



# Newsletter

March 2025

Outlook Academy

## **Student Reminders:**

### Student ID Procedures:

Students are required to wear their OA ID. Students are not allowed on campus without an ID. If you lose your ID, you must report to the main office to purchase a temporary ID. Students are not allowed in the hallway without a school ID.

## **Ventra Cards:**

Lost, stolen, or damaged Ventra cards require new paperwork and a \$10 replacement fee. Please see Mr. Valant and/or Mrs. Verdin.

## **Attendance:**

All student absences and/or early dismissals should be reported to the OA Main Office at 708-225-5875.

Our Truancy Department and Officer Owens conduct daily attendance checks. Questions about attendance should be directed to Officer Owens at 708-225-5871.



CONNECT WITH US

[brower.loribeth@district205.net](mailto:brower.loribeth@district205.net)

708-225-5875 or 708-225-5879

# UPCOMING EVENTS

***For parent Information***, comments, or concerns regarding attendance please contact Truancy Officer Owens at 708-225-5871.

- Remember to call the office when your student is going to be absent at 708-225-5875 or 5869.
- Please visit our webpage at [www.district205.net/domain/315](http://www.district205.net/domain/315) to view pictures, download forms, get access to other links, and much more.

Parents/guardians of students may access attendance, grades, and assignments using one log-in at: <https://powerschool.ttdistrict205.net/public>



For more information about St. Patrick's Day and the History of this holiday, please visit:

[https://en.wikipedia.org/wiki/Saint\\_Patrick%27s\\_Day#Celebrations\\_elsewhere](https://en.wikipedia.org/wiki/Saint_Patrick%27s_Day#Celebrations_elsewhere)



To all the days  
here and after -  
May they be filled  
with fond memories,  
happiness, and laughter.

-Irish toast-

## **District 205 Credit Recovery 2024-2025**

Mrs. Patricia Malopsy-Fortier  
District Credit Recovery Program  
Administrator

If you have any questions regarding Credit Recovery, please contact your Home School Counselor and/or credit Recovery Building Coordinator or visit the district website: [www.district205.net/areasofinstruction/credit\\_recovery](http://www.district205.net/areasofinstruction/credit_recovery)

Outlook Academy  
Mr. Josh Folsom  
OA Credit Recovery Coordinator  
[folsom.joshua@district205.net](mailto:folsom.joshua@district205.net)



Mike Davidson, March 12<sup>th</sup>

Shannon Garza, March 30<sup>th</sup>

# March

## 2025

From: Patricia A. Malopsy Fortier, Program Administrator

### Happy March!

I welcome the time change, a hint to spring, Women's History Month, and St. Patrick's Day. As a person of Irish Heritage, I encourage everyone to get their green on this month!

This month at OA, we will be sharing our stories and examining the unending accomplishments of the women of history and persons of Irish Heritage. As we embark on Women's History Month, we reflect upon the incredible contributions women have made throughout history and continue to make today. This month serves as a reminder of the strength, resilience, and brilliance of women across all fields and walks of life.

Women have shaped our world in countless ways: from trailblazing scientists like Marie Curie, who revolutionized the field of radioactivity, to civil rights champions like Rosa Parks, whose courageous stand sparked a movement for equality. These remarkable individuals, along with so many others, have paved the way for future generations to pursue their dreams without limits. As we celebrate Women's History Month, we encourage our students to explore the rich tapestry of stories that highlight the achievements of women, engage in conversations about gender equality, and recognize the importance of creating an inclusive environment where everyone can thrive.

To our students: let this month inspire you to chase your aspirations fearlessly. Remember that you stand on the shoulders of giants, and your potential is boundless. To our parents: your support and encouragement play a vital role in nurturing the next generation of leaders, innovators, and changemakers. Together, let us honor the legacy of women who have shaped history and continue to build a future where everyone can shine!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
	Casimir Pulaski Day		ACT Prep Day	Final Exams		
9	10	11	12	13	14	15
	Day 1 Session 4		Meeting of Education Meeting at TT Mike Davidson's Birthday			
16	17	18	19	20	21	22
	St. Patrick's Day		Inventory Check Week			
23	24	25	26	27	28	29
			Act Prep Day			
30	31					
Shannon Garza's Birthday						



# Outlook Academy

## STUDENT SERVICES DEPARTMENT

## Academic Support

### Mrs. Martin's Counselor's Corner

#### Addressing Swatting: Strategies for Prevention and Response

Swatting—the act of making false emergency reports to send heavily armed law enforcement to a target's location—has become a dangerous and sometimes deadly form of harassment. To effectively address swatting, consider the following approaches:

##### 1. Prevention Strategies

- Protect Personal Information: Keep your address, phone number, and other sensitive details private. Use a P.O. box instead of a home address when possible.
- Strengthen Cybersecurity: Use strong passwords, enable two-factor authentication (2FA), and avoid sharing location details on social media.
- Inform Local Law Enforcement: Some police departments allow individuals at risk to file a precautionary notice about potential swatting attempts.
- Use a VPN and Secure Internet Activity: This helps mask your IP address, making it harder for attackers to trace your location.

##### 2. Law Enforcement Response

- Training & Protocols: Police departments should receive specialized training to recognize and assess swatting threats.
- Caller Verification: Emergency dispatchers should be trained to identify suspicious calls and use multiple verification methods before deploying a SWAT team.
- Legal Action: Swatting is a serious crime. Authorities must prosecute offenders under laws such as false reporting, fraud, and terrorism statutes.

##### 3. Legal & Legislative Measures

- Stronger Penalties: Many states have laws specifically targeting swatting, imposing severe consequences on perpetrators.
- Mandatory Restitution: Swatters should be required to compensate victims and law enforcement for wasted resources.
- Cross-Jurisdiction Cooperation: Since many swatting incidents involve online actors from different regions, better collaboration between agencies (e.g., FBI, local police) is necessary.



### *From the Desk of Ms. Cheryl West MTSS/EL*

We are excited to announce that our English learners have officially completed their ACCESS testing! This annual assessment measures English language proficiency in listening, speaking, reading, and writing. Throughout the testing period, our students showed incredible dedication and perseverance, demonstrating their growth in language skills.

We are so proud of their hard work and effort! The results will help guide future learning and ensure that each student continues to receive the support they need. A big thank you to our teachers and staff for their support, and to our students for giving their best effort.

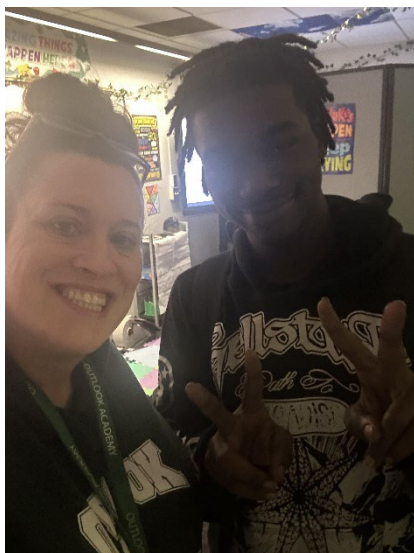
This quarter, in our Life Skills classes, MTSS lessons focused on study skills, helping students develop strategies to learn more effectively. The lesson covered key techniques such as time management, note-taking, active reading, and test preparation.

Through interactive activities and discussions, they reflected on their current habits and set personal goals to improve their study routines.

By equipping students with these essential skills, we are helping them become more confident, independent learners—both in school and beyond.

As we approach the end of this quarter, students are focused on final exams and projects, demonstrating all they have learned over the past months. It is a time of hard work, reflection, and accomplishment. We encourage everyone to stay motivated, manage their time wisely, and take care of themselves during this busy period.

Looking ahead, the final quarter of the year is just around the corner! It is an exciting time filled with new opportunities, challenges, and the chance to finish the year strong. Let us keep up the momentum and make the most of these last few months.







# Financial Aid Department

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*From the Desk of Ms. Briana Holmes  
College and Careers*

**Students must use District Gmail to gain access to Google Classroom.**

Completion and Confirmation of FAFSA and South Suburban College Application is REQUIRED for Graduation from Outlook.

## **COMPLETE FAFSA**

BEGIN the 2024-2025 FAFSA TODAY!  
Enrollment has opened! South Suburban College CODE: 001769

<https://studentaid.gov/h/apply-for-aid/fafsa>

## **FAFSA Instructions**

<https://www.ssc.edu/admissions-registration/financial-aid/>

If you have any questions or concerns regarding your FAFSA please email [bholmes@ttdsitric205.net](mailto:bholmes@ttdsitric205.net) or call at 708-596-2000 ext. 3575.



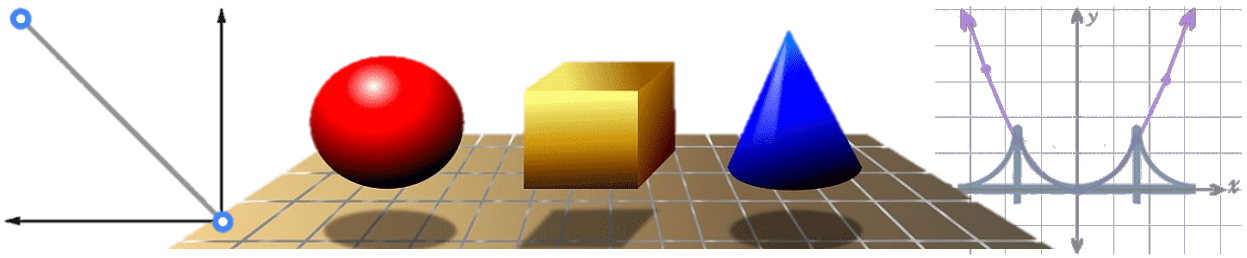
## **Congratulations to Our March Graduates!**

Today, we celebrate your hard work, dedication, and perseverance. You have navigated through challenges, embraced new opportunities, and grown both personally and academically. As you embark on this exciting new chapter, remember that the skills and knowledge you have gained will serve as a strong foundation for your future endeavors.

Believe in yourself, stay curious, and continue to strive for excellence! Your journey is just beginning, and the world is eager to see the remarkable things you will achieve.

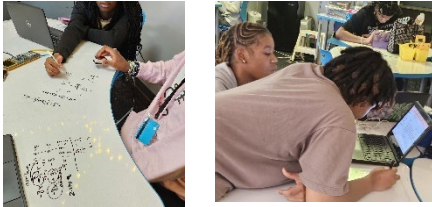
Wishing you all the success and happiness as you take on new adventures. Cheers to your bright future!





# Math Department

*From the Desk of Mrs. Garza*



The past nine weeks have flown by, and as final exams approach, students at Outlook Academy are giving it their all in a fast-paced, interactive review. This week, my math class turned into a high-energy Algebra Relay Race, a team competition designed to sharpen problem-solving skills while keeping students engaged.

In this exciting review activity, students worked in teams to race through different challenge stations, solving equations, applying exponent rules, and performing polynomial operations. Each correct answer moved them one step closer to the finish line. The energy was high as teams strategized, double-checked their work, and cheered each other on.

"This made reviewing way more fun," said one student. "It felt like a game, but we were actually practicing everything we need for the final."

With just a short time left in this nine-week course, students are preparing to move on to their next set of classes to finish out the school year. The Algebra Relay Race not only helped reinforce key concepts but also built confidence as students saw their hard work pay off. As they cross the finish line of this term, they are proving that success in math is not just about studying, it is also about teamwork, perseverance, and a little friendly competition!

*From the Desk of Mr. Bailey*

As March begins, we are putting the finishing touches on Statistics Semester 1. We have worked through our lessons on graphing and data. The students have been able to explore the concept of normal distribution. We have searched distinct types of data and been able to identify which types of data form normal distribution.

We will finish the quarter with some basic concepts about probability. This will lead into the second semester and merging probability with a normal distribution. We will finish with a project on probability about the color of ducks.

If you have any questions concerning their grade, please email me. ([rbailey@ttdistrict205.net](mailto:rbailey@ttdistrict205.net))

The second semester of statistics will bring more concepts about normal distributions. The students will explore Z-scores and probability under the curve. Students explore frequency tables with cumulative and relative values.

## 3<sup>rd</sup> Quarter

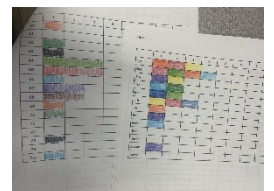
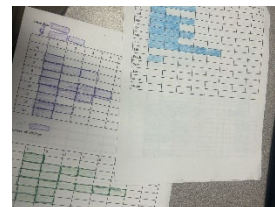
Week 9 – 3/3 to 3/7 - Review and Semester 1 Final

## 4<sup>th</sup> Quarter

Week 1 – 3/10 to 3/14 - Statistical definitions and Vocabulary

Week 2 – 3/17 to 3/21 - Vocabulary Assessment and Plinko Demonstration

Week 3 – 3/24 to 3/28 - Central Tendency





# English Department

*From the Desk of Mrs. Goodman*

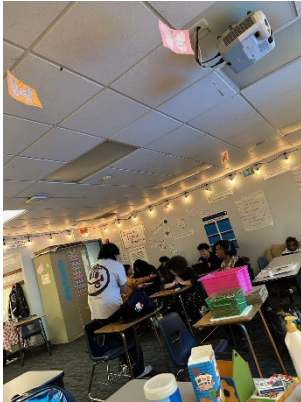


## 📅 March Newsletter: A Month of Change & Determination! 📅

March is the time of transition—winter turns to spring, and we move from **finishing Term 3** to **preparing for the final push of Term 4**. With **finals approaching**, now is the time to stay focused, study hard, and finish strong!

As we head into our last term, our goal is clear: **get as many graduates across the stage as possible!** 🎓 That means staying on top of assignments, meeting graduation requirements, and pushing through to the finish line.

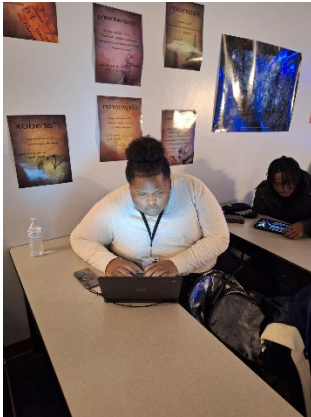
Let us make this last stretch count! Stay focused, stay determined, and let us finish the year **strong!** 💪 🔥







### *From the Desk of Mr. Folsom*



Students are dedicating themselves to their studies, pushing through the final stretch of their classes as graduation approaches. For many, this time is a blend of group projects, and personal sacrifices. As they balance coursework, extracurriculars, and often part-time jobs, the weight of their academic responsibilities can feel overwhelming.

But their commitment to success is evident, with each completed assignment, exam, and milestone bringing them one step closer to earning their diploma. We are battling "senioritis" in the classroom, but the students are doing their best!

### *From the Desk of Mr. Davidson*

As a Reading Specialist, I have observed the advancement of the teaching of reading for over thirty years. To me, it is surprising how slowly changes arrive that move us forward in our knowledge and skill of this teaching. There has been an ongoing struggle between the idea of phonics and any other form of instruction as the focus of teaching. This struggle has persisted for over the thirty years that I have been teaching reading.

As a younger teacher pursuing my degree in reading instruction I was caught in the battle between phonics and what was then called "whole language" instruction. As a high school teacher, I worked with students to improve their comprehension as well as other ways to improve their understanding of what they were reading. At this point I wasn't worried about how students could sound out a word using their phonics knowledge, but more concerned about how they came to understand or "get the meaning out of" what they read.

Today, however, the emphasis on teaching reading is centered around what is called "The Science of Reading", which seeks to reinvigorate the teaching of phonics into the reading process. I firmly support this idea but am shocked at the idea that phonics must be brought back.

Here are things I know. To read language children need to hear language as they grow, lots of language. If you have young children talk to them constantly. Tell them what you are doing, and why you are doing it. Tell them what things are and how they work and help us. Tell them how you're feeling and why. When they are little read to them and as they grow encourage them to read. Learn new words with them and grow your vocabulary together.

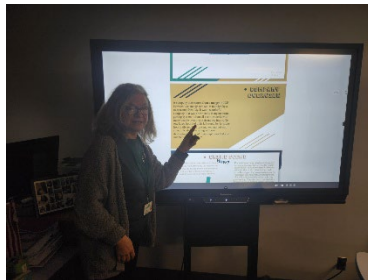
# Business Department

## *From the Desk of Ms. Digiacomo*

As the students are finishing yet another semester, they are focused on completing their final projects

In Introduction to Business, the students present information to the class about a brand name or a company. The information they provide:

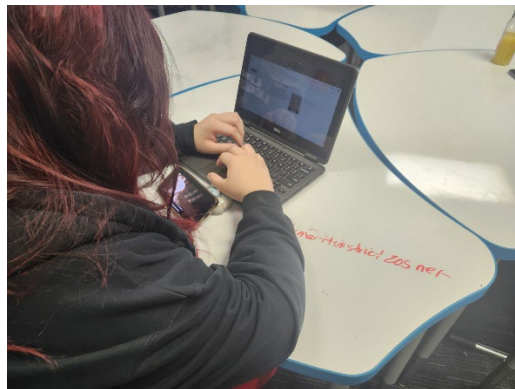
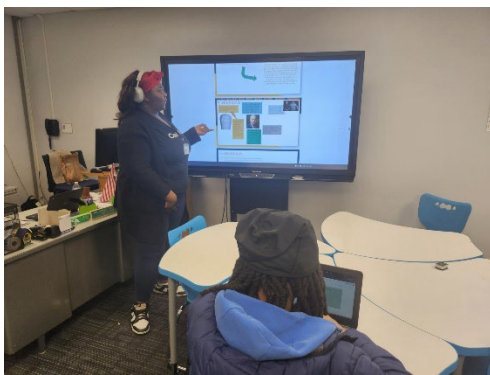
- The company/brand name
- The history of the company/brand name
- The business model used
- The mission statement
- Marketing strategy
- Competitors



They will present their findings to the class and answer any questions.

In Accounting, the students are required to complete a report of a company that has experienced accounting fraud. The information they provide will include:

- Company overview (background information about the company)
- Crime scene (where did it occur? Why did fraud happen?)
- The suspects (who was involved in the fraud?)
- Evidence (state how the fraud was discovered)
- Conclusion (is the company still operating? Was anyone held accountable for the fraud? Was prison time served?)





*From the Desk of Mr. Arrington*

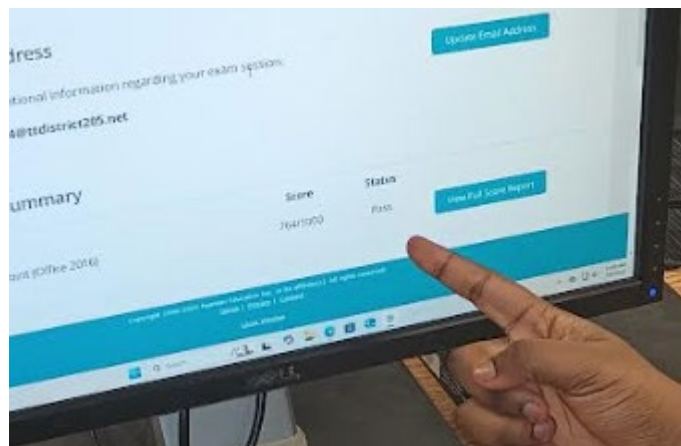
# Advanced Computer Apps

During the 3rd Session, 10 additional students passed one or more Microsoft Office Specialist (MOS) certification exams. Students can receive certifications by taking the challenging MOS certification exam in MS Word, PowerPoint or MS Excel. Once certified, students complete a personal resume. Outlook students have attained 33 certifications for the entire school year.

## 3rd Session MOS certifications:



1. Marquis Israel, MS Word	6. Erica Ramirez, MS Word
2. Harmony Hinton, MS Excel	7. Justin Johnson, MS PowerPoint
3. Piper Sanders, MS Word	8. Marcel Williams, MS Word
4. Latrell Burnam, MS Word	9. Jacari Williams, MS PowerPoint
5. Neenah Colyar, MS Word	10. Avion Burton, MS PowerPoint





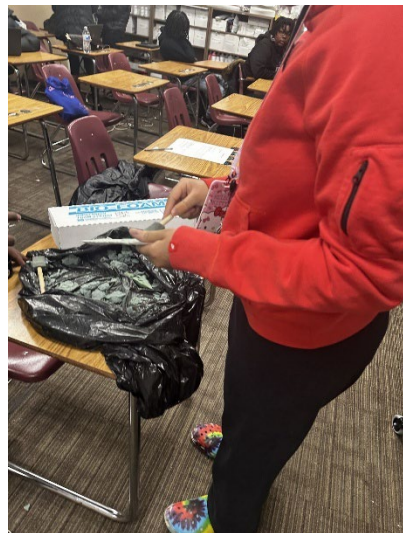
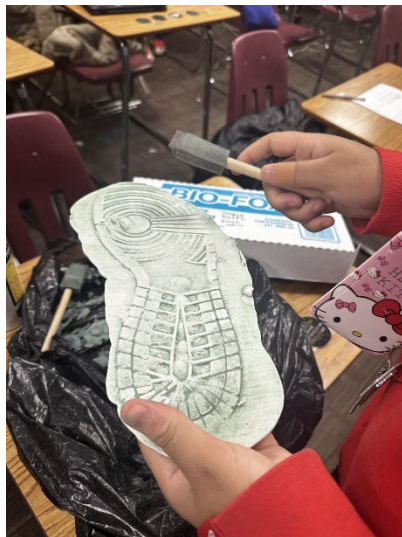


# Science Department

*From the Desk of Ms. Anderson*

*Congratulations!*

As we end the 3rd quarter, the Integrated Science – Science in Cinema (Semester 2) students will make a brief stop into the world of physics with a study of acceleration and velocity as seen in the movie Unstoppable. The Forensic Science (Semester 1) students will end their study of evidence by delving into the minds of serial killers, learning about childhood indicators, serial killer types, and criminal profiling.







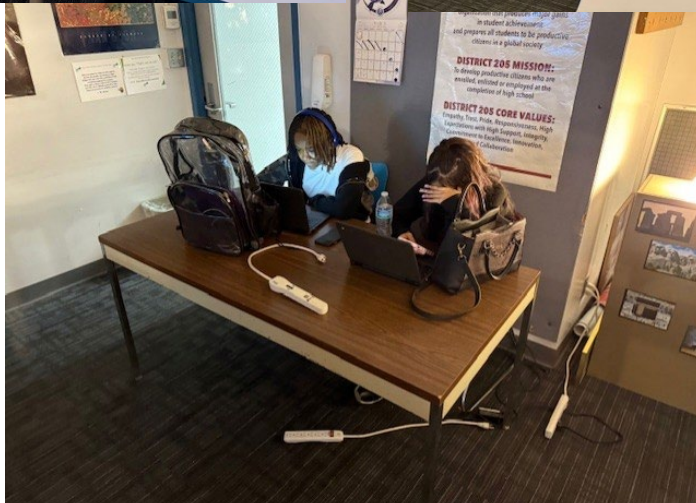
# Social Studies Department

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*From the Desk of Mr. O'Leary*

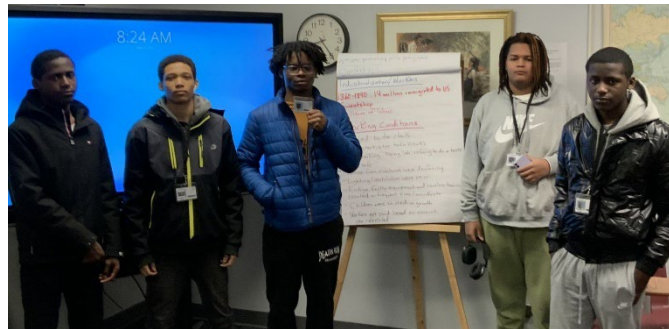
Dear Parents and Students

Starting the Fourth Quarter: A New Chapter Ahead As we enter the fourth quarter, it is a perfect time to reflect on our progress and prepare for the final stretch of the school year. In Social Studies, we've covered a lot of ground so far, but there is still plenty of exciting content ahead. From new units exploring world events to analyzing historical moments that shaped our present, the final quarter promises to be both challenging and rewarding. Remember, the end of the school year may seem far away, but time flies! Now is the time to sharpen your focus, stay engaged, and finish strong. Keep up with your assignments, participate in discussions, and don't hesitate to ask for help if you need it. You've got this!



# Social Studies

## *From the Desk of Mr. Martin*



### US History - Mr. Martin

The unit we are working on is 19th-century immigration.

Here are some key learning objectives:

#### Understand the Causes of Immigration:

Identify and explain the factors that pushed people to leave their countries (such as poverty, famine, political instability, and religious persecution).

#### Examine Immigration Patterns and Demographics:

Understand the different waves of immigration during the 19th century, focusing on specific groups such as the Irish, Germans, Chinese, and Eastern European Jews.

Study the geographical regions immigrants came from and how this influenced their cultural and religious practices in the U.S.

Investigate the changing attitudes and policies towards immigration, including the development of laws like the Chinese Exclusion Act and the Immigration Act of 1882.

#### Assess the Legacy of 19th-Century Immigration:

Examine the pull factors that attracted immigrants to the United States, including economic opportunities, the promise of freedom, and available land.

Explore the challenges immigrants faced upon arrival, including discrimination, language barriers, and adapting to a new culture.

Investigate the social and economic contributions immigrants made to American society, including in industries like manufacturing, agriculture, and transportation.

Reflect on how the immigration patterns and policies of the 19th century shaped the U.S.'s future immigration laws and social fabric.

Consider the long-term effects of 19th-century immigration on American identity, including the ongoing debates about immigration in modern times.

During class, we discussed the impact of immigration and how there are forces in the US government currently trying to turn back the clock on immigration.



# Welcome to Visual Arts

*From the Desk of Mrs. Martinez*

## Welcome to the Art Classroom at Outlook Academy

As we conclude Term 3, we're excited to reflect on the creative journey our students have embarked upon. This term has been filled with engaging projects that not only foster artistic skills but also celebrate cultural diversity and historical significance.

## Celebrating Black History Month

### Lois Mailou Jones: A Pioneering Artist

Lois Mailou Jones (1905-1998) was an influential artist and educator whose career spanned seven decades. Born in Boston, she began as a textile designer before focusing on fine arts. Jones's work was greatly influenced by African traditions, particularly after her travels to the continent in the 1930s. She became known for incorporating African masks and vibrant colors into her paintings, creating a unique style that blended African and Western artistic traditions.



In honor of Black History Month, our students participated in a unique art project inspired by Lois Mailou Jones, a pioneering African American artist. Students selected a famous historical African American figure and chose three African symbols or patterns to represent that person. Additionally, they picked three symbols or patterns that reflect their own identities. This project allowed students to delve into African culture, explore symbolism, and connect with their own heritage.

**When selecting symbols for themselves, students may have drawn inspiration from various African patterns, such as:**

1. Geometric patterns: diamonds, triangles, zigzags, and circles.
2. Symbolic patterns: natural or man-made motifs with cultural significance
3. Textile designs: inspired by traditional African fabrics

**This project encourages students to:**

1. Learn about African American history and culture
2. Explore the rich symbolism of African art
3. Develop their artistic skills in pattern-making and composition
4. Reflect on their own identity and values

By combining historical research with personal introspection, this art project helps students connect with both their cultural heritage and their individual experiences, much like Lois Mailou Jones did throughout her artistic career



## Recent Class Projects

### Clay Chameleons

All art classes have completed a clay chameleon project, focusing on the elements of art: form, space, and texture. The next exciting step is to paint these sculptures using acrylic paint, emphasizing the element of color to enhance their creations.

### Mandala Paintings

Meanwhile, our Painting class students completed stunning mandala paintings, demonstrating their understanding of line, space, shape, and color. The intricate designs and thoughtful compositions showcased their patience and artistic growth.

### Looking Ahead

As we enter the final term of the school year, we're excited about the warmer weather and the creative possibilities that spring brings. We look forward to more inspiring projects and continued artistic growth.

Remember, art is not just about creating beautiful objects – it's a powerful tool for cultural understanding and self-expression. Let's continue to celebrate diversity and creativity in our art classes!

Outlook Academy Art Department / Mrs. Martinez











## PE Class Highlight: Mrs. Garza Takes a Swing at Badminton!

As the end of the term approaches, the PE students have shown incredible growth in independence and cooperation. This week, Mrs. Garza, our math teacher, joined us during her prep period to experience our badminton lesson. The students were excited to take the lead, teaching her the basics of the game, including how to properly serve the shuttlecock, hit it underhand and overhand, while explaining key strategies. It was inspiring to see the students confidently share what they have learned and how much they have grown in both skill and leadership.

This hands-on experience ties into several PE standards, such as

demonstrating proficiency in movement patterns, applying strategies for team play, showing leadership and cooperation during physical activity. I was particularly impressed by how the students took responsibility for setting up stations, rotating through activities like playing basketball, working out in the weight room, playing volleyball, and practicing their badminton skills.

Beyond physical growth, these activities also align with social-emotional learning standards. The students have been practicing self-awareness and self-management by staying focused and managing emotions during challenging

activities. They have also demonstrated relationship skills by collaborating with peers, communicating clearly, showing empathy and respect for one another. Additionally, they have taken on responsibility in organizing and leading the stations, fostering both personal and social growth.

As we wrap up the term, I am incredibly proud of how my students have developed, not only in their physical abilities but also in their social and emotional skills. They have shown resilience, leadership, and teamwork. These skills will continue to serve them well beyond the classroom. Keep up the great work, everyone!





## From Our Social Worker

*From the Desk of Mr. Hill*



School Social Work Week in 2025, observed from **March 2 to March 8**, is a dedicated time to recognize and appreciate the invaluable contributions of school social workers. These professionals play a critical role in supporting students' emotional, social, and academic success by addressing barriers to learning such as mental health challenges, family crises, homelessness, and behavioral issues. School social workers serve as a bridge between students, families, educators, and communities, ensuring that children receive the necessary resources and interventions to thrive. The theme for 2025 highlights their commitment to fostering **safe, inclusive, and supportive school environments** where all students can reach their full potential.

Throughout the week, schools, districts, and organizations will celebrate school social workers with various activities, including appreciation events, professional development workshops, and awareness campaigns. Educators and students are encouraged to participate in recognizing these professionals' dedication by sharing stories, posting on social media with the hashtag **#SSWWeek2025**, and advocating for policies that strengthen school-based mental health services. As the demand for social-emotional learning and student well-being grows, School Social Work Week serves as a vital reminder of the profession's impact and the need for continued support and investment in school social work programs.

### **School-Connect SEL RECAP: "Lesson 2.6: Communicating with Adults"**

Here are five strategies to help teens communicate effectively with adults:

1. **Practice Active Listening** – Encourage teens to listen attentively when speaking with adults by maintaining eye contact, nodding in acknowledgment, and responding thoughtfully. This shows respect and helps build mutual understanding.
2. **Use "I" Statements** – Instead of blaming or accusing, teens can express their thoughts and feelings using "I" statements, such as "I feel frustrated when I'm not heard," rather than "You never listen to me." This reduces defensiveness and promotes constructive conversations.
3. **Stay Calm and Respectful** – Emotions can run high, but remaining calm and using a respectful tone helps keep conversations productive. Taking a deep breath before responding can prevent misunderstandings and unnecessary conflicts.
4. **Find the Right Time and Place** – Timing matters when discussing important topics. Teens should choose a moment when the adult is not busy or stressed and find a quiet setting where both can focus on the conversation.
5. **Be Clear and Honest** – Encouraging teens to express themselves clearly and honestly helps build trust. If they are unsure how to say something, practicing or writing it down beforehand can improve confidence in their communication.



← Outlook Academy →

Assistant Program Administrator

*From the Desk of Mr. Valant*

Welcome to March Everyone. To many of us March means spring, better weather and graduation on the Horizon. But March also brings us another event that brings us together. It is not a holiday but maybe it should be. We have grown accustomed to an annual event that brings millions of people together. For two weeks in March, the country and to some extent the world focus on this event and form a bond rooting for the underdogs. Of course I am talking about March Madness. For many this is the single greatest event of the year. Even people that do not watch sports get into it. March Madness has become a must-see TV but not many know the history of it or how it came about. For this reason, you should continue reading so you can be the smartest one in the room when the tournament begins.

The first NCAA tournament was held in 1939, thanks to the efforts of Ohio State coach Harold Olsen. At the time, college basketball had several regional competitions, but there was no definitive national championship. The National Invitation Tournament (NIT), which began in 1938, was considered the premier event. However, the National Association of Basketball Coaches (NABC) wanted an official tournament to crown the best team in the country, leading to the creation of the NCAA tournament. The inaugural tournament featured just eight teams, with games played in Northwestern University's Patten Gymnasium. The University of Oregon emerged as the first-ever champion, defeating Ohio State 46-33 in the final. Over the years, the tournament grew and popularity, eventually expanding to the 68-team spectacle we know today.

March Madness has since become a cultural phenomenon, filled with unforgettable moments, Cinderella stories, and buzzer-beaters. From its humble beginnings to today's national obsession, the NCAA tournament remains a thrilling celebration of college basketball at its finest. As stated, earlier March Madness brings people together and in a year such as this, everyone can take a break from the everyday and get together with friends, families and even strangers to enjoy a game or two and remember what it's like to just relax and enjoy the moment. Have a great March everyone and take time to enjoy the little things!





# ADULT TRANSITION PROGRAM

## Program Director

### *From the Desk of Dr. Wayne*

The young adults at Thornwood and South Suburban College are fully engaged with work, training, and college courses. The young adults at South Suburban College had the opportunity to tour the Paul Simon Job Corps with the Chicago Urban League. They enjoyed the variety of opportunities that Job Corps offers.

Mr. Eaves and Mr. Williams are making plans to get into the community to actively seek training opportunities for young adults. Mrs. Mangin and Mrs. Fredricks ATP class ended their unit on Respectful Relationships with a friendly bowling competition at Dolton Bowl. The students are outstanding bowlers and enjoyed a pizza lunch for their amazing effort! The young adults are looking forward to having a program outing in March.



# Adult Transition Program

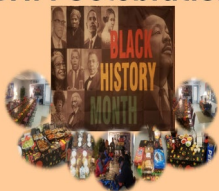
*From the Desk of Ms. Neita*



## Certificate Awards

The Adult Transition students each received an Awards Certificate from The Chicago Urban League after successfully completing a week of employment skills training provided by The Chicago Urban League in November. This achievement reflects their hard work and dedication.

### BHM Celebration



I would like to take a moment to express my gratitude for the wonderful celebration of Black History Month that our Adult Transition students participated in. They researched famous African American Entrepreneurs and showcased their findings through engaging PowerPoint presentations. Additionally, the daily Black History trivia questions added a fun and educational element to our activities.

A special thank you to Ms. Brownlee for her efforts in decorating the classroom door with Black History facts and contributing to the overall celebration.



# Adult Transition Program

## *From the Desk of Mrs. Stewart*

In February, our Adult Transition Program honored Black History Month by exploring the contributions and challenges of African American communities in history and the workforce. Students took a meaningful trip to

Paul Simmons Job Corps, where they learned about various trades and educational opportunities available to them. Additionally, we studied the often-overlooked history of African American and Indigenous communities that were

displaced to create national parks and lakes, highlighting the resilience and impact of these communities despite historical injustices for these Hidden Cities.

