



Newsletter

F e b r u a r y 2 0 2 6

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 Room 3489, 3rd floor 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.

This month brings a meaningful opportunity to reflect awareness, prevention, and empowerment across our communities. It is a time to promote health and safety, uplift voices that have been historically marginalized, and recognize the strength and resilience of individuals and families. Through education, advocacy, and celebration, we are reminded of the importance of supporting one another and working toward a more equitable and connected future.



CONNECT WITH US

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 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>



Parent Teacher Conference

February 12th, 4:00 pm.-7:00 p.m.
February 13th, 8:00 a.m.-11:00 a.m.

Reporting an Absence, call
708-225-5875 or 708-225-5871

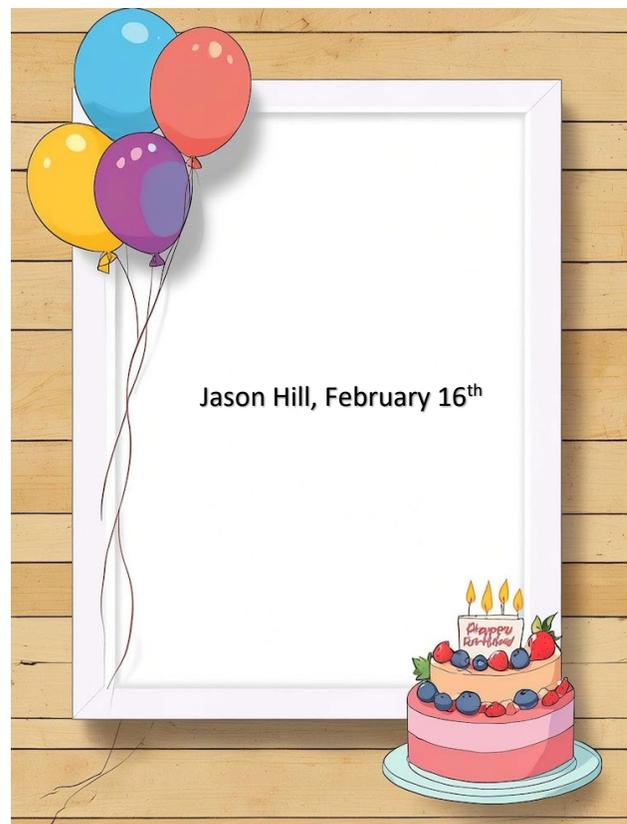
District 205 Credit Recovery 2024-2025

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/creditrecovery

Outlook Academy
Mr. Josh Folsom
OA Credit Recovery Coordinator
folsom.joshua@district205.net



February

2026

From: Patricia A. Malopsy-Fortier, Principal

Dear Parents, Students, Staff and Our D205 Community:

As we step into the month of February, I want to take a moment to recognize the energy, growth, and resilience our school community continues to show each day. February may be the shortest month of the year, but it is filled with meaningful opportunities to learn, connect, and celebrate.

This month brings several important moments for our community—from honoring Black History Month, to continuing our academic goals, to supporting one another through the heart of the winter season. It is a time to reflect on the achievements of the past, embrace the challenges of the present, and look forward to the progress still ahead.

February is recognized as **National Cancer Prevention Month**, a time dedicated to raising awareness about the steps we can take to reduce the risk of cancer and support healthier communities. While cancer affects millions of families, prevention and early detection continue to make a powerful difference.

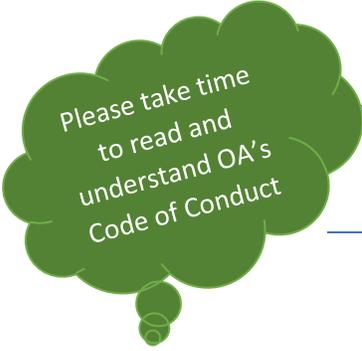
This month encourages all of us to learn more about healthy habits—such as staying active, eating nutritious foods, avoiding tobacco, protecting our skin, and keeping up with regular medical checkups. Small, consistent choices can have a meaningful impact over time.

It is also a moment to honor those who have faced cancer with courage, to support families currently navigating treatment, and to appreciate the medical professionals and researchers working tirelessly toward better outcomes.

This month, I encourage our students to stay focused and engaged, our parents to stay connected and involved, and our staff to continue the incredible work that makes our school a place where every learner can thrive. Thank you for your dedication, your partnership, and your commitment to creating a positive environment for all.

Let us make February a month of kindness, curiosity, and community!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	PLC Day	National Missing Person Day				
8	9	10	11	12	13	14
			Board of Education Meeting	Parent Teacher Conference	Parent Teacher Conference	
15	16	17	18	19	20	21
	President's Day No School Jason Hill's Birthday					
22	23	24	25	26	27	28
Teen Dating Violence Awareness Prevention Month				National Girls and Women in Sports Month		
National Missing Persons Day		Celebrating Black History Month		National Cancer Awareness Month		



Please take time
to read and
understand OA's
Code of Conduct



OA Classroom Code of Conduct



1. **PREPARED** for the day, arrive on time and bring all the necessary resources with you.
2. OA Student IDs must **ALWAYS** be on and visible. Students are required to have a visible ID from the moment they enter the building until they leave the campus.
3. Enter and Exit the classroom **QUIETLY**. Remember you are on a college campus and are held to the highest standards.
4. Personal electronic devices are **NOT** permitted during instructional time. Only D205 issued devices and headphones are permitted in OA Classrooms.
5. Upon entering an OA Classroom, students **MUST** secure any cell phone in an assigned classroom phone pouch for the duration of the class period.
6. **LISTEN** while your teacher is speaking and follow instructions.
7. Work Hard, Ask Questions, Try Your **BEST!**
8. Bathrooms are accessible before school, during passing periods, lunch and after school. Do **NOT** ask to leave class to use the bathroom.
9. Head coverings, hooded sweatshirts, jackets, and coats are **PROHIBITED** in OA Classrooms. Students may request a locker to secure personal belongings; please see Ms. Verdin for a locker assignment.
10. OA students are allowed to have a clear book bag on campus, and **ONLY** a clear backpack. No oversized bags or purses are allowed on campus.
11. Students **MUST** adhere to the South Suburban College and District 205 student dress code.
12. **ALL IN FOR THE WIN!**





Academic Support

Mrs. Martin's Counselor's Corner

1. Tuskegee NEXT (Private Pilot Training Pathway)

Tuskegee NEXT is an aviation education organization inspired by the Tuskegee Airmen legacy. It offers structured programs that include flight training toward an FAA **Private Pilot License (PPL)**.

Key details:

- **Summer Aviation Program (ages 18–21):**
 - 8-week immersive aviation training program.
 - Includes **ground school instruction** and **~55 hours of flight training** with certified flight instructors.
 - Cadets work toward earning their **FAA Private Pilot License** and drone certification.
 - Professional development (resume building, mentorship, networking) is part of the curriculum.
 - The program is *free to selected participants* (flight training, housing, and materials covered).
- **Fellowship Program (ages 22–25):**
 - Ongoing training support and career development for young adults pursuing aviation careers, potentially beyond the PPL.
- **Success rate:** A high percentage (~97%) of Tuskegee NEXT cadets earn their Private Pilot Certificates through these pathways.

2. Tuskegee University Aviation Science Program (Degree with PPL Pathway)

Tuskegee University has relaunched a **B.S. in Aviation Science** that combines collegiate aviation education with FAA-certified flight training. Through this program, students work toward professional pilot certifications—including the **Private Pilot License**—as part of their degree.

Program highlights:

- **Bachelor's degree (Aviation Science)** integrates classroom coursework with flight lab hours that lead toward FAA certifications (PPL, instrument rating, commercial, etc.).
- **Flight training conducted in partnership with LIFT Academy** at Moton Field (historic Tuskegee training site).
- The program also offers an **18-month certificate track** for *non-degree students* who want pilot training without a full bachelor's degree.
- The first student in the relaunched program recently earned a **private pilot license** through this pathway.

Requirements:

- Students must meet FAA medical standards and other eligibility (e.g., minimum age 18 to begin flight training).



From the Desk of Ms. Cheryl West MTSS/EL

Outlook Academy has begun **ACCESS for ELs testing**, an annual assessment required for students who receive English language support services.

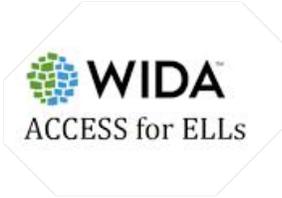
What is ACCESS testing? ACCESS for ELs (Assessing Comprehension and Communication in English) measures students’ progress in English proficiency. It evaluates four language areas: **listening, speaking, reading, and writing**.

Who will take the ACCESS test? Students identified as English Learners (ELs) participate in this assessment each year until they demonstrate full English language proficiency.

When will testing take place? ACCESS testing will be administered during the school day over several sessions within our testing window through March 3, 2026.

How can families help?

- Make sure your child gets a good night’s sleep
- Encourage your children to do their best
- Ensure your child arrives at school on time
- Reassure your child that this test helps teachers understand how to best support them



Why is ACCESS important? Results help schools plan instruction and services that support students’ language development. Families will receive score reports later in the school year.

If you have any questions about ACCESS testing or your child’s participation, please contact me at (708) 225-5874 or cwest@ttddistrict205.net

Description of Proficiency Levels	
1	Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support
2	Emerging - Knows and uses some social English and general academic language with visual and graphic support
3	Developing - Knows and uses social English and some specific academic language with visual and graphic support
4	Expanding - Knows and uses social English and some technical academic language
5	Bridging - Knows and uses social English and academic language working with grade-level material
6	Reaching - Knows and uses social and academic language at the highest level measured by this test



Financial Aid Department

*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/afsa>

FAFSA Instructions

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

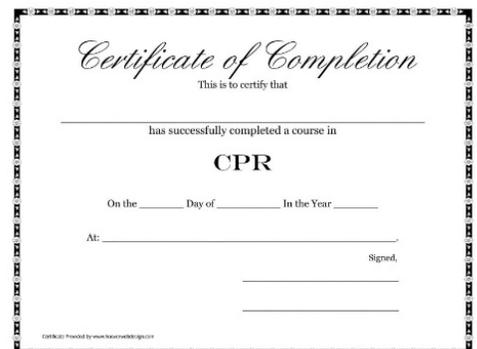
If you have any questions or concerns regarding your FAFSA please email bholmes@ttdsitric205.net or call at 708-596-2000 ext. 3575.

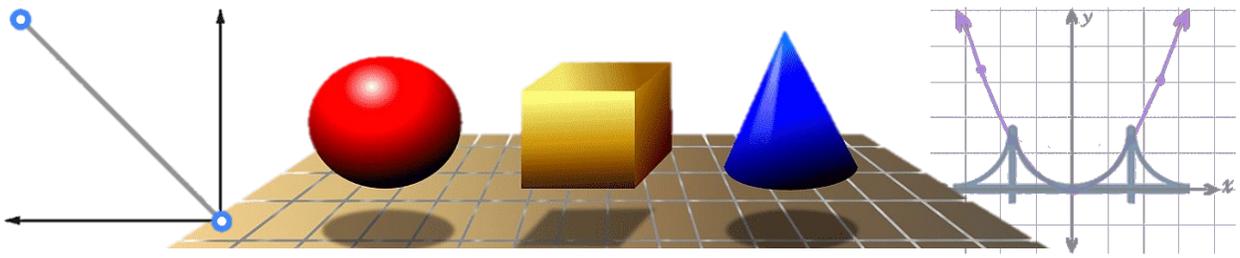
We are starting this year off right at OA and have seen such a difference in our students and their motivation to want to push themselves to be involved. Our students are working on CPR certifications, Resume building, and Forklifting certification. Also, our students that are going to South suburban college right now are thriving and are all doing great and succeeding in their classes, we have students in different fields such as nursing, construction, welding, and cosmetology.

The FAFSA application process is starting for this year. For more information on completing your FAFSA, please stop by my office or visit the following website: www.studentaid.gov.

708-225-5861

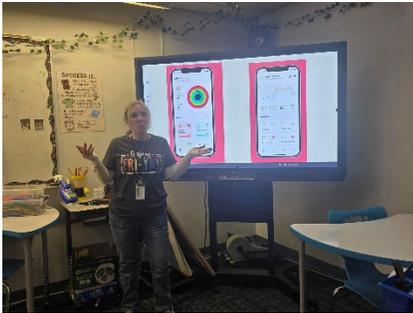
SSC Office - 3475





Math Department

From the Desk of Mrs. Garza



Fun Fact Fridays in Math Class!

This year, I have introduced a new weekly theme in my math classes: Fun Fact Friday! Each Friday, students explore how math shows up in everyday life and how numbers help us make sense of the world around us. We have already examined tools like the health app on our phones to analyze steps, heart rate, and activity data, set personal goals, and discuss how data can support healthier choices. Students are encouraged to ask questions, notice patterns, and make connections between math concepts and real-world situations.

As the year continues, classes will dive into topics such as sports statistics, budgeting and consumer math, technology and app data, weather patterns, and other real-life examples that show math in action beyond the classroom. These experiences are designed to build curiosity, confidence, and a deeper understanding of how math applies to daily life.

One student shared, "Fun Fact Friday is my favorite because it shows us math is not just problems, it's part of real life."

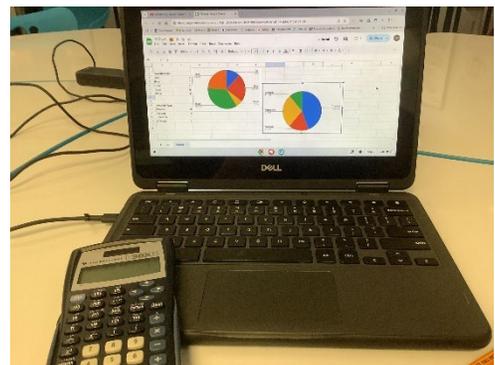
From the Desk of Mr. Bailey

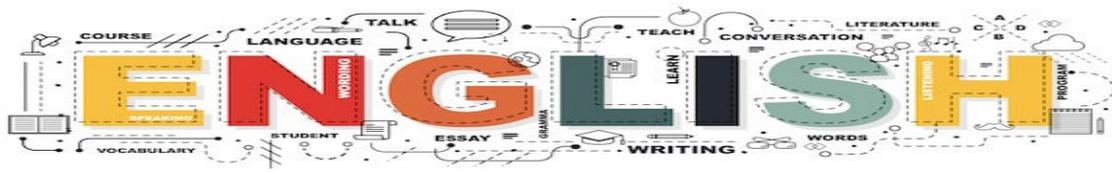
We started the year off with the discussion of if it is possible for a person to 'smell' the distinct color of playing cards? Can a person get 12 out of 12, right? The closest student got only 10. So, when a lady in England can do it, not with playing cards, but with Parkinsons disease, we should take notice. This project allowed us to begin to discuss how statistics and probability can change the world.

We finished our first chapter at the end of January. You should have received an email, at the email on record, with your students' current grade. If you have any questions concerning their math grade, please email me. (rbailey@ttddistrict205.net)

Currently, in this chapter we have begun working with graphs. We are learning how to represent data and discuss meaningful ways to display the data we collect. We will continue to work through several different types of graphs. This will lead us to being able to discuss how graphs can be misleading. We will try to understand each graph for what the numbers say and not what someone wants us to believe.

- Week 5 – 2/2 to 2/6 - Graph Assessment and Graph Project.
- Week 6 – 2/9 to 2/13 - Start Chapter on Measures of Tendency
- Week 7 – 2/16 to 2/20 - Measures of Tendency Assessment and Project
- Week 8 – 2/24 to 2/28 - Probability





English Department

From the Desk of Mrs. Goodman

We are excited to welcome February—one month closer to graduation! 🎓 Our English IV students are diving deep into their *Personal Quests* while reading *The Alchemist* by Paulo Coelho. These Personal Quests challenge students to focus on an area of their lives outside of school that they want to change or improve to make their future a little easier. Through reflection, goal setting, and perseverance, students are making meaningful connections between the novel and their own life journeys.

In Speech class, students completed their Introductory Speeches, where they designed a T-shirt that represents who they are and presented it to the class. This creative project allowed students to express their identities while building confidence in public speaking. We are now moving into the communication process and will soon place a strong emphasis on developing effective listening skills, an essential part of successful communication in school, work, and life.

We would also like to celebrate and congratulate the students who will be graduating at the beginning of March! 🌟 These students have worked incredibly hard to reach this milestone, demonstrating resilience, growth, and determination along the way. We are so proud of their accomplishments and look forward to cheering them on as they take this exciting next step toward their future.



!



From the Desk of Mr. Folsom

As we kick off the new year, students in English class are sharpening their professional email-writing skills—learning how to communicate clearly, confidently, and appropriately in real-world situations. We are also setting new goals for 2026 and exploring ways to stay motivated during the frigid

winter months. Through reflective writing and collaborative activities, students are practicing perseverance and building the habits needed to push through challenges and follow through on their goals



From the Desk of Mr. Davidson

In December we talked about the importance of talking to young children as we go about our daily lives. Always explaining what we are doing, why we are doing it and naming all the things we are using and that are present in our lives. This “early talking” begins to form and grow the child’s vocabulary, which is vital in assisting the child understanding words that they see as they begin to read.

Today, I would like to share with you the importance of starting to read to our kids as soon as possible. Research indicates that reading to our babies, even before they are born, can improve their ability to learn to read more easily and effectively.

Practically speaking, reading is the process of seeing letters and understanding that they represent sounds that make words. The more words we know, the easier it is to change the sounds we see into those words. Reading to our children helps them understand the connection between the letters on the page and the sounds of the words we say and know. This necessary knowledge is called phonemic awareness.

Talking and reading to our children as much as possible is a critical part of their learning to read effectively.

SOCIAL STUDIES

From the Desk of Ms. Digiacomo and Mr. O'Leary

Dear Students and Families,

Welcome to our monthly update for Civics and Global Issues. This month, students are engaging with key constitutional principles and examining how government policies shape society both at home and around the world.

In Civics, our focus is on the Bill of Rights. Students are learning what each amendment protects and, more importantly, how these rights apply to real-world situations today. Through class discussions, case studies, and current events, students are analyzing questions such as how freedom of speech works in schools, how privacy rights apply in the digital age, and how due process protects individuals. The goal is for students to understand that the Bill of Rights is not just a historical document, but a living part of everyday American life.



In Global Issues, students are examining the social, economic, and global impacts of President Donald Trump's policies. We are analyzing how decisions related to trade, immigration, foreign relations, and the economy affected the United States and its role in the world. Emphasis is placed on critical thinking, using evidence from credible sources, and understanding multiple perspectives rather than promoting any single political viewpoint.



Both classes emphasize respectful discussion, evidence-based reasoning, and connecting classroom learning to current events. Students are encouraged to ask thoughtful questions, challenge ideas respectfully, and consider how government actions influence people locally and globally.

Thank you for your continued support. Please encourage students to stay engaged with the news and bring questions and examples into our classroom discussion.

From the Desk of Mr. Murray



"Ethics is knowing the difference between what you have a right to do and what is right to do."
—Potter Stewart, Justice of the Supreme Court

Mr. Murray's Sociological Emporium

In Sociology 1, we just finished discussing the social institutions that form our society. What role does family play? How about politics? Sports? How can these institutions intertwine? Can they all overlap and influence each other? What is acceptable and what is not?

In the brand-new Sociology 2, we have dived deep into exploring criminology. Using deviance and social institutions as the focus, students explored various criminal actions and how social institutions play a role in criminals making the decision to commit a crime. Students analyzed various forms of data, made conclusions on what is considered deviance and what is considered criminal, and then offered remediation proposals to fix crime across the United States. Next up, students will be exploring philosophy and ethics, with socialization as a backing. What moral responsibility do we have as individuals living in society? How can using deductive reasoning hurt socialization? Do laws serve as a means to protect citizens or force peace by means of instilling fear?

SOCIAL STUDIES

From the Desk of Mr. Martin

US History

As we began semester, we are discussing how US was torn apart due to the Civil War.

- Learning objectives for studying the Civil War might include:

Analyze the political, economic, and social factors that led to the Civil War, including issues of slavery, states' rights, and sectionalism.

- Recognize the roles and contributions of major figures such as Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, and Robert E. Lee, as well as the perspectives of various groups like the Union and Confederate soldiers, abolitionists, and civilians.
- Evaluate the significance of major battles (e.g., Gettysburg, Antietam) and military strategies used by both the Union and the Confederacy.
- Understand how the Civil War affected American society, including changes in the roles of women, the impact on African Americans, and the economic consequences for the South.
- Investigate the goals, successes, and failures of the Reconstruction period, including the amendments to the Constitution and the challenges faced in rebuilding the nation.



Discuss the long-term effects of the Civil War on American politics, race relations, and national identity.

In order for students to make those connections to historical content,

- we watched the film "Glory." This movie tells the story of how runaway slaves joined the Northern Army and their courage helped turned the tide in favor of the North.

Glory objectives

Objectives/Student Outcomes:

Students will identify how the struggle to make an end to slavery a goal of the Civil War. They will expand their knowledge of the participation of black soldiers in the Civil War as well as the commitment of white abolitionists to the cause of ending slavery. Research and writing assignments in pursuit of these topics can be of great benefit in the study of the conflict that cost more American lives than any other.

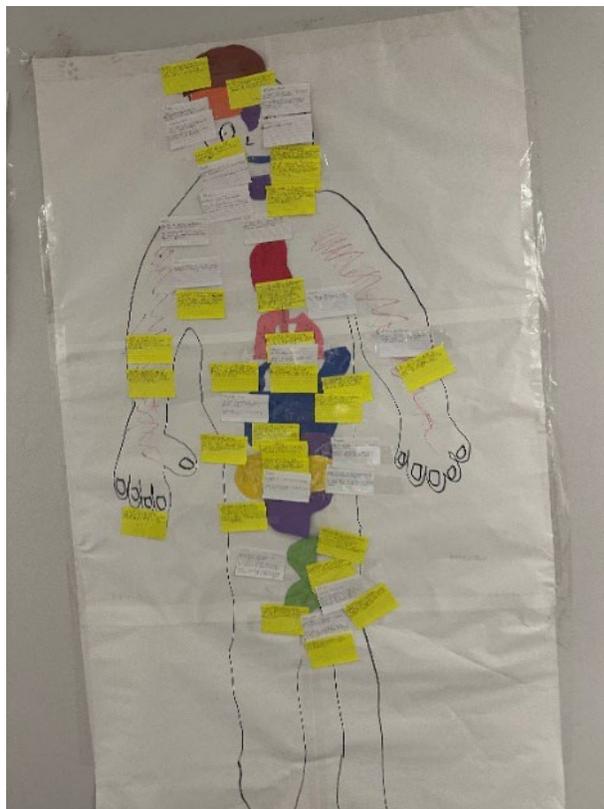


Science Department

From the Desk of Ms. Anderson

Students in the Integrated Science – Science in Cinema class are in the middle of the Biology Unit, which focuses on the human body. Students are tasked with creating life size body posters and detailing how a specific drug and disease affected ten body systems. The drugs and illness assigned were those that are (unfortunately) prevalent in local communities.

Students in the Forensic Science Semester 2 class have finished their study of Digital and Medical Forensics. They are now analyzing real cases and examining verdicts. They are currently working on their first case, which is the People vs. OJ Simpson.





From the Desk of Mr. Arrington

Intro to Business Class

Last week in Intro to Business, students learned how the government influences businesses and the economy. They discussed why laws and regulations exist to keep consumers safe and ensure fair business practices. This included the role businesses play in protecting the environment. Students became fully engaged in meaningful discussions about the deforestation of the Amazon rainforest and the importance of its protection. Students also explored how the government protects ideas and products through topics that included patents, copyrights, and trademarks. Next, students focused on the difference between businesses that operate within one state and those that operate across state lines. Through class activities and assessments, students gained a better understanding of how businesses operate responsibly and the government's role in protecting employees and consumers in the marketplace.

Advanced Computer Apps

In Advanced Computer Apps, students are working toward earning a Microsoft Office Specialist (MOS) certification. Students must complete a series of guided practice exams to build their skills with a goal of reaching scores above 70%, which is the minimum required for MOS certification. Students are currently working on certifications in MS Word and PowerPoint. Students strengthen their problem-solving and critical thinking skills by working through real-world tasks using Microsoft Office applications. Students started the 3rd Session by completing practice exam one with a class average of 36%. After completing the second practice exam, scores increased to over 55%. This week, students will begin the third practice with a goal of reaching scores above 70%. A score above 80% is the best indicator that students are ready to take the official MOS certification exam. Once certified, each will add the certification to their resume. Outlook students have already earned 14 MOS certifications.



Art @ **OUTLOOK**

We are All in for Term 3!

This term, students are expanding on concepts and techniques learned in Intro to Art (Semester 1)—building confidence, craftsmanship, and creative voice through both two-dimensional and three-dimensional artmaking.

Art Projects Completed This Term

- **Air-Dry Clay Coil Pots (3D Sculpture)**
Students explored form, texture, and hand-building techniques by constructing coil pots from air-dry clay. Through scoring, slipping, stacking coils, and surface decoration, students strengthened fine motor skills while expressing personal style through functional or decorative pottery.
- **Monochromatic Triangle Acrylic Paintings**
Using only one color plus black and white, students learned how value—not color variety—creates depth and dimension. By applying a consistent light source and mixing tints and shades, students created bold geometric compositions that emphasize craftsmanship and precision.
- **Zentangle Cubes (2D to 3D Design)**
Students designed six unique Zentangle patterns on a cube net, focusing on online weight, repetition, texture, and value. After careful planning, cutting, scoring, and assembling, students transformed flat designs into a clean three-dimensional cube sculpture—a favorite for both focus and mindfulness.

Looking Ahead

We are excited to continue building skills, confidence, and creativity throughout Term 3. Thank you for supporting the arts at Outlook Academy—we cannot wait to share what students create next!

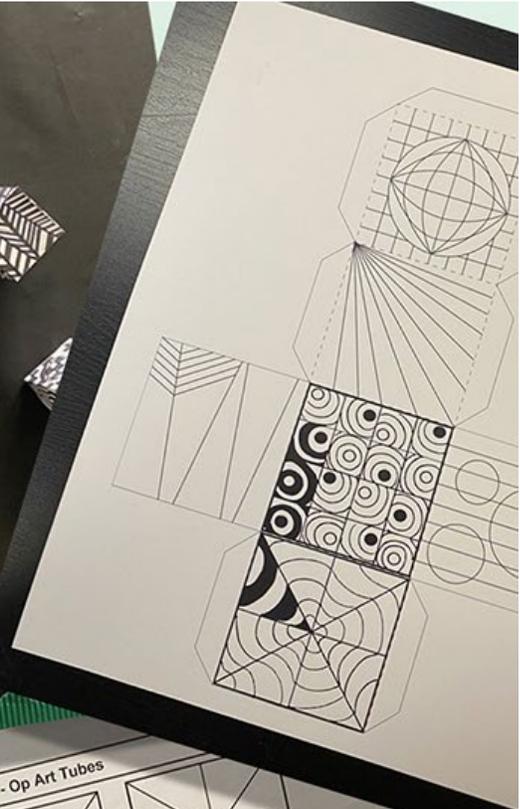
Stay creative, inspired, and kind to yourself.

— **Mrs. Martinez, Visual Arts**

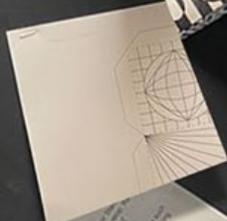




Overview / Big Idea
Students will design a 3D cube using geometric patterns and principles of design. They will create a cube that is visually appealing and mathematically sound. The project will involve understanding the properties of a cube and how to create a net for it. Students will also explore the concept of optical art (Op Art) and how it can be used to create a 3D effect on a 2D surface.



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semester







From the Desk of Mr. Pervan

I am excited to share some updates from our Physical Education/Health programs at Outlook Academy.

Students in PE are participating in a variety of activities designed to build confidence, skills, and overall wellness. Classes include weight training, volleyball, badminton, soccer, and skill-building activities such as hitting a wiffle ball. There is a strong emphasis on motivation, encouragement, stretching, and self-care to help students feel comfortable and confident in the gym. Students are supported as they learn new skills, challenge themselves, and step outside their comfort zones in a positive and engaging environment.

Students have also recently been introduced to volleyball, and although it was initially outside of many comfort zones, it has quickly become a favorite. Students have embraced the challenge of learning a new sport, demonstrating perseverance and a willingness to try unfamiliar skills. Volleyball has been a great way to promote teamwork, communication, and confidence, while encouraging students to support one another and stay active in a positive, engaging environment.

In Fitness and Nutrition, students are currently learning about macronutrients and the important role they play in overall health and performance. They identify which foods fall into each category, exploring how much of each nutrient the body needs, and practicing how to plan balanced meals that meet daily nutritional requirements. This helps students make informed choices and better understand how nutrition supports energy, fitness, and well-being.

It has been rewarding to see students grow both physically and socially as they challenge themselves, try new activities, and build confidence each day in PE and Fitness and Nutrition.



SOCIAL WORKER

TOGETHER
HELP
OFFICE
ELDERLY
DISCUSS
HEALTH
COMMUNICATION
NURSE
NURSING
COUNSELING
HAPPINESS
DAUGHTER
CARE
CYCLE

From the Desk of Mr. Hill



Black History Month, celebrated each February, is a time to recognize and honor the achievements, contributions, and enduring legacy of African Americans throughout United States history. The observance began in 1926 as Negro History Week, founded by historian Carter G. Woodson, who believed that understanding Black history was essential to understanding American history as a whole. He established the celebration through the Association for the Study of African American Life and History, selecting February to align with the birthdays of Abraham Lincoln and Frederick Douglass. In 1976, the observance officially expanded into Black History Month.

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Black History Month highlights influential pioneers who helped shape the nation through courage, innovation, and leadership. These include freedom fighters like Harriet Tubman, civil rights leaders such as Martin Luther King Jr. and Rosa Parks, trailblazers in justice like Thurgood Marshall, and innovators in science and exploration such as Mae Jemison.

This month serves as an opportunity for our school community to learn, reflect, and celebrate the vital role African Americans have played and continue to play in shaping history, culture, and progress.

Setting Personal Goals

Personal development is the ongoing process of building skills, confidence, and self-awareness. Setting goals helps students and families turn aspirations into action. When goals are clear and realistic, they provide direction, motivation, and a sense of purpose.

Setting personal goals begins with clearly identifying what you want to achieve and why it matters to you. Effective goals are specific, realistic, and have a clear timeline. Once a goal is defined, breaking it into smaller, manageable steps makes it easier to stay focused and motivated.



Consistent effort, regular check-ins, and adjusting plans when challenges arise help keep progress on track. Staying connected to your purpose and celebrating small successes along the way builds confidence and perseverance. With clear goals and steady action, personal growth becomes intentional and achievable.



Outlook Academy

Assistant Program Administrator

From the Desk of Mr. Valant



Honoring Black History Month: Shaping Our Past and Powering Our Future

Black History Month is more than a time to reflect on the shaping of our past. It is also a time to power our future. It is a call to recognize the lasting impact Black leaders, innovators, and everyday people have had on shaping the United States socially, economically, and culturally. Their stories remind us that progress is built through courage, creativity, and community.

Socially, figures like Harriet Tubman changed the course of history through fearless action. As a conductor on the Underground Railroad, Tubman risked her life repeatedly to lead enslaved people to freedom, helping redefine what resistance and leadership look like. Her legacy is a powerful reminder that one person's bravery can spark lasting change.

In the fight for justice and equality, Thurgood Marshall transformed the nation's legal landscape. As the lead attorney in *Brown v. Board of Education* and later the first Black Supreme Court Justice, Marshall helped dismantle segregation and expand civil rights, opening doors for generations to come.

Economically, Madam C.J. Walker stands as a trailblazer of Black entrepreneurship. As the first self-made female millionaire in the U.S., she built a successful beauty empire while creating jobs and investing in Black communities. Her story shows how economic empowerment can be a tool for social uplift.

Black history is American history—and it is still being written. This month, we honor the legacy of those who came before us and celebrate the power of those in district 205 that will help shape the future. Their achievements challenge us to dream bigger, work harder, and continue pushing for excellence. District 205 students will answer the call and continue to help move this country and the world forward.

ADULT TRANSITION PROGRAM

Program Director

From the Desk of Dr. Wayne



This month marks an exciting milestone for two of our young adults. Colby Smith and Jairo Reyes-Hernandez have both been accepted into Job Corps and are officially beginning a new chapter in their lives. While we will truly miss seeing them day to day, we are grateful for their hard work

and determination. We wish them continued growth, confidence, and great success as they take this important step toward their futures.

At the same time, many of our young adults at the college are jumping into the start of a new semester, embracing fresh classes, goals, and opportunities. Others are thoughtfully planning what comes next, while exploring career paths, education options, and personal goals as they prepare for their next steps.

At Thornwood, our young adults remain hard at work, continuously engaging in work and training

opportunities throughout the community. Their commitment to building skills, gaining experience, and contributing positively is inspiring to see, and their progress reflects the dedication they bring each day.

One class of young adults at Thornwood visited Walmart and completed their lesson on a shopping mall. They all received a photo of an item that they had to find on the shelf.

Adult Transition Program



1
FINANCIAL
SUPPORTS



2
COMMUNITY
CONNECTION



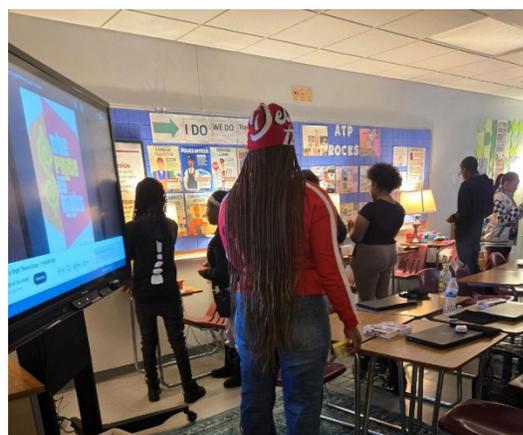
3
PARENT/PEER
SUPPORT



4
YOUTH
INDEPENDENCE

From the Desk of Ms. Neita

The Adult Transition Program's new Behavioral Coach, Mrs. Jasmen Paul, recently led an engaging lesson using a Price Is Right game show simulation to help students learn price comparison and the cost of everyday items. This interactive activity supported students' current focus on understanding wants versus needs and developing budgeting skills. Both Adult Transition classes, Ms. Neita's class and Mrs. Sharp's class, participated in the simulation together, creating a collaborative and enjoyable learning experience for all students.



Adult Transition Program



1
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From the Desk of Mrs. Stewart



This month, we proudly say goodbye to two remarkable students, Jairo Reyes-Hernandez and Colby Smith, who have been prominent leaders within our classroom community. Their courage to take the next step toward their long-term goals is truly inspiring. As they transition to the Paul Simon Job Corps in Chicago to pursue skilled trades, they are passionate about, we celebrate their determination, growth, and readiness for independence. Their focus will be carpeting (wood) and painting. While they will be deeply missed, we are incredibly excited to witness their continued development as they build meaningful careers and take confident strides into adulthood.

Looking ahead, the Adult Transition Program (ATP) remains focused on short-term goals that prepare students for real-world success. Our instruction continues to emphasize life skills, workforce readiness, and pathways to college, trades, and industry certifications. Students are engaging in guest speaker Q&A sessions to learn directly from professionals about various trades, strengthening their understanding of career expectations and opportunities. Transportation training also remains a key focus, empowering students with the skills needed to navigate their communities safely and independently as they move closer to their postsecondary goals.

Daphine Phillips



Sheenia Williams



Jairo Reyes Hernandez



Colby Smith

