avoid lumps. Pour the mixture into the pot and stir to combine.
7. Once the broth is simmering, add coconut milk. Stir in evaporated milk depending on how rich and creamy you want the soup to be.
8. Add sliced white onions to the broth. You can also add sliced boiled eggs directly into the soup or save them for garnishing.
9. Set up your assembly station: a bowl of cooked spaghetti noodles, a dish of garnishes: sliced red onions, fresh coriander, chili flakes, boiled eggs, and lime or lemon wedges, and the hot broth.
10. To serve, place a handful of noodles in a bowl, add your desired garnishes, then pour the hot broth over everything. Enjoy!

Alum Highlight

We were surprised and delighted when former Parkmont student David Clements stopped by in June to tell us he would be our summer contact for D.C.'s Marion Barry Summer Youth Employment Program. As an intern at D.C.'s Department of Employment Services, David was actively engaged in all aspects of MBSYEP, a program that has been providing jobs, mentoring, and training to young D.C. residents since 1979. David is now a rising senior at Morehouse College where he is majoring in psychology. We loved catching up with you, David. Congratulations on all of your success!



Former Parkmont student David Clements and Nijole enjoyed catching up when he stopped by this summer.

To all former Parkmont and Somerset students, we love to hear from you! Call, write, stop by. You can also keep up with Parkmont and keep us posted through Parkmont Past, our Facebook group for Somerset and Parkmont alums and former teachers, and through Parkmont's Instagram, Facebook, and Bluesky accounts. ■

Upcoming Events and Important Dates

- Sept. 30:** Upper School Back to School Night, 7 p.m.
- Oct. 7:** Middle School Back to School Night, 7 p.m.
- Oct. 10:** Noon Dismissal
- Oct. 13:** Federal Holiday, No School
- Oct. 23:** End of Session, Noon Dismissal
- Oct. 24 & 27:** Intersession, No School
- Nov. 6:** Noon Dismissal
- Nov. 7:** No School
- Nov. 20:** Family Potluck, 6 p.m.
- Nov. 27-30:** Thanksgiving Break

Name that Graduate! Answers

- | | | | | |
|-------------------|------------------|----------------|-----------------|----------------|
| A Laila R. | D Garrett | G Sean | J Leo B. | L Mateo |
| B Mariam | E Abe | H Madz | K Miles | M Noa |
| C Jacob | F Sofia | I Ameen | | |



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