October 14, 2020

Dear Parent/Guardian of an eighth-grade student,

We would like to welcome your student to High School District 214 in the fall of 2021! We know times are quite different right now, but we are still planning for the future students at Buffalo Grove, Elk Grove, John Hersey, Prospect, Rolling Meadows and Wheeling High Schools. Although it may seem early, our placement process starts in the fall of the 8th grade school year.

The first step in getting ready for high school is enrollment. Complete the District 214 online enrollment by clicking the trending section on your high school’s website. Find “8th Grade Testing and Enrollment” and click Online Enrollment. District 214 Online enrollment will be available from October 12 through November 10. It is important to enroll now so the high schools can communicate regarding placement, parent night, and registration.

The District 214 high schools will not administer the PSAT 8/9 placement exam to 8th grade students this fall due to safety concerns.

In order to answer any questions, we have enclosed an explanation of High School enrollment and placement, high school readiness indicators for math and English, and a flyer about some exciting future opportunities offered at District 214. To learn more about opportunities for students to discover their future at Township High School District 214 visit www.discover214.org. We look forward to working with you to position your student for future success.

Sincerely,

David Schuler, Ph.D.
Superintendent

Enclosures
Enrollment
Enroll for a District 214 high school. **The enrollment deadline is November 10, 2020.**

- Click on Trending
- Choose “8th Grade Testing and Enrollment” from the menu on the right.
- Click “Online Enrollment”.

Online enrollment provides essential information for the high school student information system and is part of your student’s record in the high school. This is the first step to becoming a student at a District 214 high school. It is important to enroll now so the high schools can communicate regarding placement, parent nights, and registration that will help position your student for success. Please complete all information as accurately as possible. The online enrollment will ask about the following:

- Student demographic information (It is important to use the student’s legal name.)
- Current middle/junior high school information
- Parent/guardian information
- Additional parent information for parents living at a different address (if applicable)
- Emergency contact information (other than parent/guardian)
- State and federal regulation questions

Enrollment is free. No payment is needed until registration in June of 2021.

If you do not know which high school your student should attend based on your address, a map with boundaries is located at [http://www.d214.org/about-district-214/map](http://www.d214.org/about-district-214/map). If you need further assistance as to which high school your student will attend, contact Sue Quathamer, in the transportation department at sue.quathamer@d214.org or (847)718-7629. If you plan to move, you must enroll at the high school at your current address. The high school can move your enrollment record within the district after you have proof of residence for the new school.

If you do not have Internet access at home, you can complete the form at a local library, or for online enrollment assistance contact the Student Services department or Assessment Center at your high school.

Course Placement
The high schools will use the following information to help place students into courses:

- Placement recommendations from current teachers.
- More information may be requested from your student’s school, such as course grades or test results from standardized tests taken at the junior high/middle school. We know the current school year is different. District 214 will look for trends throughout all the junior high/middle school grades and test results, not only 8th grade.
- If District 214 can safely offer the Saturday PSAT 8/9 later in the school year, those results will be used as part of placement. District 214 administration will revisit the possibility of offering a Saturday PSAT 8/9 in the spring.
High School District 214 is the largest high school district in Illinois, with six high schools and four specialized programs. The District serves about 300,000 residents in the communities of Arlington Heights, Buffalo Grove, Des Plaines, Elk Grove Village, Mount Prospect, Prospect Heights, Rolling Meadows and Wheeling.

District 214 schools are consistently ranked by U.S. News & World Report and The Washington Post as the best in the state and the country, and the District was listed as one of the best places to work by Forbes magazine.

District 214 earns recognition annually for its financial excellence. As a result of strong fiscal stewardship and ongoing cost containment initiatives, the District has had a balanced operating budget for more than 20 years.

**DISCOVER ACADEMICS AND CAREER PATHWAYS**

District 214 is committed to helping students explore careers and determine what they want – or do not want – to pursue beyond high school. To do this, the District has created a strong academic and career program, Career Pathways, that makes the high school experience relevant.

Through our Career Pathways program, students can:

- Explore careers through career-focused courses
- Earn college credit and industry certifications
- Participate in work-based learning experiences such as internships

Career Pathways study areas include:

- Architecture and Construction
- Arts and Communications
- Aviation
- Business Management
- Education
- Health Science
- Information Technology
- Law and Public Safety
- Manufacturing and Engineering
- Performing Arts
Opportunities in District 214 for students and community members

**EARLY COLLEGE CREDIT**
District 214 offers a number of ways students can simultaneously earn high school and college credit, helping them understand the rigor of a college class and save time and money on college costs.

Opportunities include:
- Advanced Placement courses
- Dual credit classes
- District 214’s Early College Center

**WORK-BASED LEARNING EXPERIENCES**
Students can explore careers and learn soft skills needed to thrive in the workplace through work-based learning experiences with more than 950 business partners in the community.

Opportunities include:
- Apprenticeships
- Internships
- Micro internships

**CO-CURRICULAR ACTIVITIES**
District 214 schools provide 140 co-curricular activities, which helps students gain leadership skills, persistence, grit and determination.

Opportunities include:
- Athletics
- Career-focused clubs
- Community service groups
- Fine and performing arts

**COMMUNITY EDUCATION**
District 214’s Community Education provides innovative programming through partnerships to improve the quality of life for individuals and families in our region.

Community Education offers programming for travel, youth and families, adult education and family literacy. Through a partnership with Eastern Illinois University, individuals can attain a Bachelor of Arts in General Studies through online classes and in-person classes at the District headquarters.

**DISTRICT 214 EDUCATION FOUNDATION**
The District 214 Education Foundation empowers our schools and our communities beyond the limitations of conventional funding for public education.

Contributions have brought first-generation students and their parents to college campuses; funded tens of thousands of dollars in early college credit and scholarships; and bolstered the business dreams of standout entrepreneurial students.

**DISCOVER YOUR FUTURE**
We believe high school graduation is not an endpoint but an important step toward a student’s future. To learn all about the ways District 214 prepares students for success, visit www.d214.org.
Algebra and Geometry Readiness Indicators for Incoming Students

Students enter District 214 with differing experiences in math. To better help our middle school partners determine proper placement for their students, the following categories of mathematics can be used to assist in prioritizing the foundations necessary for success in a child’s first high school math course.

Middle school instructors will be provided with a detailed list of statements that provide added detail for instruction.

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**Number and Operations**
*All students are able to do the following:*
- Understand types of numbers (integers, fractions, decimals), their properties and the correct order of operations.
- Perform computations correctly, with and without a calculator.

**Algebra and Functions**
*All students are able to do the following:*
- Solve problems using algebraic expressions and symbols to represent relationships, patterns and functions of different types.

**Data, Statistics, and Probability**
*All students are able to do the following:*
- Analyze data, understand descriptive statistics, make inferences, and determine the likelihood that certain events will occur.

**Geometry and Measurement**
*All students are able to do the following:*
- Solve problems based on understanding the properties of shapes, such as triangles and circles, and the spatial relationships between angles and lines.

**Representations**
*All students are able to do the following:*
- Communicate ideas and solve problems using verbal, numerical, symbolic and graphical representations.

**Problem Solving**
*All students are able to do the following:*
- Solve abstract and practical problems using a variety of strategies.
- Monitor their problem-solving progress and evaluate the validity of answers in context.

**Reasoning**
*All students are able to do the following:*
- Develop and use mathematical arguments and proofs to explore the truth of conjectures and justify conclusions.

**Communications**
*All students are able to do the following:*
- Express mathematical ideas precisely.
- Communicate ideas coherently and clearly in the language and notation of mathematics.
English Readiness Skills for Incoming Freshmen

The following list is a guide to assist in prioritizing the foundations necessary for success in our introductory English course, Written and Oral Communication.

**Reading (both fiction and nonfiction)**

*All students are able to do the following:*

- Read closely in a moderately challenging text to identify explicitly stated information, ideas, or literary elements.
- Determine the best textual evidence for a simple conclusion.
- Identify the central idea of a passage with a single, clear purpose.
- Identify a simple relationship between information, ideas, or people (e.g., recognizing a basic comparison, contrast, or sequence).
- Determine the meaning of a relatively common word or phrase using clear context clues.
- Recognize a straightforward similarity or difference in a pair of moderately challenging passages.
- Annotate for a purpose (i.e., author’s purpose, ask questions, vocabulary, etc.).

**Speaking and Listening**

*All students are able to do the following:*

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Engage effectively in a range of collaborative discussions.
- Use information to support their own views while acknowledging new information expressed by others.
- Integrate multiple sources of information and present in diverse media or formats.

**Writing**

*All students are able to do the following:*

- Summarize author’s purpose for a reading.
- Use various types and styles of writing – i.e., persuasive, expository, comparison/contrast, and narrative.
- Make a clear central thesis/claim that guides the organization of the essay.
- Cite clear and specific textual evidence that supports the central claim.
- Write a well-structured essay that contains an introduction, body paragraphs, and conclusion.
- Employ appropriate transitions.
- Use conventions of standard written English.
- Proofread writing for errors.

**Grammar**

*All students are able to do the following:*

- Identify and understand the functions of the different Parts of Speech.
- Form conventional and complete sentences that avoid comma splices and fragments.
- Maintain subject-verb and pronoun-antecedent agreement.
- Communicate clearly in writing (basic sentence construction, punctuation, usage, and capitalization).
- Determine when particular contexts call for singular or plural possessive nouns and for plural or possessive nouns.