



AGENDA
Plan Commission
Regular Meeting
Village Hall

1900 Hassell Road, Hoffman Estates, IL 60169

February 18, 2026 **Council Chambers** **6:30 PM**

1. **CALL TO ORDER/ROLL CALL**
2. **PLEDGE OF ALLEGIANCE TO THE FLAG**
3. **APPROVAL OF MINUTES**
 - A. Plan Commission 01-07-2026
4. **CHAIRPERSON'S REPORT**
5. **NEW BUSINESS**
 - A. Public Hearings
 1. A Special Use to Natura Academy to permit a private education facility for the property at 2357 Hassell Road
6. **STAFF DISCUSSION**
7. **PUBLIC COMMENT**
8. **ADJOURNMENT**

The next regular Plan Commission meeting is scheduled for **Wednesday, March 04, 2026 at 6:30 p.m.**

Further details and information can be found in the agenda packet attached hereto and incorporated herein and can also be viewed online at www.hoffmanestates.org and/or in person in the Village Clerk's office. The Village of Hoffman Estates complies with the Americans with Disabilities Act (ADA). For accessibility assistance, call the ADA Coordinator at 847/882-9100.



MINUTES
Plan Commission
Regular Meeting
Village Hall
1900 Hassell Road, Hoffman Estates, IL 60169

January 7, 2026 **Council Chambers** **6:30 PM**

1. CALL TO ORDER/ROLL CALL

Chairperson Chhatwani called the meeting to order at 06:30 PM.

Commissioners Present: Kendra Alexander, Adam Bauske, Rajkumari Chhatwani, Lon Harner, Lenard Henderson, Daniel Lee, Minerva Milford, Nancy Trieb, John Wise

Commissioners Absent: None.

A quorum was present.

Administrative Personnel Present: Kevin Anderson, Planner II; Daisy Dose-Adamzadeh, Planner II; Melanie Carollo, Civil Engineer II

2. PLEDGE OF ALLEGIANCE TO THE FLAG

3. APPROVAL OF MINUTES

A. Plan Commission 12-17-2025

Motion by Commissioner Harner, seconded by Commissioner Henderson, to approve the December 17, 2025, regular meeting minutes. Voice vote taken. Ayes - 9 | Nays - 0 | (Abstain: None). Motion Passed.

4. CHAIRPERSON'S REPORT

Chairperson Chhatwani stated the Special Use to 1700 Algonquin Inc. for an automobile service station for the property at 1700 W Algonquin Road was approved by the Village Board on January 5, 2026.

5. NEW BUSINESS

A. Public Hearings

1. Special Use for a Planned Development and Preliminary and Final Plat of Subdivision for Higgins Crossings located at 125 and 155 W. Higgins Road

Motion by Commissioner Harner, seconded by Commissioner Henderson, to open the Public Hearing. Voice vote taken. Ayes - 9 | Nays - 0 | (Abstain: None). Motion Passed.

Chairperson Chhatwani swore in the petitioner.

Eric Prechtel (445 Jackson Ave #200, Naperville)

Eric Prechtel presented an overview of the project.

Kevin Anderson presented an overview of the staff report.

Commissioner Lee had no questions.

Commissioner Wise had no questions.

Commissioner Milford had no questions.

Commissioner Alexander asked if the HOA costs are known at this time. Mr. Prechtel stated the costs are usually \$270 per month.

Commissioner Alexander asked what the average cost of a base unit would be. Mr. Prechtel stated the average cost would be around \$450,000.

Commissioner Alexander asked the petitioner to describe similarities and differences between the proposed development and the nearest development in Schaumburg. At this time, Chairperson Chhatwani swore in an additional petitioner to answer Commissioner Alexander's question.

Matthew Krummick (1750 Golf Rd, Schaumburg, DR Horton)

Mr. Krummick addressed Commissioner Alexander's question, stating that the Schaumburg location is a more urban style community, whereas the Hoffman Estates location has a more suburban, gabled design.

Commissioner Alexander asked about landscaping, particularly what type of grass blends would be used. Mr. Krummick stated that in the stormwater areas, native grasses would be used, whereas turf grasses would be used elsewhere throughout the community as well as other deciduous and native grasses near the buildings.

Commissioner Trieb had no questions.

Commissioner Harner asked staff whether there had been a decision made as to why certain

documents, such as HOA documents, landscape and building materials, are no longer being supplied to the Commissioners. Mr. Anderson stated he did not request the petitioner to provide the landscape or material pallets, nor the HOA decks which the previous Commission Chair would frequently request, and did not know what the Plan Commission's role would be in reviewing such items. Commissioner Harner stated he did not know either, but knew they used to see it, and now they were not, so he was just inquiring for his own knowledge. Mr. Prechtel stated these items are required to eventually be reviewed by the Village as a condition of project approval, but may not be something that is required for approval at this stage of the process.

Commissioner Harner asked the petitioner whether it was the developer's expectation that the retention area would hold water, or be dry. Mr. Krummick stated this area is a dry basin system. Commissioner Harner further requested clarification as to who would maintain the basin. Mr. Krummick stated the Association would be responsible for maintaining the area.

Commissioner Harner asked if the petitioner had considered solar panels for the property. Mr. Krummick stated they are not considering solar for energy production, but had been looking into providing EV-ready charging.

Commissioner Harner asked when the petitioner anticipates the first unit to be available for sale. Mr. Krummick stated they anticipate demolition of the existing site to begin in March or April, following the County demolition permit process. It is not anticipated that the first units will be available until 2027, with about two years projected to sell all the proposed units.

Commissioner Harner asked if there had been any comments from the neighboring Linden Circle residents. Mr. Anderson stated there have been no phone calls, email, or inquiries about the project following the Public Notice.

Commissioner Henderson asked for clarification that the property is presently two properties that will be consolidated and then the townhouses will be individually platted. Mr. Krummick stated this was correct.

Commissioner Henderson asked whether the advertising signage would be removed within 30 days of the sale of the last available unit on the property. The petitioner agreed this would be completed in accordance with the code.

Commissioner Henderson asked which study the water retention area would be reviewed under, the 100-year study, or the 500-year study. The petitioners stated a 100-year study would be used.

Vice Chairperson Bauske asked the petitioner if they agreed with the conditions of approval in the staff report. The petitioners answered yes.

Vice Chairperson Bauske thanked the petitioners for moving the entrance to the north of the property and the parking spaces. He also commented about the walkability of facilities in the area.

Vice Chairperson Bauske asked if there would be any pet facilities available in the area. The petitioners stated they did not have any pet areas called out in the plans, but the HOA could make those adjustments as needed in the future if desired.

Vice Chairperson Bauske called out a photograph within the presentation packet which showed a crooked light post, which he hoped would be addressed during construction.

Chairperson Chhatwani commended the petitioners and staff for a thorough presentation.

Chairperson Chhatwani asked if there were any members of the audience that wished to comment on the request. There were no public comments.

Motion by Commissioner Harner, seconded by Commissioner Henderson, to Close Public Hearing. Voice vote taken. Ayes - 9 | Nays - 0 | (Abstain: None). Motion Passed.

Motion by Vice Chairperson Bauske, seconded by Commissioner Harner, to adopt the Findings of Fact for a Special Use as outlined in Exhibit B - Findings & Recommendations Summary of the January 7, 2026, staff report.

Roll call vote:

Aye: Kendra Alexander, Adam Bauske, Rajkumari Chhatwani, Lon Harner, Lenard Henderson, Daniel Lee, Minerva Milford, Nancy Trieb, John Wise

Nay: None

Motion Passed.

Motion by Vice Chairperson Bauske, seconded by Commissioner Henderson, to recommend to the Village Board approval of a Special Use for a Planned Development for Higgins Crossings located at 125 and 155 W. Higgins Road, subject to the conditions A-P noted in Exhibit B - Findings & Recommendations Summary of the January 7, 2026, staff report.

Roll call vote:

Aye: Kendra Alexander, Adam Bauske, Rajkumari Chhatwani, Lon Harner, Lenard Henderson, Daniel Lee, Minerva Milford, Nancy Trieb, John Wise

Nay: None

Motion Passed.

Motion by Vice Chairperson Bauske, seconded by Commissioner Harner, to recommend to the Village Board approval of a Preliminary and Final Plat of Subdivision for Higgins Crossings located at 125 and 155 W. Higgins Road.

Roll call vote:

Aye: Kendra Alexander, Adam Bauske, Rajkumari Chhatwani, Lon Harner, Lenard Henderson, Daniel Lee, Minerva Milford, Nancy Trieb, John Wise

Nay: None

Motion Passed.

Chairperson Chhatwani stated this recommendation would be presented to the Village Board at the next regular meeting on Monday, January 19, 2026, at 07:00 PM.

6. STAFF DISCUSSION

Daisy Dose-Adamzadeh stated the next regular Plan Commission meeting on January 21, 2026, will be canceled. The next meeting is anticipated to occur on February 4, 2026. The

SEI filings will be sent to the Commissioners via email from Cook County, so please be sure to fill them out. A reminder will be sent to each of the Commissioners.

7. PUBLIC COMMENT

None.

8. ADJOURNMENT

Motion by Commissioner Harner, seconded by Commissioner Henderson, to adjourn at 07:05 PM. Voice vote taken. Ayes - 9 | Nays - 0 (None) | Abstain - 0 (None). Motion Passed.

Minutes prepared by Marquelle Cnota, Administrative Assistant.

Chairperson's Approval

Date Approved

Draft



PLAN COMMISSION STAFF REPORT

Meeting Date: 2/18/2026

From: Kevin Anderson, Planner II

PLN26-0001

Public Hearing

A Special Use to Natura Academy to permit a private education facility for the property at 2357 Hassell Road

REQUEST SUMMARY

The applicant is requesting a Special Use to operate Natura Academy, a private therapeutic day school, in a 10,200 square foot tenant space in the Blackberry Falls Office Complex.

Location:	2357 Hassell Road
Property Owner / Applicant:	Joseph Caruso / Dana Fair
Property Size:	2.1 acres
Zoning / Land Use:	B-2 Community Business, Blackberry Falls Office Park
Adjacent Properties:	North: B-2 Community Business, Blackberry Falls Office building East: R-10 Attached Single-Family Residential, Blackberry Creek townhomes South: B-2 Community Business, Barrington Square Mall West: B-2 Community Business, Barrington Square detention basin

BACKGROUND / ANALYSIS

The property is zoned B-2 Community Business District. Private Education Facilities are not listed as either a permitted or a special use in the B-2 district. Therefore, a Special Use for a use not heretofore listed is required per Section 9-8-2-C-9 of the Hoffman Estates Code.

In 2023, the applicant received a Special Use to operate Wallace Academy from an adjacent suite in this building. They have been operating without issues since opening. In 2025, the Village Board approved a Special Use for Advance Preschool to expand operate in the building at 2353 Hassell Road, in the same office complex directly north of this building. Advance preschool has been operating since the fall semester with no issues.

Natura Academy would be a sister school to Wallace Academy next door, but there would be no student crossover from one school to the other and limited staff cross over. The schools are physically connected via an interior corridor.

BUSINESS OPERATIONS

Natura Academy is a private therapeutic day school serving up to 60 students with special needs, emotional and behavioral challenges, and/or chronic absenteeism. The school offers a standard curriculum supplemented with counseling and therapy services on an individualized basis. The

anticipated number of students attending on a daily basis is 50 since some students attend remotely.

The school operates Monday-Friday 7:30 AM - 3:30 PM with school holidays and semester breaks.

The school would occupy 4 vacant tenant spaces along the east side of the 2357 Hassell building. The combined space is approximately 10,200 square feet. The space would be modified to provide classrooms, therapy rooms, offices, and a kitchen. One room is designated as a gymnasium for indoor physical education. The space will meet the Code requirements for Life Safety and Accessibility.

There would be no changes to the site plan or the exterior of the building. There are no outdoor student activities and no playground.

SITE PLAN

There will be 33 staff members when the school is fully staffed. Approximately 26 of the staff members will be on site. Staff will regularly conduct community-based visits and assist with remote student participation. Meetings with district representatives and parents may occur at the site and are scheduled one at a time. The applicant indicates there would be limited demand for parking. Students are dropped off by taxi, rideshare, or bus and will not drive to this location. This is not an open campus. The anticipated demand is for 26 parking spaces for on-site staff and visitors. There is sufficient parking available to meet the needs of the existing tenants within the Blackberry Falls Office Complex, as outlined below.

Blackberry Falls Office Park – Parking Analysis		
	Parking Demand	Parking Available
Natura Academy	26	
Wallace Academy	20	
Advance Preschool 1 & 2	28	
Office uses ~24,200 sf.	82	
Total	156	191

The applicant has identified the drop-off space for Natura Academy would be on the east side of the building. Advance Preschool's drop-off area is on the west side of the 2353 building. Wallace Academy's drop-off is on the north side of the 2357 building. Staff notes that there may be some conflicts with all 3 schools queuing at the same time. The applicant has identified their queuing plan will include staff positioned outside with communication devices to direct traffic during peak times. A condition is included regarding traffic operations and queuing requirements.



The applicant's narrative indicates 50 student drop-offs and pick-ups daily but drop-off/pick-up times will be staggered and may vary. There would not be a scenario where all of the students arrive or depart at once. Expected drop-off times are between 7:30 a.m. until noon. Expected pick-up times are between noon and 3:30 p.m. Students may be picked up and dropped off one at a time or arrive in groups by van or bus from participating school districts. Natura Academy coordinates directly with school districts for transportation services and timing. The main entrance to the suite is on the east side of the building and is an accessible entry. There is an accessible parking stall directly adjacent to the entrance.

MOTIONS

The Plan Commission shall make the following motions (a total of 2 motions are required):

1. Adopt the Findings of Fact for a Special Use as outlined in Exhibit B - Findings and Recommendations Summary.
2. Recommend to the Village Board approval of a Special Use to Dana Fair to permit the operation of a private education facility for the property at 2357 Hassell Road, subject to the conditions listed in Exhibit B - Findings & Recommendation Summary and included below:
 - a. The Special Use to operate a private education facility shall be granted solely to Natura Academy.

- b. Operations shall significantly conform to the Project Narrative and Program Description included as part of the Petitioner's application.
- c. The Special Use shall be established within one year from the date of granting by the Village Board or the special use shall be revoked.
- d. No bus parking shall be permitted on site.
- e. There shall be no stopping, standing, or stacking of vehicles in the drive aisles or along the curb in the fire lanes. The property owner and petitioner shall manage all taxi and bus operations on the site so as not to disrupt site circulation or block parking areas. The school shall monitor and manage where staff and visitors park to ensure that cars do not interfere with drop-off or pick-up parking. If the Village determines that there are problems, as witnessed by illegal parking or standing on the property, the Village shall have the right to require additional signage, site modifications, or other measures to remedy the problems.

ATTACHMENTS

- 1. PC Draft Findings and Recommendations Summary - 2357 Hassell Rd - PLN26-0011
- 2. Location Map
- 3. Supporting Documents - PLN26-0001 - 2357 HASSELL RD - Natura Academy



**PLAN COMMISSION
FINDINGS & RECOMMENDATION SUMMARY**

Meeting Date: 2/18/2026
Prepared By: Kevin Anderson
PLN26-0001

**A Special Use to Natura Academy to permit a private education facility for the property at
2357 Hassell Road.**

Findings of Fact – Special Use

Sec. 9-1-18-l: Standards. No special use shall be recommended by the Plan Commission unless said Plan Commission shall find:

1. That the establishment, maintenance, or operation of the special use will not be detrimental to or endanger the public health, safety, morals, comfort, or general welfare.
FINDING: The operator has been operating a sister academy in the adjacent tenant space for over 2 years with no concerns or complaints. Proper building permits and inspections will be required for the interior remodel of the space. The proposal will not be detrimental to the public health, safety, comfort or general welfare

2. That the special use will not be injurious to the use and enjoyment of other property in the immediate vicinity for the purposes already permitted, nor substantially diminish and impair property values within the neighborhood.
FINDING: The proposal would be compatible with the other school and professional office uses within the complex. The operations are designed to minimize external impacts.

3. That the establishment of the special use will not impede the normal and orderly development and improvement of surrounding property for uses permitted in the district.
FINDING: The proposed improvements would be within an existing building and would not alter the site plan. The proposal would not impede reuse of adjoining tenant spaces.

4. That adequate utilities, access roads, drainage, and/or necessary facilities have been or are being provided.
FINDING: All utilities and access would be provided by existing services.

5. That adequate measures have been or will be taken to provide ingress or egress so designed as to minimize traffic congestion in public streets.
FINDING: The Petitioner's operations plan for student drop off is separated from existing school drop off zones. The Petitioner has presented a plan to have staff monitor and direct traffic during drop off and pick up times to avoid any traffic conflicts. There is adequate parking to accommodate the school's operations. The proposal will not impact ingress and egress for other tenants.

6. That the special use shall in all other respects conform to the applicable regulations of the district in which it is located, except in each instance as such regulations may be modified by the Village Board pursuant to the recommendation of the Plan Commission.

FINDING: The operations would comply with the Village's performance standards.

7. That the special use shall support the economic development goals of the Village as conveyed through the Village's Comprehensive Plan, or other relevant adopted sub-area or strategic plans.

FINDING: The proposed facility would provide educational services to the community.

Recommendations

The Plan Commission shall make the following motions (2 motions required):

1. Adopt the Findings of Fact for Special Use, as may be amended may the Plan Commission.
2. Recommend to the Village Board approval of Special Use to Natura Academy for a private education facility at 2357 Hassell Road, subject to the following conditions:
 - a. The Special Use to operate a Private Education Facility shall be granted solely to Natura Academy.
 - b. The Academy operations shall significantly conform to the Project Narrative and Program Description included as part of the Petitioner's application.
 - c. The Special Use shall be established within one year from the date of granting by the Village Board or the special use shall be revoked.
 - d. No bus parking shall be permitted on site.
 - e. There shall be no stopping, standing, or stacking of vehicles in the drive aisles or along the curb in the fire lanes. The property owner and petitioner shall manage all taxi and bus operations on the site so as not to disrupt site circulation or block parking areas. The school shall monitor and manage where staff and visitors park to ensure that cars do not interfere with drop off or pick up parking. If the Village determines that there are problems, as witnessed by illegal parking or standing on the property, the Village shall have the right to require additional signage, site modifications, or other measures to remedy the problems.

2357 HASSELL RD
PIN: 07-07-206-002-0000





HASSELL RD

2357

Barrington Square Town Mall

Legend

-  Subject Property
-  Parcels

N





VILLAGE OF HOFFMAN ESTATES PLANNING & ZONING APPLICATION SUMMARY

APPLICATION INFORMATION

Project Number:	PLN26-0001
Project Name:	Natura Academy, new program/school attached
Project Application Date:	1/8/2026
Project Manager:	Kevin Anderson

PROJECT TYPE

Special Use;

SITE INFORMATION

Property Address:	2357 HASSELL RD
All Included PINs:	2357 Hassell Rd., Suites 202, 220, 218, 216

PROJECT CONTACTS

Relationship to Project	Name / Firm	Address
APPLICANT	Dana Fair	2357 Hassell Rd., #204 Hoffman Estates, IL 60169
AUTHORIZED AGENT	Dana Fair	2357 Hassell Rd. Hoffman Estates, IL 60169
OTHER	Rabije Perezic	2357 Hassell Rd. Hoffman Estates, IL 60169
OWNER	Joseph Caruso	2314 Higgins Rd. Hoffman Estates, IL 60169

ALTA/ACSM LAND TITLE SURVEY

OF PART OF THE NORTHEAST QUARTER OF SECTION 7, TOWNSHIP 41 NORTH, RANGE 10 EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

LEGAL DESCRIPTION
 LOT 1 IN HASSELL ROAD OFFICE PARK, BEING A SUBDIVISION OF PART OF THE NORTHEAST QUARTER OF SECTION 7, TOWNSHIP 41 NORTH, RANGE 10 EAST OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED MARCH 19, 1999 AS DOCUMENT NUMBER 99266727, IN COOK COUNTY, ILLINOIS.

CONTAINING 183,215 SQUARE FEET, WHICH EQUALS 4.206 ACRES, MORE OR LESS.

ZONING INFORMATION

THE FOLLOWING BULK ZONING REGULATIONS ARE BASED ON THE CURRENT ZONING ORDINANCE OF THE CITY OF HOFFMAN ESTATES. THE BULK ZONING REGULATIONS LISTED BELOW ARE OUR INTERPRETATION OF THE ABOVE DOCUMENTS TO THE BEST OF OUR ABILITY. ANYONE MAKING DETERMINATIONS AS TO COMPLIANCE WITH APPLICABLE ZONING REGULATIONS SHOULD ALWAYS REFER TO THE ACTUAL DOCUMENTS AS WELL AS SEEK VERIFICATION FROM APPROPRIATE MUNICIPAL STAFF AND/OR LEGAL COUNSEL.

LOCATION:	City of Hoffman Estates, Illinois
ZONE:	B-2, Community Business District

B-2, COMMUNITY BUSINESS DISTRICT BULK ZONING REGULATIONS PER THE CITY OF HOFFMAN ESTATES	
MIN LOT AREA	10,000 SF
MIN. OPEN SPACE	20% OF THE LOT AREA
MAX. BUILDING HEIGHT	45'
PARKING	4 SPACES PER 1,000 SF. OF GROSS FLOOR AREA
SETBACKS :	
FRONT YARD	20'
REAR YARD	20'
SIDE YARD	
THERE IS NO MIN. SIDE YARD REQUIREMENT EXCEPT WHEN ADJOINING A RESIDENTIAL DISTRICT, IN WHICH CASE IT IS THE SAME AS THE DISTRICT IT ADJAINS (THIS PROPERTY ADJAINS AN R-10 DISTRICT ON THE EAST, WHICH REQUIRES A 10' SIDE YARD).	

NOTES :

1. THE SUBJECT PROPERTY IS SITUATED WITHIN "ZONE C, AREAS OF MINIMAL FLOODING" PER FEMA FLOOD INSURANCE RATE MAP, COMMUNITY PANEL NO. 1707300A-B, WITH AN EFFECTIVE DATE OF MAY 19, 1985, AND IS NOT LOCATED IN A SPECIAL FLOOD HAZARD AREA. NO FIELD SURVEYING OR ELEVATION STUDIES WERE PERFORMED TO VERIFY THE ABOVE DETERMINATION.
2. THIS PLAT WAS PREPARED UTILIZING A COMMITMENT FOR TITLE INSURANCE PREPARED BY TICOX TITLE INSURANCE COMPANY, ORDER NO. 0003375431, WITH AN EFFECTIVE DATE OF OCT. 15, 2002. REFERENCES TO SCHEDULE B, ITEM _____ HEREON REFER TO SCHEDULE B OF SAID COMMITMENT.
3. THE PROPERTY IS SUBJECT TO A NON-EXCLUSIVE EASEMENT TO THE BENEFIT OF COMMONWEALTH EDISON COMPANY RECORDED NOV. 2, 1978 AS DOCUMENT NO. 24710506. SAID EASEMENT IS GRANTED OVER THE SUBJECT PARCEL AND OTHER PROPERTY BUT ITS LOCATION IS NOT SPECIFICALLY DELINEATED (SCHEDULE B, ITEM 19).
4. THE COMMONWEALTH EDISON COMPANY EASEMENT LOCATION SHOWN HEREON AS PER DOCUMENT NO. 98474296 (SCHEDULE B, ITEM 21) IS BASED ON INTERPRETATION OF INTENT. THE DIMENSIONS INDICATED ON THE SKETCH WITHIN SAID DOCUMENT ARE INSUFFICIENT TO ACCURATELY LOCATE SAID EASEMENT.
5. WE FOUND NO VISIBLE SURFACE EVIDENCE OF SITE USE AS A SOLID WASTE DUMP, SLUMP OR SANITARY LANDFILL.
6. WE ARE NOT AWARE OF ANY PROPOSED CHANGES IN STREET RIGHT-OF-WAY LINES ADJOINING THE SUBJECT PROPERTY.
7. THERE WAS NO OBSERVABLE SURFACE EVIDENCE OF RECENT EARTH MOVING WORK, BUILDING CONSTRUCTION OR BUILDING ADDITIONS.

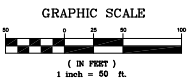
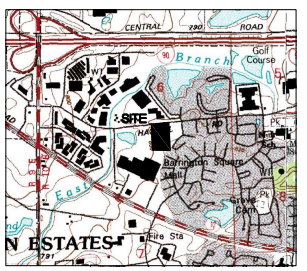
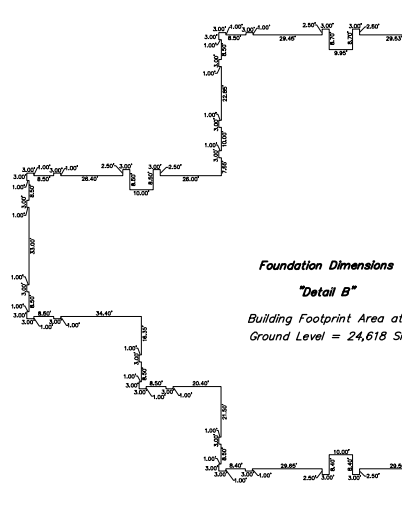
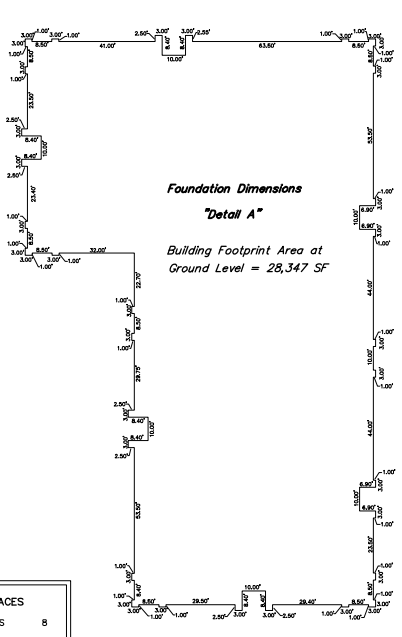
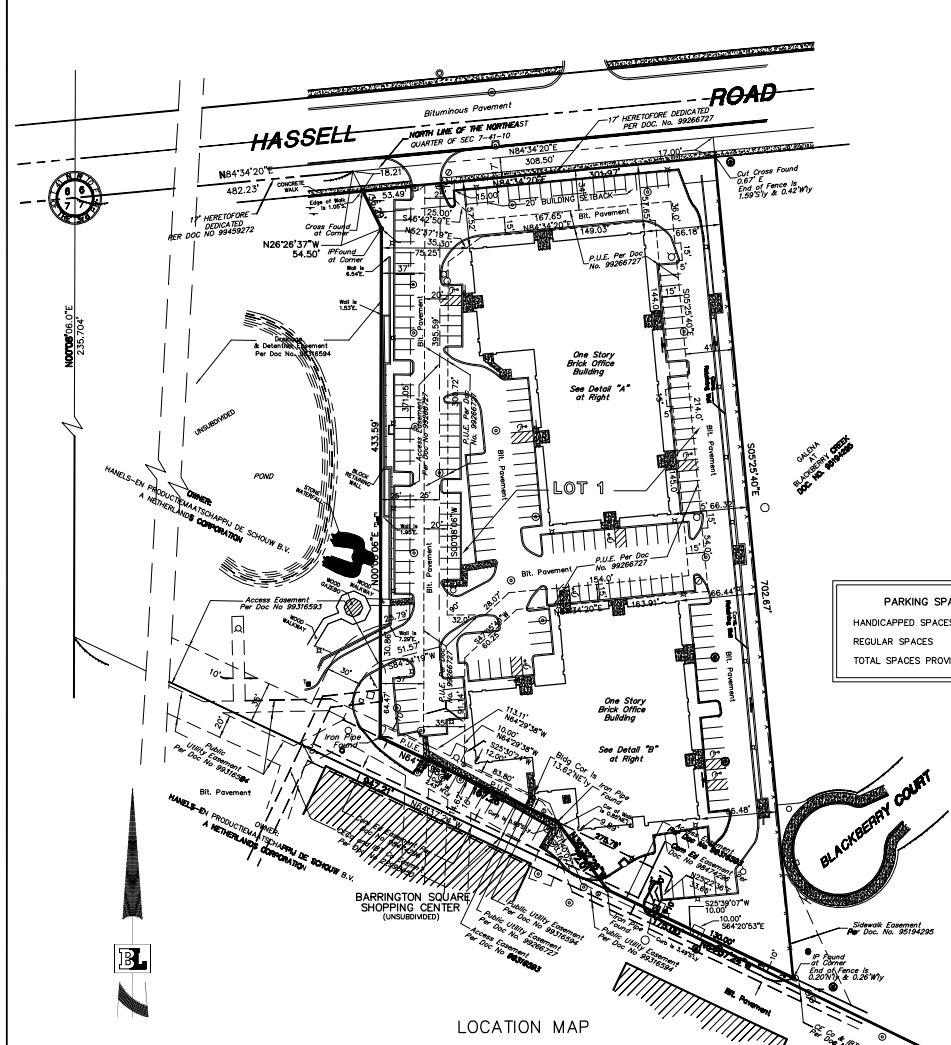
STATE OF ILLINOIS
 COUNTY OF DUPAGE

TO: BLACKBERRY FALLS PROFESSIONAL OFFICE PARK, L.L.C.
 TRINITY FINANCIAL FOR LUTHERANS, A WISCONSIN CORPORATION
 TICOX TITLE INSURANCE COMPANY

WE, BOLLINGER, LACH AND ASSOCIATES, INC., ILLINOIS PROFESSIONAL DESIGN FIRM NO. 184001228, DO HEREBY CERTIFY THAT THIS MAP OR PLAT AND THE SURVEY ON WHICH IT IS BASED WERE MADE IN ACCORDANCE WITH MINIMUM STANDARD SETBACK REQUIREMENTS FOR ALTA/ACSM LAND TITLE SURVEYS, JOINTLY ESTABLISHED AND ADOPTED BY ALTA, ACSM AND NSPS IN 1999, AND INCLUDES ITEMS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11a, 13, 14, 15 AND 16 OF TABLE A THEREOF. PURSUANT TO THE ACCURACY STANDARDS AS ADOPTED BY ALTA AND ACSM AND IN EFFECT ON THE DATE OF THIS CERTIFICATION, UNDERSIGNED FURTHER CERTIFIES THAT THE POSITIONAL UNCERTAINTIES RESULTING FROM THE SURVEY MEASUREMENTS MADE ON THE SURVEY DO NOT EXCEED THE ALLOWABLE POSITIONAL TOLERANCE.

GIVEN UNDER OUR HAND AND SEAL AT OAK BROOK, ILLINOIS, THIS _____ DAY OF _____, A.D., 2002.

BOLLINGER, LACH & ASSOCIATES, INC.
 GILBERT B. EVANS, I.P.S. No. 35-2885
 LICENSE EXPIRES 11-30-02



- LEGEND**
- LIMITS OF SURVEY
 - (0.00') RECORD DATA
 - (0.00') MEASURED DATA
 - P.U.E. PUBLIC UTILITY EASEMENT
 - MANHOLE
 - CATCH BASIN
 - FIRE HYDRANT
 - TRANSFORMER
 - TELEPHONE PEDESTAL
 - ELECTRIC PEDESTAL
 - × LIGHT POLE
 - VALVE MANHOLE
 - VALVE

Bollinger, Lach & Associates, Inc.
 CONSULTING ENGINEERS AND LAND SURVEYORS
 1010 JORE BLVD OAK BROOK, IL 60063
 PHONE: (830)990-1385 FAX: (830)990-0038

BLACKBERRY FALLS OFFICE PARK
 ALTA/ACSM LAND TITLE SURVEY
 PART OF THE NE 1/4 OF SECTION 7, T. 41 N., R. 10 E.
 OF THE 3rd P.M., COOK COUNTY, ILLINOIS

Sheet No. **1** of **1**

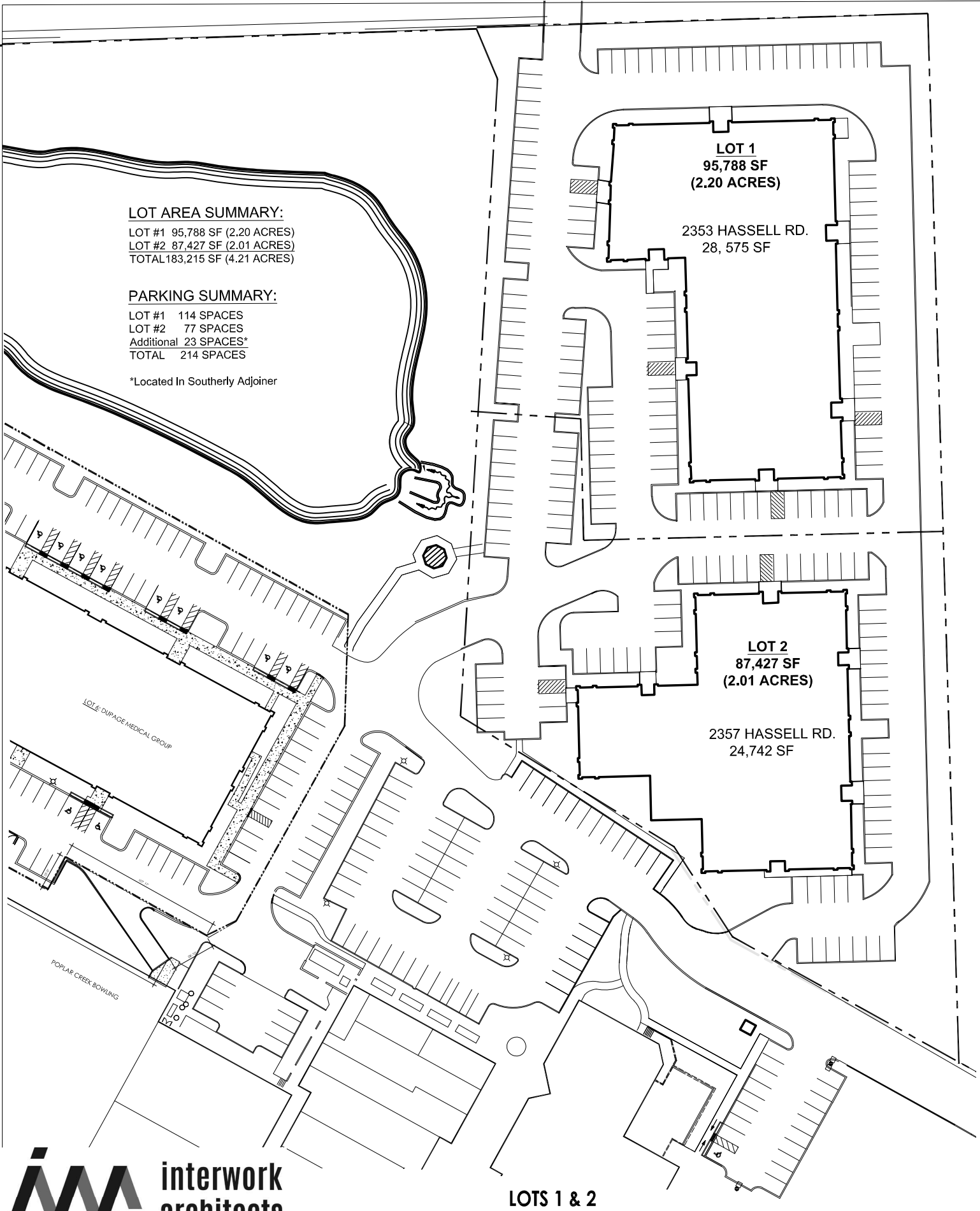
LOT AREA SUMMARY:

LOT #1 95,788 SF (2.20 ACRES)
LOT #2 87,427 SF (2.01 ACRES)
TOTAL 183,215 SF (4.21 ACRES)

PARKING SUMMARY:

LOT #1 114 SPACES
LOT #2 77 SPACES
Additional 23 SPACES*
TOTAL 214 SPACES

*Located In Southerly Adjoiner



LOT 1
95,788 SF
(2.20 ACRES)

2353 HASSELL RD.
28, 575 SF

LOT 2
87,427 SF
(2.01 ACRES)

2357 HASSELL RD.
24,742 SF

LOT 5: DUPAGE MEDICAL GROUP

POPLAR CREEK BOWLING



1717 DEERFIELD ROAD, SUITE 320, DEERFIELD, IL 60015
P: 847 509 4070 | interworkarchitects.com
COPYRIGHT ©2019 INTERWORK ARCHITECTS INCORPORATED

LOTS 1 & 2

BLACKBERRY FALLS

2353_2357 HASSELL ROAD

HOFFMAN ESTATES, IL

DATE 04.19.2021

REV#

PROJ# 9705.000.000

SHEET SK-1

Natura Academy Project Narrative **Special Use Addendum**

Use: Natura Academy is a Private Therapeutic Day School slated to open in August 2026 for the start of the new school year. The school serves approximately 60 students; all students that attend Natura Academy have special needs and have been referred due to emotional and behavioral challenges, and/or chronic absenteeism. While most students attend fully in person, the program does support blended learning, with remote (online) education programming to support this acute population of learners that both demonstrate externalized behavior and struggle to attend school. As well, a portion of staff members visit students in their homes and in the community on a daily basis. Hence, the anticipated number of students attending on a daily basis is 50. There is a detailed program description attached.

Hours of Operation: Monday-Friday 7:30 AM - 3:30 PM with school holidays and breaks. A sample calendar is attached.

Parking Demand: Once fully staffed, there will be 33 staff members. Approximately 26 of the staff members will be in the building and require a parking spot at any given time due to the frequency of home visits and community-based visits and remote participation that they will be engaged in throughout the school day. Natura Academy is not an open campus, so students will not be parking at the school. Meetings with district representatives and parents are scheduled one at a time; two parking spaces will be needed for a district representative or parent at any given time. In short, the number of parking spaces needed is 26. Some of the staff that work at Natura Academy also work at Wallace Academy (the sister school owned and operated by two of the three co-founders); hence, additional parking spots will not be needed for those staff members. They are identified with an asterisk on the organizational chart. A detailed organization chart is attached.

Student Drop Off/Pick Up: Natura Academy supports students from approximately 30 surrounding school districts. Students are most often transported by taxi, and on occasion by a small bus. The number of daily student drop offs/pick ups will not exceed 50. Student drop off and pick up times can vary, as some students may be on an adjusted school schedule to meet their needs.

Safety Considerations: Upon arrival and departure, students and staff are required to sign in and out of the building for safety and security purposes. There are designated arrival and dismissal staff to ensure the safe load and unload of each student. Each is equipped with walkie talkies for seamless communication with the internal building to maximize efficiency and timeliness during both arrival and dismissal.

Kevin Anderson

From: Dana Fair <dfair@wallaceacademy.net>
Sent: Friday, January 9, 2026 1:06 PM
To: Kevin Anderson
Subject: Re: submittals for special use
Attachments: 2357 HASSEL RD_WALLACE ACADEMY_PRELIMINARY PRICING PLAN_10.28.25 (1)
(1).pdf

Hi Kevin!

I had listed Suites 212, 220, 218, and 216 (let me know if that isn't showing up on the application because I'm certain I listed it). The total square footage is 10,169 square feet.

I have attached a floor plan for the new space, and it reflects the changes that we would be making to the unit. Yes, there would be a connection between the spaces with a doorway, to facilitate a shared gym. We will be using a keyfob system for that entry point, as well as all exterior entries. Students and staff would be separated, yes, and Wallace Academy students would not have any interactions with Natura Academy students. There are some staff that would be working for both programs (such as Rabije and I, for example).

You are correct, Natura Academy would be a new school with little overlap, and would operate independently. We would need two business licenses. Operations would only possibly overlap in terms of staff trainings on non-student attendance days. To give more background as you determine whether to amend or grant a second, independent Special Use, here is some background information:

Rabije Perezic and I are 2 of the 3 co-founders of Wallace Academy. We are also 2 of the 3 co-founders of Natura Academy, and will serve roles within both schools as well. Natura and Wallace have different third partners. They will have separate LLCs. The programming is similar, and the type of business is the same. The sister schools may overlap for training purposes, and will have an overarching HR, contractors, and leadership team that oversees both programs.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Natura Academy

Nonpublic Special Education

Written Program Description

Program History

Natura Academy is a solution for an identified, growing need in special education for students struggling with externalized behavior stemming from social and emotional challenges and academic difficulties that impact their ability to function in a public education setting. Students attending Natura Academy may be identified with Autism Spectrum Disorder, Specific Learning Disability, Emotional Disturbance, Speech and Language Impairment, Traumatic Brain Injury, Developmental Delay, and Other Health Impairment. Students appropriate for Natura Academy have an existing Individualized Education Plan (IEP) and are typically at risk for a more restrictive placement. Natura Academy integrates school, family, and community partnerships in order to deliver a blended model of therapeutic and academic services in the school building, online, in students' homes, and in the community.

Mission/Vision Statement

Natura Academy's vision is to create a grounding and nurturing environment built on patience, integrity, creativity, and evidence-based strategies that honor the uniqueness of every learner. We envision a school where restorative approaches to behavior, celebration of student strengths, and supportive adult co-regulation empower students to manage their emotions, build confidence, express themselves in healthy ways, and cultivate opportunities for meaningful learning. We aim to accomplish this through a commitment to our mission: Natura Academy believes that behavior reflects emerging skills and that every student deserves the opportunity to thrive in a supportive school environment with adults that have an unwavering belief in them. We believe all students can be restored and developed through strong family alliances, positive adult support, and staff alignment with our values, creating the foundation for healthy emotional expression, engaged learning, and lasting success beyond the classroom. We have core values that guide our work: students come first, we use narrative practices, we care about our people, and we advocate for students and foster their self-advocacy skills. Upon intake, the principal, clinical director, and program director collaborate with the student's team, the student, the district, and the family to open lines of communication and effectively implement the student's IEP. While the program goal is to transition students to a less restrictive environment, the greater goal is to equip each student and family with the skills and linkages needed for continued success in life.

Purpose and Scope

The purpose of the program is to reintegrate students into a less restrictive school environment. Class sizes are small (five to ten students per caseload), and all staff meet or exceed Illinois certification requirements. Natura Academy offers a standard curriculum of Reading, Language Arts, Mathematics, Science, Social Studies, and Physical Education in both a virtual learning and classroom environment. As well, there are a variety of electives offered based on individual student graduation requirements and the student's IEP. Personalized, frequent assistance is provided to support students in accessing the general curriculum; this includes creating instruction through video lectures and modules. Teachers and students have the ability to interact through discussion boards, team boards for collaborative work, and individual forums. All interactions are fully visible to the teachers and therapists, which enables effective attendance procedures and swift intervention when needed. Student age, adverse effects of the identified disability, developmental level, and living situation are thoroughly assessed to ensure an appropriate level of supervision during traditional school hours to maintain compliance with Illinois School Code compliance for remote educational programs. Within Natura Academy, there will exist six classrooms, five of which will support students that are fully in the building and not experiencing significant attendance concerns. One of the classrooms will be dedicated to students that demonstrate externalizing behavior and also struggle with school attendance.

A school-wide behavior management system will be used: point sheets that are tied to the Positive Youth Development Framework provide a structure for delivering consistent, positive and constructive behavioral feedback while building student confidence through a leveling system. The six C's (Connection, Confidence, Character, Caring, Contribution, Competence) are used as categories for providing feedback. There is also a category titled "Personal Goal," which will align with the student's Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). An FBA and BIP will be developed and implemented with fidelity for each student requiring additional behavioral support. Staff will be trained in effective behavior management strategies and crisis prevention methods. This system is used for data collection and is oriented with criteria for reintegration. Behavior plans for remote learners are implemented in accordance with the student's FBA/BIP and are implemented both in person during home visits and remotely through the use of daily check-ins that focus on behavior, executive functioning skills related to school attendance and engagement, and incentive plans that target increased participation in school. Under no circumstance would a remote learner be barred from attending in the building due to behavior (unless that student was serving an out of school suspension). Students that struggle with school attendance are encouraged and directly supported in skills that enable them

to come into the school building. Interventions implemented are in effort to move toward reintegration, and behavior challenges do not impact the ability of any student to attend in the building.

Natura Academy does not believe in punitive measures as a behavior management strategy. Students participate in a leveling system that guides reintegration and movement toward a less restrictive environment. Each level within the system has set criteria for placement within the level; for example, students need to maintain a specific percentage of attendance, grades, and therapeutic participation in order to move up a level. As students move up levels, they increase independence, support is faded, and the team reviews data for potential reintegration.

Remote education programming allows students to access their education and therapeutic support despite their inability to attend school in person. Through remote programming, students can connect with their teachers, therapists, ancillary staff, and classroom environment. The purpose of remote programming at Natura Academy is to creatively reengage students with their education while building the skills needed for increased attendance, in person participation, and post-secondary success.

Program Overview

Natura Academy serves students in grades K-12. There will be six instructional hours per day and 176 days in the school year. Extended school year will include six instructional hours per day and twenty days of school. Caseloads include five to ten students per teacher. Natura Academy serves sixty students in total. Six month (and additional as needed) update IEP meetings will be held and district partners will agree to the Remote Education Program Considerations (attached). Year round programming and summer school is offered.

Disability and Instructional Style

Eligibility categories serviced include: Autism Spectrum Disorder, Specific Learning Disability, Emotional Disturbance, Speech Language Impairment, Traumatic Brain Injury, and Other Health Impairment. In alignment with Natura Academy's guiding principle of narrative practices, support and services for students are not predetermined based on eligibility category or disability. Upon intake, the multidisciplinary team assesses the student in the areas of academic, behavioral, and social emotional functioning. Programming appropriate to the student's needs, in alignment with student's IEP goals, is provided. Progress is monitored weekly through a goal tracking system and reported quarterly to all members of the IEP team.

All students receive daily instruction based on their district's specific graduation requirements. Content of the curriculum can be modified in order to meet the instructional levels of students determined by both progress monitoring data and accommodations. Curriculum and

instruction engages students in a way that makes connections to their personal lives, promotes high level thinking skills, and provides ample opportunity to practice skills. State requirements are offered to students, and each student transcript is analyzed to ensure that the appropriate courses are assigned to lead to graduation from the home district. Core classes and electives are offered through a variety of platforms (both virtually and in person) and through synchronous and asynchronous formats, all based on individual student need. Natura Academy provides every student with a Chromebook and GAFE account upon enrollment. In addition to the curriculum and various platforms, teachers will be adept in using additional technologies and resources to support instruction.

In person and remote learners may participate in the same class/group. Students participate in live lessons according to the foundational skills to be improved upon and according to the classes that they are enrolled in, as well as ability level. For example, if a student is enrolled in Algebra I, the student has the ability to participate in math live lessons with other students enrolled in Algebra I either in the classroom with the teacher or remotely through Google Meet.

Natura Academy believes in an individualized approach to behavior management for both in person and remote learners. In terms of guidance and discipline for remote learners, this will depend on the student's FBA/BIP. Each student is unique in their challenges related to behavior and possibly school refusal, so the standard for participation in lessons, for example, is not universal. Students, both remote and in person, are provided with individualized behavioral feedback through the use of the point sheet. The point sheet can be used remotely for learners participating virtually, and more individualized plans can be put in place to encourage remote participation. For remote learners, guidance is provided in real time through Google Meet, just as it would be in person. One of the goals of providing remote opportunities is to expose students to traditional classroom lessons in an effort to increase comfortability and transition students into the building.

Natura Academy uses research-based instructional strategies for students across all eligibility categories of Autism Spectrum Disorder, Specific Learning Disability, Emotional Disturbance, Speech Language Impairment, Traumatic Brain Injury, and Other Health Impairment:

- Differentiation: Teachers aim to differentiate for each student based on their development level both academically and emotionally. Through collection of baseline information, teachers are able to design instruction to meet the needs of unique learners. Modification is imperative to supporting students through the curriculum, and it is guided by data. Differentiation supports students with ASD, SLD, ED, SL, TBI, DD, and OHI.

- **Technology:** The teachers follow the Substitution, Augmentation, modification, and Redefinition (SAMR) model when integrating technology into the classroom. A strong framework for technology integration is crucial to making learning meaningful when using technology; technology is used to personalize learning, support learning objectives, and provide students with the opportunity to practice skills that are necessary for the modern work world. Technology in the classroom is used to support students with ASD, SLD, ED, SL, TBI, DD, and OHI. Natura Academy specializes in supporting students with externalized behavior and students demonstrating school refusal behavior due to a variety of factors, including but not limited to: school anxiety, medical factors, and social emotional challenges that impact their ability to function in a public education setting. Remote learning options allow students to access their education and therapeutic support despite their inability to attend school in person. Through remote programming, students can connect with their teachers, therapists, ancillary staff, and the classroom environment. This is accomplished through video calls (for both individual sessions and attendance to live lessons occurring simultaneously in the building and online) and online discussion boards. Remote learning also allows for flexibility; for example, students that experience disrupted sleep patterns have the ability to complete academic work outside of traditional school hours. Students can access this option in conjunction with other options. For example, a student experiencing school anxiety may attend in the building two days per week and remotely for three days per week; eventually, the student will increase time in the building and fade remote support as she builds comfortability. The purpose of remote programming at Natura Academy is to creatively reengage students with their education while building the skills needed for increased attendance, in person participation, and post-secondary success. Natura Academy students identified with attendance concerns are able to participate remotely in order to continue to access their education while building skills. While the goal is to move students toward reintegration, a student's need for remote programming may shift and vacillate. If the student was referred due to attendance concerns, upon intake, the IEP team determines the student's schedule within the program in terms of attendance in the building, to home visits/community based visits, and remotely. Movement between the most restrictive remote access to a blended model, and then the least restrictive of attending a brick and mortar building is the goal. The blended model offered is fluid and reliant on individual student needs. All students are always welcome to attend in the building during regular

school hours. While the student's IEP team determines the individualized list of criteria for attending in the building, the student would never be barred from attending if they desire in-building attendance. Natura Academy specializes in supporting students with IEPs that demonstrate externalized behavior, and some that have the added layer of school refusal behavior; as a result, there are factors considered by the IEP team during the intake process for students requiring a remote education plan. Please refer to the "Natura Academy Remote Education Considerations" for a list of components considered.

- **Behavior Management:** Through the Positive Youth Development Framework and the use of point sheets, teachers are able to model behavior, provide consistent positive and constructive feedback to students, and establish structure for each classroom. Teachers champion students to develop prosocial behaviors and to use self-regulation and coping strategies to self-monitor and manage their own behavior as they increase independence in this area. Students attending Natura Academy have been referred due to externalized behavior and/or a history of school refusal that deeply impacts their ability to engage with and function at school. It is expected that students learning remotely may exhibit refusal behavior, such as turning off their camera when prompted to join a video call, or lack of participation in class discussions. For students that have been identified as needing remote education programming, the goal of Natura Academy staff is to build relationships with students to increase their comfortability, teach coping skills and replacement behaviors that will enable them to incrementally increase time with the camera on, increase verbal participation in virtual access to a live lesson, or fully participate, and provide behavioral feedback that is meaningful through the daily check-ins and incentive plans (which are also tied to the student's Functional Behavior Assessment and Behavior Intervention Plan). Additionally, there are three designated PDS rooms, staffed with Positive Youth Development staff that use an approach that is relationship-based. Positive Youth Development staff are trained in deescalation techniques and coregulation strategies to support students in deescalating outside of the classroom, only when absolutely necessary to leave the learning environment. The goal of PDS is to assist students in regulating their emotions and their bodies so that they are able to return to class as quickly as possible. Behavior management systems support students with ASD, SLD, ED, SL, TBI, DD, and OHI.

- **Professional Learning and Development:** Teachers are expected to attend various conferences, workshops, and professional learning opportunities in order to expand their knowledge of strategies for supporting specific populations of learners that attend Natura Academy, as well as disperse knowledge to the teacher team upon return. Professional learning and development supports students with ASD, SLD, ED, SL, TBI, DD, and OHI.
- **Student Teaming:** To build skills and improve understanding of content, learning experiences that are cooperative are curated; students work in groups with other students that have varying levels of ability and experience a level of accountability and interdependence not present in independent learning. Collaboration, shared ownership between the students and teacher (as opposed to completed teacher-guided), and collective engagement and community are emphasized with this framework for teaching and learning. Student teaming includes cooperative learning techniques as a highly effective instructional approach to build social emotional skills, increase engagement and motivation, encourage positive peer influence, and promote self-regulation. Above all, cooperative learning, as it applies to this specific population of learners, reduces opportunities for power struggles and isolation. Students are working alongside peers, rather than under direct adult authority. They are able to gain a sense of autonomy and control over their education within the parameters outlined for them, and peers can model appropriate behavior. Ultimately, student teaming and cooperative learning in particular inspires students to feel empowered, rather than controlled. Student teaming and cooperative learning supports students with ASD, SLD, ED, SL, TBI, DD, and OHI.
- **Reading Comprehension:** Teachers use questioning and discussion techniques, inferring, clarifying, differentiation, visualizing-organizing, and summarizing. Additionally, intervention programs such as IXL, Read Theory, and N2Y are used to support teacher-led, classroom-based interventions. A SLANT specialist completes diagnostic assessments to gather baseline information for students that have learning gaps in reading, and determines if there are deficits in phonemic awareness, fluency, vocabulary development, or morphology that need to be addressed as prerequisite skills to improving overall reading comprehension. SLANT has a prescriptive instruction component that is highly individualized

and based on ongoing assessment to ensure the most targeted instruction is executed in either 1:1 or small group environments. Reading comprehension strategies support students with ASD, SLD, ED, SL, TBI, DD, and OHI.

- **Math Strategies:** Teachers use manipulatives, visuals, differentiation, meta-cognition, story problems, and timely feedback to support students. As well, explicit and structured instruction reduces confusion and impulsive reactions to math instruction from students with externalized behavior. This involves heavy use of modeling step by step paired with think-alouds, chunking problems, and consistent math routines (warm-up, guided, independent, review, assess). There will also be a Math Specialist on staff to support students identified with learning gaps in math. Evidence-based math strategies support students with ASD, SLD, ED, SL, TBI, DD, and OHI.
- For students with Autism, social stories, emotional regulation techniques prior to the start of the lesson, literature-based instruction, visual cues, peer tutoring, modeling, self-monitoring/self-assessment, computer-assisted instruction, repeated reading, and activation of prior knowledge are research-based instructional strategies that will be utilized to support students with autism. For mathematics, the schematic strategy will be used; schema-based method focuses on the grasp of procedural concepts and building on step-by-step skills alongside visual representations (graphs and diagrams) and numerical equations. Three aspects of mathematical instruction will be emphasized to support students with autism: the technique of solving problems in writing and pairing with images, color coded images (concrete scheme), and clearly defining each step of the question to build on content knowledge and procedural skills. Flashcards and real-life problems are also evidence-based strategies for supporting students with autism in the classroom.
- The use of multimedia resources produces enhancement in mathematical skills for students with a Specific Learning Disability in Mathematics. Cognitive strategy instruction also improves performance for this population of students; cognitive strategies for problem solving assists students in completing all steps within a problem while increasing self-regulation. Attention is focused on semantic and linguistic information of a problem's structure and provides a way to solve the problem. Modeling and explicit instruction are used, and the steps

are broken down over two days. An eclectic approach to teaching math will be used as well; this is a conceptual approach that draws upon multiple theories and styles and applies those to problems, rather than committing to a linear or rigid model.

- For students with a Specific Learning Disability in Reading, visual strategies such as group story-mapping will be used. By identifying main components for recording a story, students are able to better comprehend text and visualize connections between ideas. Repeated readings instruction is an additional effective strategy for supporting students in building both their oral reading fluency and reading comprehension.
- For students with emotional disabilities, preventative planning for classroom management is crucial; teachers will define classroom routines and expectations and add structure and predictability. This includes structured lesson planning, accommodations and modifications that match students' varied ability levels, expectations that include anticipated outcomes, and classroom design that minimizes distraction. Teachers will provide context (a rationale for the lesson), explicit modeling that leads to guided practice and increased engagement, and consistent feedback throughout the lesson as core elements of the lesson design to support students within this eligibility category. As well, a combination of auditory and visual signals is an effective way to gain student attention to give direction or begin a transition. Activities that promote active engagement and high frequency of successful responses, student choice, flexible academic work schedules, and time-based check-ins are all features of a lesson that increase motivation and support students with emotional and behavioral challenges.
- There is an extensive variety in terms of potential supports for students that fall within the category of Other Health Impairment, as impairments can range from physical impairments and medical fragility to attention deficits. Some general instructional strategies that can be used in the classroom include brief assignments with timely feedback, defined rules and expectations, auditory cues, scheduled time for physical activity, simplified tasks, extended time, seating in close proximity to teacher/instruction, daily and weekly schedules, assistive technology, and structure and consistency.

- For students with Traumatic Brain Injury, instructional strategies that support cognitive, emotional, and behavioral challenges are most effective. Memory (specifically short-term memory), attention, executive functioning strategies, processing delays, cognitive fatigue, self-awareness (in the context of classroom on-task behavior), and comprehension (both written and verbal) are common challenges that students with TBI experience in the classroom. Hence, instruction that is hands-on, visual, explicit/structured, scaffolded, and incorporates technology is beneficial. This involves the use of virtual whiteboards (that can be recorded and referenced/viewed later by the student), chunking, guided practice, reinforcement of key concepts, the use of diagrams/charts/visual aids/manipulatives, color coded materials, mnemonic devices, and note-taking strategies. Behaviorally, teachers will employ academic and task flexibility. This involves adjusting time expectations, providing alternative methods of demonstrating mastery for assessments, emotional and behavioral supports that emphasize positive reinforcement, and non-verbal cues, movement breaks.

- Natura Academy contracts a Speech and Language Pathologist (SLP). This staff is well-versed in collecting baseline information, identification of effective interventions for individual students, implementation of strategies, consultation with teacher/case managers and therapists, and progress monitoring of skills related to speech and language. The SLP is certified to provide direct, indirect, and consult minutes for students with speech minutes listed in their IEP. The following evidence-based classroom-based strategies aim to support students with speech and language impairments in the following areas: articulation and phonological awareness, intelligibility, sound error, receptive/expressive language, voice, and fluency.
 - Auditory memory and recall games: Games that feature alliteration and that require the student to identify the position of a sound within a word (beginning, middle, or end) can be used to practice skills related to attending and listening.
 - Reading material selection: Reading material selection shall be intentional; text will be selected based on the student's language experience, familiar sentence structures and patterns, and familiar vocabulary terms. This increases comprehension and represents a level of compatibility that will promote increased verbalizations.
 - Direct Instruction and Practice: Direct instruction is provided to teach practical skills such as greeting, requesting help, communicating with others, and interacting socially with others. This instruction can be provided both in the

classroom and in therapeutic settings (both in Group and Individual Therapy settings). Teachers provide and facilitate opportunities to practice skills; support is faded as skills are mastered.

- Multi-Sensory Modes of Teaching: A multisensory approach is helpful specifically in supporting sound-letter correspondence, as well as overall speech and language skills. This involves the use of auditory, visual, and kinesthetic-tactile modalities to enhance memory and the ability to learn new information. An example is the use of blending boards to practice segmenting sounds and then blending the sounds into syllables in preparation for decoding multisyllabic words.
- Memory Strategies: A variety of memory strategies are be used, such as mnemonic devices, charts and visuals, and rehearsal.
- Modification of Classwork: Teachers are explicit; clear, written instructions for assignments and projects are provided, explanation of purpose is stated, and large tasks will be broken down into smaller ones. Background knowledge will be built through the pre-teaching of new vocabulary terms. Models will be provided to students (this can be in the form of model essays/assignments or video models of speaking/social interactions, for example). Teachers will pause throughout instruction to provide additional processing time.
- Forced Alternatives: Teachers pose questions in a way that provides a forced response that is naturally modeled immediately prior to the student response. For example, “Would you like to begin _____ or _____?” so that the student is encouraged to imitate in response.
- Metalinguistic Skills: Teachers incorporate and promote metalinguistic skills to increase the student’s ability to take an active role in thinking about, talking about, and manipulating language. This requires an emphasis on listening skills and support in the ability to recognize significant details that stipulate a change in speech. A metalinguistic approach encourages the generalization of newly-learned speech-language skills into the home, classroom, and community environments. Students gain an understanding of their speech goal(s) and be involved in the progress monitoring process to promote awareness and metalinguistics.
- Whole-Student Approach: The teacher/case manager partners with parents, outside providers, the SLP, and the program therapist in order to support the student and the speech and language challenges that are presenting. The generalization of newly-learned skills is integral to improving speech and language impairments in students.
- For students with Developmental Delays, a variety of methods will be used to support learning. Explicit instruction through breaking tasks into smaller steps, and immediate,

specific feedback in conjunction with visuals helps with processing, memory, and sequencing. Task analysis can be used for the same purpose; by teaching steps sequentially and using forward and backward chaining, instruction can make tasks seem more manageable and less overwhelming. Applied behavioral analysis principles are also effective for this population of learners; positive reinforcement, prompting and fading, and natural environment teaching for generalization of skills helps to build skills through practice and reinforcement. Multisensory instruction is critical to supporting students with developmental delays. Using hands-on manipulatives, movement-based learning, and songs and rhythm to support memory are all impactful methods. Neuropathways are opened, and comprehension increases. Play-based learning can provide meaningful interactions for students with DD; focusing on communication, social skills, and problem solving through play improves comprehension as well.

Related Services

A range of related services are available to meet individual student needs. These include: Art Therapy, Speech Therapy, Occupational Therapy, Vocational Counseling, Family Counseling, Psychological Consultation, Post-Secondary Transition Services, Individual Therapy, and Group Therapy. Additionally, there is a consulting CADC to support staff in supporting students struggling with substance use. Each student is assigned an individual therapist who meets with the student at least once per week, as delineated in the IEP (and for more time throughout the week if needed). Students are also assigned to the appropriate group therapies based on IEP team recommendations. Family Therapy is central to ensuring a strong partnership between school and home. Congruent with academic instruction delivery, therapeutic services are offered through digital forums, in-home forums, and in the school building (depending on whether the remote education programming was deemed appropriate for the student based on the presence of attendance concerns). The goal of Natura Academy is to empower students to manage their emotions, build confidence, express themselves in healthy ways, and cultivate opportunities for meaningful learning and transition into a less restrictive setting. For students struggling to attend school, the additional goal is to transition students from a state of chronic non-attendance to participation in-person at a public or private school. The relationships built between the teacher/case managers, therapy staff, students, and families will be central to fostering in-building participation. Students have the ability to advance at a pace that is beneficial to them; video calls, live lessons and groups, and adjusted in-building schedules can be used to effectively promote in-building participation for those that are engaging in remote education programming. Therapy goals are developed and monitored. Progress toward goals is reported out quarterly.

Programmatic Outcomes

The overarching goal of Natura Academy is to successfully reintegrate students into a less restrictive environment. Criteria to meet this goal is driven by individual student needs and the recommendations of the IEP team. General guidelines to transition out of the program include at least 90% attendance on average throughout a quarter, passing all courses, demonstrating positive behaviors, meeting 90% of IEP goals, IEP team recommendations, student and parent input, and frequent checkpoints to review related data.

Data collected for students transitioning into a less restrictive environment will be reviewed by the administrative team quarterly. A master spreadsheet will be used to maintain an accurate record of the way in which each student exited the program and will be coded accordingly (positive, negative, or neutral); information regarding each student's length of time in the program and progress toward transition will be kept within a tab of the spreadsheet. Data collection related to mastery of IEP goals is dependent on the type of goal and the way in which the goal is written. A variety of resources are used to obtain this information, including: observations, point sheet data collection, homework assignments, work samples, curriculum based assessments, transition assessments, attendance data, academic work completion rate data. The therapy team collects data through direct observation, progress notes following therapy sessions, classroom observations, and work samples.

Program Goal #1: By the end of their second year at Natura Academy, 80% of students will begin reintegration to a less restrictive environment.

Reintegration to a less restrictive environment includes graduating high school, reintegration into the student's home district, and post-secondary linkages.

Program Goal #2: By the end of their first year at Natura Academy, students will master 90% of their IEP goals.

IEP goals can be academic, therapeutic, and/or behavioral in nature, and all goals align with the student's self-determined transition plan and post-secondary outcomes statements as determined by the IEP team.

Data Collection

Student data is collected and extrapolated on an individual student basis and also as aggregated information. Data drives decisions related to professional learning, training, and adjustments to improve the program. Due to the frequent (six month and additional as needed) update IEP meetings, data is progress monitored and shared regularly; it is also available upon request. Each teacher/case manager reports on data weekly through update emails sent to both

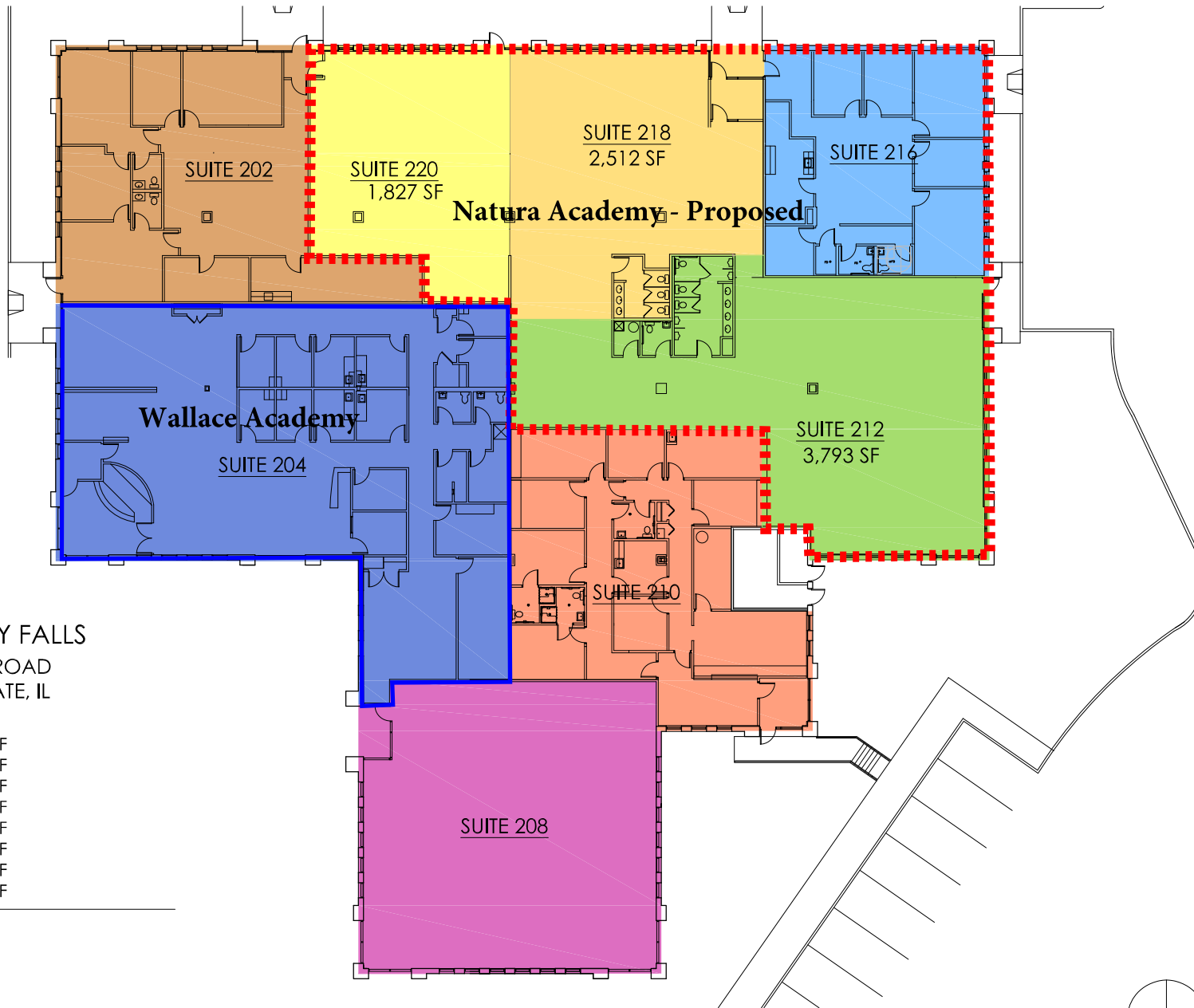
the family of the student and the district partner at the end of each week.

Spreadsheets will be maintained that include information on the length of time it takes a student to reintegrate to a less restrictive environment. This includes reintegration into a school setting (if the student was not attending school at all), as well as partial transition into the student's home school. Goal mastery is data is maintained through the use of Google Forms and Google Sheets; progress is monitored weekly, and data is reported quarterly. Administration holds quarterly meetings to review aggregated data, using both qualitative and quantitative metrics to identify areas of growth. Training is provided based on the identified areas of growth. As well, data collection drives supervision and evaluation discussions with both teachers and therapists.

Philosophy and Methodology for Reintegration

Natura Academy employs evidence-based therapeutic and behavioral interventions to transition students into a less restrictive environment. Using a multi-tiered system of support, services and interventions are increased or faded based on data related to individual student progress and identified target skills. Each student that is recommended for outplacement comes with an IEP that serves as a guide for equipping the student to master the skills necessary for transition to a less restrictive environment. The multifaceted IEP team determines the resources needed to successfully support the student, including considerations for remote education programming (frequency of home visits, community-based visits, and the delivery of blended instruction/therapeutic intervention). The population of students that Natura Academy serves demonstrates difficulty in accessing general education due to behavior and/or attending school in a traditional manner. Students at Natura Academy are empowered to learn skills, apply them in a highly individualized and supported setting, and then generalize those skills in a less restrictive setting.

Transition to a less restrictive setting is best executed gradually and within a timeframe that the IEP team is comfortable with. A high level of communication amongst the IEP team during a transition is necessary in order to ensure the success of the student. Natura Academy will partner with the school district to determine the resources needed for an effective transition, while also considering the use of strong community partnerships if deemed appropriate for the student's unique needs. Tracking reintegration is maintained through a spreadsheet detailing student outcomes when exiting the program.



BLACKBERRY FALLS
 2357 HASSELL ROAD
 HOFFMAN ESTATE, IL

- SUITE 202 : 2,816 SF
- SUITE 204 : 5,376 SF
- SUITE 208 : 3,456 SF
- SUITE 210 : 2,895 SF
- SUITE 212 : 3,793 SF
- SUITE 216 : 2,067 SF
- SUITE 218 : 2,512 SF
- SUITE 220 : 1,827 SF

TOTAL : 24,742 SF



LEASE PLAN

BLACKBERRY FALLS
 2357 HASSELL ROAD
 HOFFMAN ESTATES, IL

DATE 12.08.2020

REV#

PROJ# 9819.000.000

SHEET SK120820.1
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NATURA ACADEMY ARRIVAL & DISMISSAL PROCEDURES



1. Enter at the North East Entrance off Hassell Rd
2. Follow the red arrows until you reach the side entrance of the buildings
3. Wait in line for the designated drop off location to be clear of vehicles



4. Proceed to the student drop-off and pick-up location (see image above) at the side entrance of Natura Academy
5. Once pick-up or drop-off has been completed, proceed to any exit indicated by the blue arrows

