

A p r i l 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.



We would like to extend a heartfelt thank you to our student for the outstanding work demonstrated in Mrs. Martinez's art class. Your creativity, dedication, and attention to detail truly stood out, and it was clear how much effort you put into your projects. You not only met expectations but exceeded them, showing both artistic skill and a willingness to grow and try new ideas. We are incredibly proud of your accomplishments and look forward to seeing your continued success and creativity shine in the future.



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>



ACT MAKEUP TESTING April 14th

Upcoming Field Trip to the Museum
of Science and Industry

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

Check Out the Newly Updated
OA Web Page: www.district205.net
(under Programs)

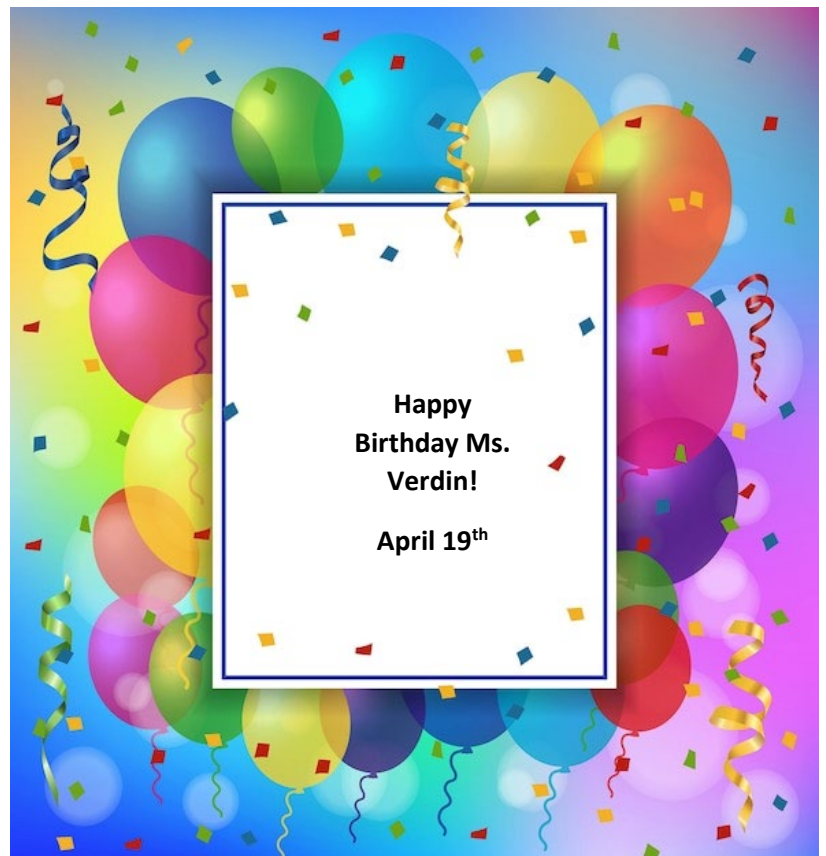
District 205 Credit Recovery 2025-2026

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



April

2026

From: Patricia A. Malopsy-Fortier, Principal

Dear Parents, Guardians, and Staff:

As we move into the final stretch of the school year, I want to take a moment to celebrate the season ahead and share a few important updates.


Spring Break: I hope everyone has a chance to rest, recharge, and enjoy time with family. Our students and staff have worked incredibly hard, and this pause is well-deserved.

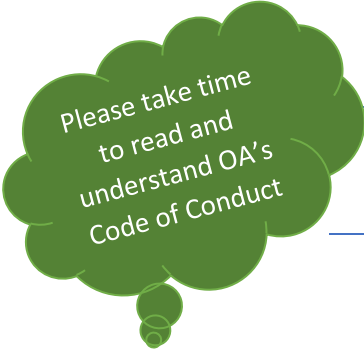
Administrative Professionals Day is also approaching, and we look forward to recognizing the amazing individuals who keep our school running smoothly every single day. Their dedication, organization, and care make a tremendous difference, and we are grateful for all they do. Thank you Ms. Brower and Mrs. Verdin!

Graduation is coming soon! This is always a special time as we prepare to honor our students' achievements and celebrate their growth. More details will be shared in the coming weeks, but we are excited to make this milestone meaningful for our graduates and their families.

Registration for the 2026-2027 School Year: Those students returning to Outlook in the fall, please make sure you have completed residency by June 1st. Visit www.district205.net.

Thank you for your continued partnership and support. Let us finish the year strong!!!!!!!!!!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
			1	2	3	4	
					Good Friday No School		
5	6	7	8	9	10	11	
Easter	Spring Break Begins						
12	13	14	15	16	17	18	
		Make-Up ACT Day	Board of Education Meeting, TT 6:30 PM			Star Gala	
19	20	21	22	23	24	25	
Happy Birthday Ms. Verdin			Admin Assistants Day Earth Day				
26	27	28	29	30			
			OA Field Trip Day	Last Day of Credit Recovery for Seniors			



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

Medical Bias

Medical bias refers to **unfair differences in how patients are treated** based on factors like race, gender, age, disability, weight, or income—rather than their actual medical needs.

Types of Medical Bias

1 Implicit Bias

Unconscious attitudes or stereotypes that affect decisions.

Example:

- Assuming someone is exaggerating pain
- Making quick judgments based on appearance

2 Explicit Bias

Conscious beliefs that directly affect care (less common but still exists).

3 Systemic Bias

Built into healthcare systems and policies.

Examples:

- Limited access to quality care in certain communities
- Insurance or cost barriers
- Underrepresentation in research studies

Seniors it is that time of the year! Prom Court Applications are out, stop by B99 to get a packet. Applications located outside the door in the slot. Let's see who this year PROM KING & QUEEN will be!! Applications Due:
Monday, March 30th.



MTSS

Multi-Tiered System of Supports

From the Desk of Ms. Cheryl West MTSS/EL

As the final quarter of the school year is well underway, our seniors at Outlook Academy are working tirelessly to meet the requirements for graduation. Their commitment and hard work during these final months reflect the dedication needed to reach the end of their high school academic journey. We continue to support all our students individually to reach their goals and provide a variety of services to meet their needs. We are so proud of the resilience and determination they are demonstrating.

As we gear up for the upcoming ACT on March 31st, we are committed to ensuring every student is well-prepared and confident on test day.

1. Practice Tests & Timed Drills

To build test-taking stamina and familiarize students with the exam format, we provide regular practice tests and timed drills. This allows students to practice under real test conditions, improving both speed and accuracy.

2. Test-Taking Strategies

We are teaching our students valuable test-taking strategies, such as time management, the process of elimination, and how to approach different question types. These strategies are crucial for maximizing scores and staying calm under pressure.

3. Support Every Step of the Way

Our team is here to support students throughout their prep journey. From answering questions to offering encouragement, we are providing guidance every step of the way to ensure they feel confident and prepared.

We are excited to see all our students succeed on the ACT, and we are dedicated to giving them the tools, resources, and confidence they need to perform at their best.

Spring Break is just around the corner, and however you are spending the week, it is the perfect opportunity to recharge. We hope you have a restful and rejuvenating break, no matter how you are spending it! Taking time for your mental and physical health during your break will help you truly unwind. Sometimes the best way to relax is by disconnecting from screens. Use your time off to step away from technology or set boundaries around it. A break means rest, so make sure you're getting enough sleep to feel refreshed and energized. We want everyone to return for the remaining weeks of this school year ready to finish in a strong manner.





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/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 or call at 708-596-2000 ext. 3575.

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.

Completing the FAFSA is an essential step for all seniors because it opens the door to financial aid opportunities, including grants, scholarships, work-study programs, and low-interest loans. Even if a student is unsure about their post-secondary plans, submitting the FAFSA ensures they have options available. In addition, our school requires FAFSA completion for graduation, so finishing it on time helps students stay on track and fully prepared for life after high school.

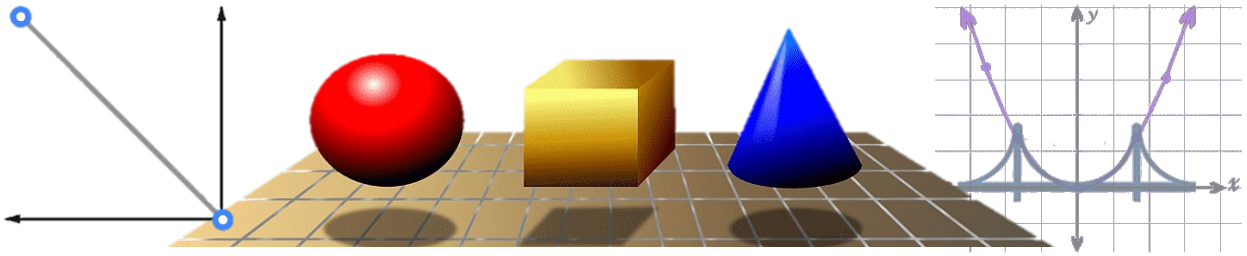
Contact Ms. Holms for assistance:

708-225-5861

SSC Office - 3475

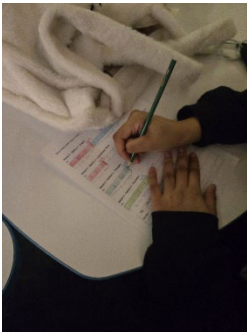


U.S. DEPARTMENT OF EDUCATION
FEDERAL STUDENT AID



Math Department

From the Desk of Mrs. Garza



This term in math, students are continuing to build their skills using Delta Math while taking greater ownership of their learning. Each student sets daily goals and tracks their progress on a personal data sheet, allowing them to visually see their growth over time. As a class, we have been analyzing these growth patterns and having meaningful discussions about what they notice.

One key realization that students have made is that their progress often starts quickly at the beginning of a unit because they are working with familiar concepts. As the unit continues, the material becomes more challenging, requiring more time, effort, and deeper thinking. This understanding has helped shift their mindset from simply reaching a daily goal and stopping to striving for full mastery.

Students are now more motivated to aim for 100% by engaging in instructional videos, studying worked examples, and seeking one on one support when needed. It has been exciting to see them embrace challenges, persist through more difficult topics, and take pride in their continued growth.

From the Desk of Mr. Bailey

The second topic in Financial Algebra has begun as we moved into April. We have completed our unit on employment and career choices. The students will begin to explore the process involved in paying taxes as we approach National Tax Day.

During the next week we will create tax returns for several fictional people, using itemized and standard deductions. We will then proceed into a Unit on House buying followed by a Unit on leasing and buying automobiles.

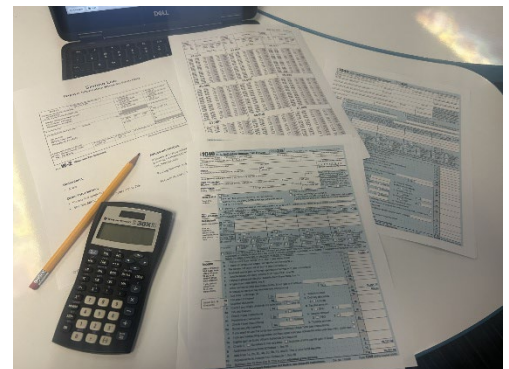
You should receive an email, at the email on record, with your students' current grade. If you have any questions concerning their grade, please email me. (rbailey@ttdistrict205.net)

Week 4 – 3/30 to 4/3 - W-2's, Deduction and Tax Tables

Week 5 – 4/13 to 4/17 - Tax Forms and Assessment

Week 6 – 4/20 to 4/24 - Mortgage, Principal, Insurance and Taxes

Week 7 – 4/27 to 5/1 - Assessment on Housing and Intro to buying a Car





English Department

From the Desk of Mrs. Goodman

April Showers Bring May Graduates!

Spring is here, and with it comes a season of growth, focus, and exciting milestones! As we move through April, our eyes are on the finish line—**graduation in May**. This is an important time for students to stay motivated, keep up with assignments, and push themselves to finish strongly. Everyday counts!

English IV Update

Our English classes are diving into *The Alchemist*, exploring powerful themes of dreams, purpose, and personal growth. Alongside the novel, students are continuing their **Individual Quest Projects**, where they are actively working to make meaningful changes in their own lives. This is a time for reflection, perseverance, and commitment—not just academically, but personally as well. Let us keep striving toward those goals!

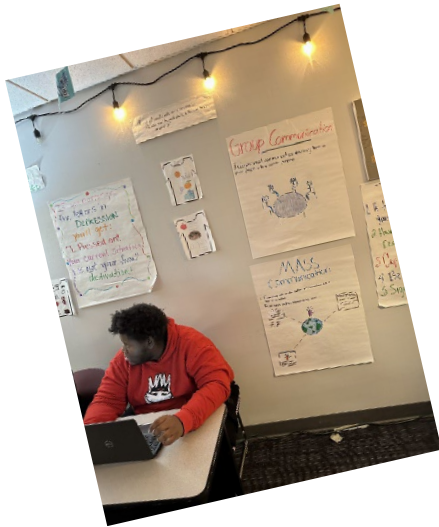
Speech Class Update

After Spring Break, students will take the stage for their **Demonstration Speeches**, showcasing their ability to clearly explain and teach a process. From there, we will transition into **researched speeches** for the remainder of the semester, focusing on building strong arguments, using credible sources, and delivering confident, engaging presentations.

Looking Ahead

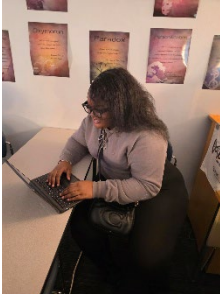
With just a few short weeks left, it is time to stay focused and finish strong. Attendance, participation, and effort are more important than ever. Let's make April a month of progress, determination, and pride in all that we accomplish!

Let us keep pushing forward—**May graduates are just around the corner!** 

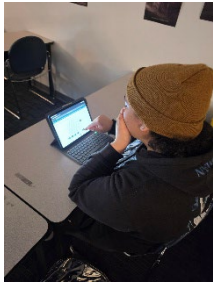




From the Desk of Mr. Folsom



As we approach the ACT, our English class has been focusing on building the skills and confidence needed for success. We've been practicing grammar rules, analyzing rhetorical strategies, and working through timed reading passages to improve both accuracy and speed. In addition to reviewing common question types, we've also discussed test-taking strategies such as pacing, process of elimination, and how to approach challenging questions. Through consistent practice and targeted feedback, we are developing the tools necessary to perform our best on test day.

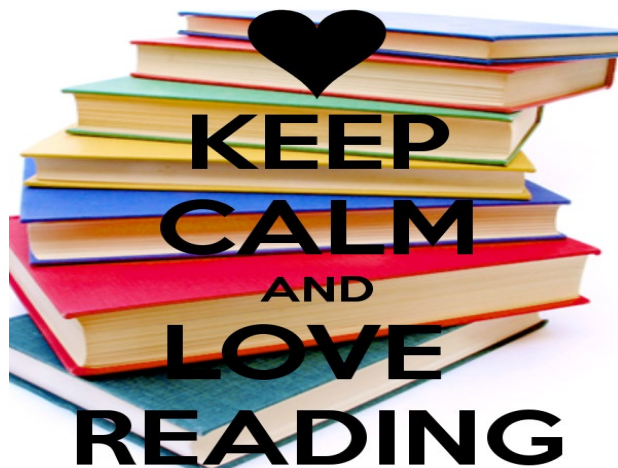


We have also discussed the importance of managing stress during test preparation. Simple strategies like staying organized, getting enough sleep, and taking short breaks while studying can make a big difference. By learning how to stay calm and focused, students are better prepared to approach the ACT with confidence.

From the Desk of Mr. Davidson

As we work to increase the vocabulary skills of our students, we want to share an easy way you could help your students improve at home. There is an internet site called Merriam Webster Thesaurus which is very useful for expanding vocabulary easily and quickly. By entering a word into the search window on the site a student can see a list of synonyms for that word. The synonyms all have similar meanings, and most can be used interchangeably.

Students are not required to memorize any Definitions or write words in sentences. They simply need to remember that the new words have the same meaning as the word they originally placed in the search window. This process helps students master new words and their meanings quickly and easily.



SOCIAL STUDIES

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

Global Issues

The students will keep track of the ongoing conflict known as the 2026 Iran War which began in late February when the United States and Israel launched airstrikes on Iran. Iran responded with missile and drone attacks across the Middle East, expanding the conflict beyond one country. The students have seen how fuel supplies have dropped worldwide, gas prices have increased sharply and some countries are facing shortages and unrest.

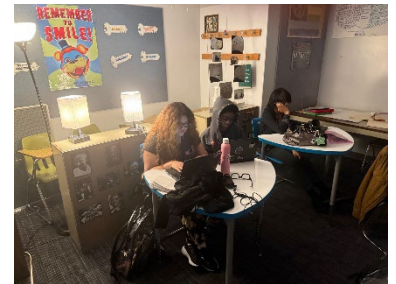
Economics

In Economics class, students are learning about one of the most important concepts in understanding the economy:

- Supply = how much of a product or resource is available
 - Demand = how much people want or need that product
- Students are applying supply and demand to real-world situations, such as:

- Gas Prices: When oil supply is limited, gas prices rise
- Food Costs: Weather or transportation issues can reduce supply and increase prices
- Technology: High demand for new devices can lead to shortages and higher costs
- Concert & Event Tickets: Popular events sell out quickly due to high demand

The students will begin to understand the supply and demand curves by first graphing them on paper and locate the point of equilibrium.



From the Desk of Mr. Murray

"I think, therefore I am." Our Sociology II students will pivot from discussing criminological concepts through a sociological lens to philosophical concepts through a sociological lens, aka Social Philosophy. We will discuss ideas from the minds of John Locke, Confucius, Jeremy Bentham, W.E.B. DuBois, Stuart Hall, and more! What are morals? Who comes up with moral codes that then get instituted into law? What is moral responsibility? Should we value the collective over the individual? How do we form our identity? What is considered virtuous in 2026? All of these and many more will be discussed to close out Term 4, leading to summer break!

In Sociology I, students are beginning to explore social structures and institutions, analyzing their role in society. What role does a family dynamic have in society? Education? Sports? Politics? What do these look like ideally? What if they are dysfunctional? What if we are missing one of these institutions, does society fall apart? Once finished, students will utilize this information and apply it to a case study using *Boyz N The Hood* before going deeper into group dynamics.



SOCIAL STUDIES

From the Desk of Mr. Martin

Learning objectives:

Historical Context & Causes

- Students will be able to explain the major economic, social, and political factors that led to the Great Depression (e.g., stock market speculation, banking failures, agricultural collapse).
- Students will analyze how the 1929 stock market crash contributed to—but did not solely cause—the Great Depression.

Economic & Social Impacts

- Students will describe how the Great Depression affected daily life for different groups, including farmers, laborers, families, and minorities.
- Students will examine the unemployment crisis, migration patterns (e.g., Dust Bowl migration), and community responses such as breadlines and relief efforts.
- Students will interpret primary sources (photos, letters, oral histories) to understand lived experiences during the Depression.

Dust Bowl & Environmental Factors

- Students will explain the environmental causes of the Dust Bowl (e.g., drought, poor farming practices) and its impact on agriculture and migration.
- Students will assess the relationship between environmental mismanagement and human displacement.

Government Response

- Students will compare federal policies before and after 1933, including Hoover’s approach vs. Franklin D. Roosevelt’s New Deal.
- Students will define and evaluate the major New Deal programs (CCC, WPA, Social Security, FDIC, TVA) and their goals.
- Students will discuss how the New Deal reshaped the role of the federal government in the economy.

Activities

- Class discussions
- Watch and discuss the film “Sounder”
- Comparisons between now and the Great Depression





Science Department

From the Desk of Ms. Anderson

This month Forensic Science semester studied two different types of evidence: fingerprints and blood spatter. Students learned how to take and lift (taking fingerprints from one surface and placing them on another) fingerprints. They also learned how blood spatter can provide useful information when discovered at a crime scene.

Meanwhile Forensic Science Semester 2 students dove into the world of Medical Forensics. Students worked on several case studies to determine illnesses and other information that can be obtained from a medical point of view.

Why Forensics Is Important for High School Students:

Forensics gives students a hands-on way to apply science, critical thinking, and problem-solving to real-world situations. It strengthens skills in observation, analysis, communication, and teamwork—abilities that are useful in *any* career. Students learn how evidence is collected, how conclusions are drawn, and how scientific reasoning supports justice and public safety. It is a class that builds confidence, curiosity, and practical skills that transfer far beyond the classroom.

Careers Connected to Forensics

A forensics course can spark interest in a wide range of career paths, including:

- **Forensic Scientist** — analyzing evidence in labs (DNA, fingerprints, toxicology, trace materials)
- **Crime Scene Investigator (CSI)** -- collecting and documenting evidence at crime scenes
- **Law Enforcement Officer** — police work, investigations, public safety
- **Medical Examiner / Forensic Pathologist** — determining causes of death through medical science
- **Forensic Psychologist** — studying behavior, profiling, and the legal system
- **Attorney or Legal Professional** — understanding evidence, courtroom procedures, and case building
- **Cybersecurity Specialist** — investigating digital crimes and protecting data
- **Emergency Services / First Responders** — applying observational and analytical skills in the field

Even students who do not pursue a criminal justice or science career benefit from the analytical thinking, communication, and problem-solving skills the class develops.



From the Desk of Mr. Arrington

Education & Career Tech (ECT)

Students in the Education and Career Tech (ECT) class have successfully completed three major career-readiness word processing projects, including their personal resume, a related cover letter, and a detailed career research essay. Throughout these projects, students developed and applied formatting skills such as adjusting margins, applying hanging indents, inserting tab stops, and aligning text to create professional-quality documents.

For the College/Career Research Essay, students first completed career assessments to help identify career paths aligned with their interests and strengths. Using these

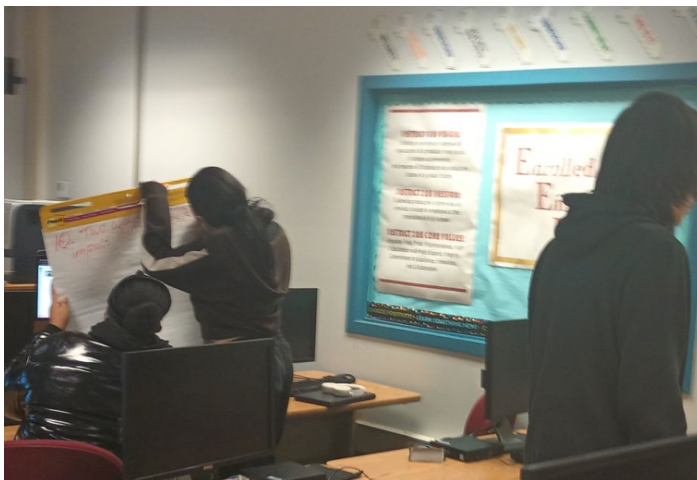
results, they researched colleges and trade schools, organizing their findings using table functions. Next, students used MS Word's SmartArt graphics to visually present important information about FAFSA grants and other financial aid opportunities. This unit not only reinforced technical skills but also helped students make informed decisions about their future education and career paths. Students will begin MS Excel and MS PowerPoint projects after Spring break.

Advanced Computer Applications

In the Advanced Computer Apps class, students are expanding their

knowledge of advanced word processing functions as they prepare to take the Microsoft Office Specialist (MOS) certification exam. These certifications provide students with a competitive edge for both college and career opportunities.

Congratulations to seniors **Terry Parra** and **Cesar Estrada** for being the first Outlook students to earn their MOS certification during the fourth session. Their personal resumes have already been updated to reflect this important achievement. When students return from Spring Break, they will continue working toward their MOS certifications in Microsoft Word, PowerPoint, and Excel.





Welcome to **Visual Arts** at **Outlook Academy**



Welcome Spring!

We are off to an amazing start for **Term 4** in the Visual Arts classroom at Outlook Academy. As the season changes and everything begins to bloom, our students continue to grow creatively through hands-on projects that build both artistic skills and confidence

In **Intro to Art Semester 2**, students recently completed their **animal embroidery on paper** project. Through this project, students learned the fundamentals of sewing, which is an important life skill and a wonderful way to strengthen patience, focus, and creativity. Students are now working on a new project: a **3D Letter Sculpture**, where they are transforming the first letter of their name into a three-dimensional mixed media artwork.

In **Ceramics**, students created a **3D relief sculpture** featuring a **Tree of Life**, exploring texture, symbolism, and layered design. They will start painting their Tree of Life this week. Students also completed a **3D cake slice sculpture** inspired by artist **Wayne Thiebaud**, known for his colorful and playful paintings of desserts and everyday objects. These projects encouraged students to think creatively while practicing important sculptural techniques.

Spring is a wonderful reminder to slow down, breathe deeply, and appreciate the beauty of new beginnings. Take time to enjoy the fresh air, the sound of birds singing, and the warmth of the sun on your face. This season is full of inspiration

Simple Spring Art Ideas to Try at Home

- Draw or paint blooming flowers
- Decorate a spring-themed bookmark
- Sketch birds, butterflies, or insects you see outside

“One way or the other you’re going to finish...so, why not finish strong and make yourself immensely proud of your effort?” — Gary Ryan Blair

For Outlook Academy students, this quote is a reminder that the school year will come to an end no matter what. The question is: **How do you want to finish?** Finishing strong means giving your best effort, staying committed, showing growth, and being proud of the progress you made along the way. Every assignment completed, every challenge faced, and every step forward matters. This is your time to end the year with confidence and pride.

Let’s make April a month of creativity, growth, and strong finishes!

Mrs. Martinez, Art Teacher, Outlook Academy









From the Desk of Mr. Pervan



Dear Outlook Academy Families and Students,

As we step into the final semester of the school year, we are excited to share the energy, enthusiasm, and accomplishments that have been unfolding at Outlook Academy. This has been a semester of growth and opportunity, especially as we welcome many new students into our Physical Education (PE) department. The excitement is contagious as students dive into the fitness center, weight room, and sports activities, making the most of every opportunity for physical activity and personal development.

The final semester is always a time for reflection and progress, and we are thrilled to see so many of our students pushing themselves to achieve their fitness goals and improve their athletic skills. This semester, students have embraced the variety of activities we have offered, making the PE department a vibrant and bustling hub of activity.

The sports opportunities available this month have truly been a hit, with students participating in everything from basketball and soccer to volleyball and badminton. Whether it's in friendly competition or just for fun, our students have been taking full advantage of these activities, showcasing teamwork, sportsmanship, and dedication.

In addition to our traditional offerings, we have also introduced yoga and mindfulness activities such as breathing exercises and visualization. We have also taken advantage of our Blaze Pods, which help students with reaction times and provide hundreds of activities so that the students can have a variety of opportunities to help in their physical fitness journey. These new additions have sparked excitement among our students, who are eager to learn new skills and take their game to the next level.

Our students have been working hard to improve their physical fitness, utilizing the fitness center and weight room to build strength and endurance. Whether it's lifting weights, using cardio equipment, or participating in various fitness challenges, students are dedicated to improving their overall health.

Thank you for your continued support of Outlook Academy. Let's keep the momentum going as we finish strong in the final semester

SOCIAL WORKER

From the Desk of Mr. Hill

April is recognized as National Child Abuse Prevention Month, a time dedicated to raising awareness and promoting the well-being of children and families. First observed in 1983 through a proclamation by Ronald Reagan, this month serves as a national call to action to strengthen support that help prevent abuse and neglect before they occur. Communities across the country come together to emphasize the importance of safe, stable, and nurturing environments for every child.



Each year, the Office on Child Abuse and Neglect leads efforts to coordinate activities that educate and engage the public. These efforts include distributing resources, developing prevention-focused campaigns, and hosting multidisciplinary forums that bring together educators, social workers, healthcare professionals, and community leaders. Through collaboration, these initiatives aim to build awareness while equipping individuals and organizations with tools to recognize and respond to signs of abuse.

National Child Abuse Prevention Month reminds us that prevention is a shared responsibility. By supporting families, investing in community resources, and fostering open conversations, we can create protective environments where children can thrive. Whether through advocacy, education, or everyday acts of care, each of us plays a role in ensuring that every child grows up feeling safe, valued, and supported.

Tips for preparing for testing:

Here are several practical and effective techniques students can use to stay focused, manage stress, and perform their best during tests and finals:



Start with a Brain Dump

At the beginning of the test, quickly write down key facts, formulas, or reminders on scrap paper. This helps clear your mind and ensures you don't forget important information later.

Read Directions Carefully

Take your time to fully understand instructions before answering. Many mistakes happen from rushing, slow down at the start to avoid losing easy points.

Use Time Management Strategies

Scan the test and allocate your time wisely. Answer easier questions first to build confidence, then return to more difficult ones. Keep an eye on the clock so you don't spend too long on any single question.

Practice Deep Breathing to Stay Calm

If you feel anxious, pause and take slow, deep breaths, inhale for 4 seconds, hold for 4, exhale for 4. This can help reset your focus and reduce test anxiety.

Break Down Difficult Questions

If a question feels overwhelming, break it into smaller parts. Look for keywords, underline important information, and tackle it step by step.

Use Process of Elimination

For multiple-choice questions, eliminate clearly wrong answers first. This increases your chances of choosing the correct answer, even if you're unsure.



Outlook Academy

Assistant Program Administrator

From the Desk of Mr. Valant

In a world that often feels overwhelming, with constant headlines, fast-changing events, and countless demands on our attention, it can be easy to lose sight of what truly matters. Every day brings new challenges and distractions, but there are some priorities we simply cannot afford to overlook. One of those is the health of our planet and in turn ourselves. Each year on April 22nd, we observe Earth Day dedicated to recognizing the importance of protecting our environment. But Earth Day is more than just a date on the calendar. It is a reminder of our shared responsibility and the role each of us plays in shaping the future of our world. The truth is simple: without a healthy environment, nothing else can improve. The air we breathe, the water we drink, and the ecosystems that support life all depend on the choices we make every day. If we fail to prioritize the Earth and its well-being, the consequences will affect not just future generations, but all of us.

At Outlook Academy, we encourage everyone, students, staff, and families alike—to reflect on the importance of Earth Day. But more importantly, we challenge you to go beyond awareness. Observing April 22nd should not be a one-time event. It should be the beginning, or continuation, of meaningful habits. Small actions, when multiplied by many people over time, can lead to significant change. Turning off lights when not in use, reducing waste, recycling, conserving water, and being mindful of consumption are all simple steps that make a real difference. These choices may seem minor in the moment, but their long-term impact is powerful.

As we navigate everything happening in the world today, let us keep something essential in mind: caring for our planet is not optional, it is necessary. Earth Day serves as a powerful reminder, but the responsibility belongs to us every day of the year. We in district 205 ask that everyone commit to making choices that support a healthier, more sustainable future—for ourselves, and for generations to come. It is difficult with everything else that is going on in our lives but with future generations only having one option of what planet to live on we need to do everything within our power to save this one.

ADULT TRANSITION PROGRAM

Program Director

From the Desk of Dr. Wayne

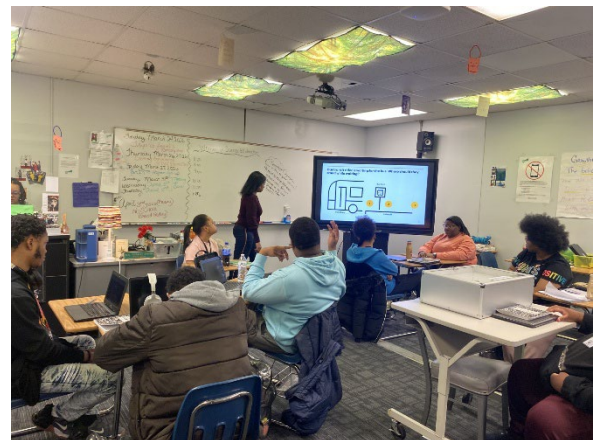
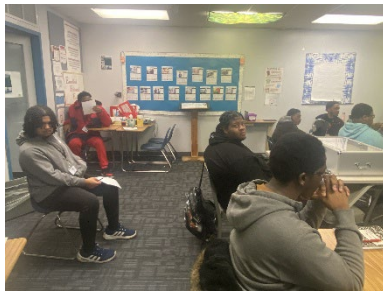
Our young adults at the college have been actively supporting Student Life & Leadership through a variety of meaningful initiatives. Their dedication to service and collaboration has helped strengthen our campus community while also extending support to those beyond it. It's inspiring to see our young adults take initiative, demonstrate leadership, and work together toward shared goals.

We were also pleased to welcome back the Regional Transit Authority, who provided valuable, hands-on information to our students. During their visit, students learned about proper public transportation etiquette, how to effectively schedule rides, and how to access and use discount transit cards. These skills are essential in promoting independence and confidence in navigating the community.

In addition, Mrs. Stewart-Sharp led her class on an engaging and practical learning experience. Students had the opportunity to go grocery shopping, where they practiced budgeting and making thoughtful food choices. Following the trip, the class traveled to Thornwood, where they worked together to prepare and cook a meal. This experience not only built life skills but also encouraged teamwork and creativity in the kitchen.

Students at Thornwood are also continuing to make progress toward securing employment opportunities. They are actively exploring job options, building workplace readiness skills, and preparing for future independence. Their persistence and motivation in this area are commendable, and we look forward to celebrating their successes. Ms. Mangin and Mrs. Frederick took the young adults bowling and also focused on cell phone safety and using a cell responsibly.

We are incredibly proud of our students for their continued enthusiasm, growth, and commitment to learning. Their efforts truly embody the spirit of community, leadership, and independence.



Adult Transition Program



FINANCIAL
SUPPORTS



COMMUNITY
CONNECTION

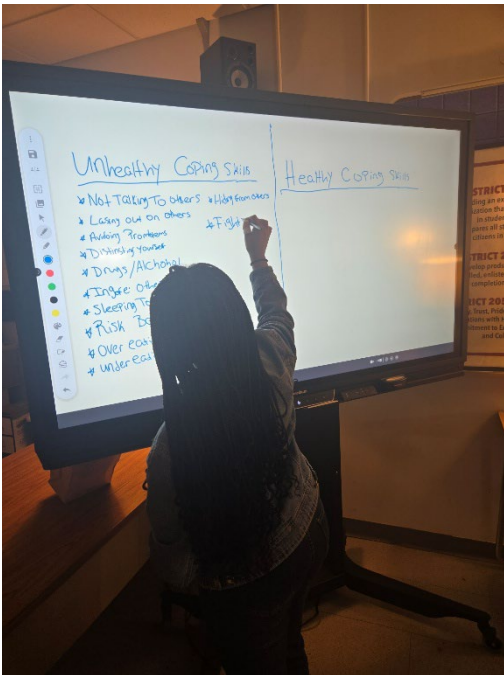


PARENT/PEER
SUPPORT



YOUTH
INDEPENDENCE

From the Desk of Ms. Neita



Recently, students in the Adult Transition Program participated in a grief support group designed to provide a safe and supportive space to process loss and learn healthy coping strategies. The group was initially organized in response to a student's request following the recent passing of his mother.

During the discussion, it became clear that several students in the program have also experienced the loss of loved ones. In response, the group expanded to focus on helping students understand grief and loss as a natural part of life while providing tools to navigate the emotions that often accompany it.

Throughout the session, students explored the grieving process and discussed the difference between healthy and unhealthy coping strategies. The group emphasized the importance of expressing emotions, seeking support from trusted individuals, and using positive outlets such as talking, creative activities, and self-care practices.

The goal of the grief support group was to help students recognize that they are not alone in their experiences and to equip them with practical strategies for coping with difficult emotions in a healthy and supportive environment.

Adult Transition Program



1

FINANCIAL
SUPPORTS



2

COMMUNITY
CONNECTION



3

PARENT/PEER
SUPPORT



4

YOUTH
INDEPENDENCE

From the Desk of Mrs. Stewart

Our Adult Transition Program students had an incredibly active and engaging month this March! They brought learning to life by planning and executing a full cooking experience—starting with a trip to the store where they practiced budgeting and selecting the right ingredients for a taco bar. Students then traveled to Mrs. Mangin’s class at TW High School, where they prepared the meal, worked collaboratively, and enjoyed eating together family-style. Throughout the process, they strengthened essential life skills including planning, teamwork, food preparation, and maintaining a clean kitchen environment.

In addition, students explored culture and community during a visit to the DuSable Black History Museum and Education Center, where they experienced exhibits like *Paris in Black*, highlighting the global presence and influence of African culture in major cities such as Paris. We also welcomed a guest speaker, Mrs. Phillips from the Regional Transportation Authority, who led Part 2 of our Public Safety Etiquette series and assisted students in signing up for reduced rideshare and public transportation programs. These hands-on experiences supported their personal growth, soft skill development, and ability to engage with real-world learning across the South Suburban and Chicagoland areas. As we move into April, students will continue building workplace readiness skills while also focusing on staying active and enjoying outdoor learning opportunities.

