

Dear friends and family,

As we draw near the end of the First Semester, I must acknowledge the fact that this is the most challenging year ever for all of us. Yet, you and our students are keeping a positive attitude and doing the best that you can. I'm proud of all of our students and their efforts to make the best of a difficult situation. Recently, I sent an email to our staff acknowledging the difficulties of teaching remotely and the stress that accompanies the holiday season. The two are a terrible mixture. The current situation has created a great deal of stress for all of us. Unfortunately, the majority of our students do not have access to their normal systems of support that they would rely on if they were physically in school. Parents, please be vigilant about your child's mental health during these times. We have resources here at school and in the community if your student is in need of help. We are here for you.

I hope you have a great remainder of the semester.

Please be safe.
Jerry Cook, Principal

Estimados amigos y padres,

A medida que nos acercamos al final del primer semestre, debo reconocer el hecho de que este es el año más desafiante para todos nosotros. Sin embargo, ustedes y nuestros estudiantes mantienen una actitud positiva y hacen lo mejor que pueden. Estoy orgulloso de todos nuestros estudiantes y de sus esfuerzos por sacar lo mejor de una situación difícil.

Recientemente, envié un correo electrónico a nuestro personal reconociendo las dificultades de enseñar de forma remota y el estrés que acompaña a la temporada navideña. Los dos son una mezcla terrible. La situación actual nos ha creado mucho estrés a todos. Desafortunadamente, la mayoría de nuestros estudiantes no tienen acceso a sus sistemas normales de apoyo en los que confiaron si estuvieran físicamente en la escuela. Padres, estén muy atentos a la salud mental de su hijo durante estos momentos. Tenemos recursos aquí en la escuela y en la comunidad si su estudiante necesita ayuda. Estamos aquí para ustedes.

Espero que tenga un gran resto del semestre.

Por favor, cuidense.

Jerry Cook, director

discover214

HIGH SCHOOL DISTRICT 214

1100

Composite SAT score
(Class of 2019)

21

Average
class size

67+

Languages
spoken at home

12,029

Students

93%

Students who
attend college

44

Career
Pathways

144

Co-curricular
activities offered

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

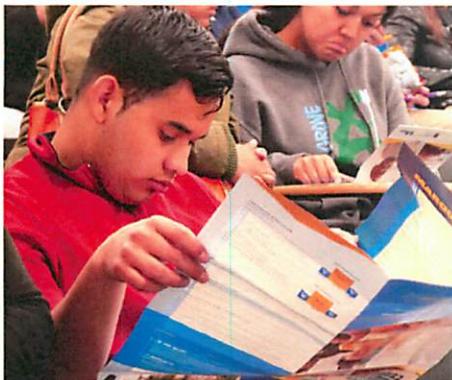


Career Pathways study areas include:

- Architecture and Construction
- Arts and Communications
- Aviation
- Business Management
- Education
- Health Science
- Information Technology
- Law and Public Safety
- Manufacturing and Engineering
- Performing Arts



HIGH SCHOOL DISTRICT 214
Superintendent: Dr. David R. Schuler,
2121 South Goebbert Road, Arlington Heights, IL 60005
847-718-7600 | www.d214.org



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.

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.



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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.



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Title I – Parent Update

District 214 receives about \$1.5 million each year from the Title I federal grant, whose goal is to help at-risk students reach high academic standards. At Wheeling High School, these funds support programs like supplementary tutoring, field trips to college campuses, AVID college readiness, AP testing fees, and family outreach activities. Parent involvement is an important part of Title I programming! You can learn more about Title I from the parent involvement policy that will be available in your child's 2020-2021 registration packet, and you are also invited to the Title I meeting to be held in conjunction with the Fall 2020 Open House.

Title I (Título 1) – Noticias Para Padres

El Distrito Escolar 214 recibe acerca de \$1.5 millones cada año de la subvención federal Título I, cuya meta es ayudar a estudiantes en riesgo a alcanzar altos estándares académicos. En Wheeling High School, estos fondos apoyan programas como la tutoría suplementaria, excursiones a recintos universitarios, el curso de preparación universitaria AVID, cuotas del examen AP, y reuniones de enlace familiar. ¡La involucración de padres es una parte importante de la programación del Título I! Usted puede aprender más sobre el Título I leyendo la política de participación de padres que estará disponible en el paquete de inscripción de su hijo para el año 2020-2021. También está invitado a la reunión Título I que se llevará a cabo en conjunto con la sesión de puertas abiertas (Open House) en otoño 2020.



School-Parent Involvement Policy for Wheeling High School

Following Township High School District 214 Board Policy 6:170
and Administrative Procedure 6:170 -AP2

This school-level parent involvement policy provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The building principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The building principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2)), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The building principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The building principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
5. The building principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
6. The building principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

7. If the school-wide plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any comments when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Monitoring attendance, homework, and television viewing.
 - Participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their child's progress.
 - Reasonable access to staff.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the schools involved, each school shall:

- Provide assistance to parents/guardians in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy, technology, etc., to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, building principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

Política de Participación de Padres y Estudiantes en la Escuela Secundaria Wheeling

Siguiendo la Política de la Mesa Directiva del Distrito 214 6:170

y Procedimiento Administrativo 6:170 -AP2

Esta política de participación de padres a nivel escolar provee una comprensión de la responsabilidad conjunta del Distrito y padres/guardianes para mejorar el desempeño académico y rendimiento escolar. El Distrito provee oportunidades para que padres/guardianes se involucren a nivel escolar en las siguientes maneras:

Participación de Padres/Guardianes

1. Convocando una reunión anual, a una hora conveniente, al cual todos los padres/guardianes de niños participantes están invitados a asistir, para informar a los padres/guardianes sobre la participación de su escuela bajo el Titulo I y para explicar los requisitos del Titulo I, y el derecho de padres/guardianes de estar involucrados. El director del edificio o el personal designado deberá:
 - Invitar a todos los padres/guardianes de los niños participantes a la reunión anual de la escuela.
 - Explicar los derechos de los padres/guardianes de estar involucrados en el establecimiento de este pacto.
 - Presentar e involucrar a los representantes del edificio en el comité del Distrito.
 - Proveer una visión general del Titulo I y dar a padres/guardianes la oportunidad de expresar dudas o inquietudes.
 - Indicar los mecanismos por los cuales se comunicará el trabajo del comité.
 - Buscar la participación y aporte de los padres/guardianes.
 - Proporcionar cuidado de niños para que padres/guardianes que no tienen cuidado de niños puedan asistir.
2. Ofreciendo un número flexible de reuniones, como reuniones en la mañana o en la tarde, y proveendo, con fondos proporcionados por la disposición pertinente del Titulo I, transportación, cuidado de niños, o visitas domiciliares, ya que dichos servicios están relacionados con la participación de padres. El director del edificio o personal designado deberá:
 - Proveer a los padres/guardianes con oportunidades para hacer preguntas y dialogar informalmente sobre el logro académico del estudiante y el rendimiento escolar.
 - Involucrar organizaciones de padres en el edificio para ayudar con comunicación e implementación.
 - Desarrollar y utilizar programas de alcance para involucrar a grupos y organizaciones de la comunidad.
3. Involucrando a padres/guardianes de una manera organizada, continua, y oportuna en la planificación, revisión, y mejora de los programas bajo el Titulo I, incluyendo la planificación, revisión y mejora de la política de participación de los padres de familia en la escuela y el desarrollo conjunto del plan de programación de escuela completa (bajo 20 U.S.C. §6314(b)(2)), excepto si la escuela tiene un proceso para involucrar a los padres/guardianes en la planificación y diseño conjuntos de los programas de la escuela, la escuela puede usar ese proceso si dicho proceso incluye una representación adecuada de los padres/guardianes de los niños participantes. El director del edificio o el personal asignado deberá:
 - Identificar y establecer un proceso por el cual una representación adecuada de padres/guardianes de niños participantes pueda ocurrir.
 - Establecer un horario para el comité del edificio para planificar, revisar, y recomendar mejoras a la política de participación de padres en el Distrito.
4. El director del edificio o personal designado deberá:
 - Proveer a padres/guardianes de niños participantes información oportuna sobre los programas.
 - Comunicar actualizaciones a través del uso de boletines escolares, el sitio web del Distrito, correo electrónico y llamadas telefónicas, y visitas a domicilio si es necesario.
5. El director del edificio o el personal designado proporcionará una descripción y explicación del currículo en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que cumplan los estudiantes.
6. El director del edificio o personal designado deberá:
 - Proveer padres/guardianes, bajo solicitud, oportunidades para reuniones regulares para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a cualquier sugerencia lo más pronto posible.
 - Desarrollar un ciclo de retroalimentación para que padres/guardianes hagan preguntas y reciban seguimientos.

7. Si el plan de escuela completa, bajo 20 U.S.C. §6314(b)(2) no es satisfactorio para los padres/guardianes de niños participantes, el director de la escuela deberá:
 - Presentar cualquier comentario cuando la escuela pone el plan a disposición de la Junta Escolar.
 - Proveer un proceso para que los padres/guardianes expresen sus preocupaciones o quejas.

Responsabilidades Compartidas para el Alto Logro Académico del Estudiante

1. La escuela es responsable de proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje apoyado y efectivo que permita que los niños, servidos bajo el Titulo I, cumplan con los estándares de logros académicos del estudiante del Estado. Cada parent/guardián es responsable por apoyar el aprendizaje de sus hijos:
 - Monitoreando la asistencia, tareas, y el uso de la televisión.
 - Participando, según corresponda, en decisiones educativas de sus hijos y actividades extracurriculares.
2. La comunicación entre maestros y padres/guardianes ocurre de una manera continua a través de:
 - Conferencias de padres y maestros, durante las cuales se discutirá el pacto, ya que éste se relaciona con los logros individuales del niño.
 - Informes frecuentes a los padres/guardianes sobre el progreso de sus hijos.
 - Acceso razonable al personal.

Construir Capacidad para Participación

Para asegurar la participación efectiva de padres/guardianes y para apoyar una asociación entre las escuelas involucradas, cada escuela deberá:

- Proveer asistencia a los padres/guardianes en la comprensión de los estándares de contenido académico del Estado y los estándares de logros académicos, evaluaciones académicas locales y estatales, y cómo monitorear el progreso de los niños y trabajar con educadores para mejorar el rendimiento de sus niños.
- Proveer materiales y entrenamiento como alfabetización, tecnología, etc., para ayudar a padres/guardianes a trabajar con sus hijos para mejorar su rendimiento.
- Educar a maestros y el personal sobre el valor y la utilidad de las contribuciones de los padres/guardianes y cómo comunicarse efectivamente y trabajar con los padres/guardianes como parejas iguales.
- Implementar y coordinar programas para padres/guardianes que construyan vínculos entre ellos y la escuela.
- Hasta la medida posible y apropiada, coordinar e integrar programas de participación de padres/guardianes y dirigir otras actividades, como centros de recursos para padres/guardianes, que alienten y apoyen a los padres/guardianes a participar más plenamente en la educación de sus hijos.
- Asegurarse de que la información sea enviada a padres/guardianes de niños participantes en un formato y un idioma que padres/guardianes puedan entender.
- Involucrar a padres/guardianes en el desarrollo de capacitación para maestros, directores, y otros educadores para mejorar la efectividad de dicha capacitación.
- Proveer entrenamiento de alfabetización, de los fondos proporcionados por la provisión relevante en el Titulo I, si el Distrito ha agotado todas las otras fuentes razonables disponibles de financiamiento para tal entrenamiento.
- Pagar los gastos razonables y necesarios, asociados con las actividades locales de participación de los padres, incluyendo transportación y cuidado de niños para permitir que los padres/guardianes participen en reuniones relacionadas con la escuela y en sesiones de capacitación.
- Capacitar a padres/guardianes para alentar y mejorar la participación de otros padres/guardianes.
- Utilizar programas de alcance para involucrar a grupos de la comunidad y organizaciones.
- Organizar reuniones escolares en una variedad de ocasiones, con el fin de maximizar la participación de padres.
- Adoptar e implementar estrategias modelo para mejorar la participación de los padres.
- Establecer un consejo asesor de padres en todo el Distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas apoyados.
- Desarrollar roles apropiados para organizaciones comunitarias y empresas en actividades de participación de padres/guardianes.
- Proporcionar otro tipo de apoyo razonable para las actividades de participación de padres bajo esta sección como los padres/guardianes lo requieran.

En la realización de los requisitos de participación de los padres de este acuerdo, la escuela, a medida que sea posible, proporcionará oportunidades para la participación de padres/guardianes con competencia limitada en inglés o discapacidades, incluyendo el suministro de información e informes escolares en un formato y, a medida que sea factible, en un idioma que padres/guardianes entiendan.

SCHOOL-PARENT COMPACT FOR WHEELING HIGH SCHOOL

Wheeling High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2020-2021 school year.

(I.) School Responsibilities

Wheeling High School will:

1. Provide high-quality instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards, as outlined in Wheeling's School Improvement Plan.
2. Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to each child's achievement. Parents will be contacted individually to schedule conferences.
3. Provide parents with frequent updates on their children's progress through the Infinite Campus system and grade reports.
4. Provide parents reasonable access to staff. Faculty may be contacted via the online directory, and administrative staff are available for consultation during regular office hours.
5. Provide parents opportunities to volunteer in school activities through the Parent Teacher Council, Latino Family Night, and other means.

(II.) Parent Responsibilities

We, as parents, will support our children's learning in the following ways.

- Monitoring attendance
- Ensuring that homework is completed
- Avoiding distractions like television and internet
- Participating in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education by promptly reading all notices from the school or the school district and responding, as appropriate
- Serving to the extent possible on advisory groups such as the Parent Teacher Council and Latino Family Night

(III.) Student Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time or as my teachers recommend.
- Give my parents or the adult who is responsible for my welfare all notices and information that my school provides me.

PACTO ENTRE PADRES DE FAMILIA Y WHEELING HIGH SCHOOL

Wheeling High School y los padres de estudiantes participando en actividades, servicios, y programas financiados por el Título I, Parte A de la Ley “Cada Estudiante Triunfa” concuerdan que este pacto describe cómo los padres, el personal de la escuela, y los estudiantes compartirán la responsabilidad para mejorar los logros académicos de los alumnos y los medios por los que la escuela y los padres colaborarán para ayudar a los estudiantes a lograr los estándares altos del Estado.

Este pacto entre padres y escuela estará en efecto durante el año escolar 2020-2021.

(I.) Responsabilidades de la Escuela

Wheeling High School hará lo siguiente.

1. Proveer instrucción de alta calidad dentro de un ambiente educativo eficaz que ayude a los estudiantes y que los capacite a alcanzar los estándares académicos altos del Estado, así como es resumido en el Plan de Mejoramiento Escolar de Wheeling.
2. Tener conferencias entre padres y maestros, al menos una vez al año, durante las cuales se discutirá este pacto con referencia a los logros de cada estudiante. Los padres serán contactados individualmente para hacer citas para las conferencias.
3. Proveer a los padres con informes frecuentemente sobre el progreso de sus hijos mediante el sistema Infinite Campus y boletas de calificaciones.
4. Darles a los padres acceso razonable al personal de la escuela. Los maestros pueden ser contactados mediante el directorio en línea y el personal administrativo estará disponible durante horarios de oficina.
5. Proveer a los padres oportunidades para servir como voluntarios en actividades escolares por medio del el Parent Teacher Council, Noche Familiar Latina, y otras vías de participación.

(II.) Responsabilidades de los Padres

Nosotros, como padres de familia, apoyaremos el aprendizaje de nuestros hijos en la siguientes formas:

- Monitorear su asistencia
- Asegurar que termine sus tareas
- Evitar distracciones como televisión e internet
- Participar en decisiones relacionadas con la educación de mi hijo/a
- Promover el uso positivo del tiempo de mi hijo/a fuera de clase
- Informarme sobre la educación de mi hijo/a leyendo sin demora todas las notificaciones de la escuela o del distrito escolar y contestando, según corresponda
- Servir cuando sea posible en grupos como el el Parent Teacher Council y Noche Familiar Latina

(III.) Responsabilidades de los Estudiantes

Como estudiante, yo compartiré la responsabilidad de mejorar mis logros académicos y alcanzar los estándares altos del Estado. Específicamente, yo haré lo siguiente:

- Terminar mi tarea todos los días y pedir ayuda cuando sea necesario.
- Leer al menos 30 minutos cada día fuera de la escuela o así como recomiendan mis maestros.
- Darles a mis padres, o al adulto que sea responsable por mi bienestar, todas las notificaciones e información que mi escuela me provea.

INFORMATION REGARDING “EVERY STUDENT SUCCEEDS” AND WHEELING HIGH SCHOOL

The Elementary and Secondary Education Act (also known as the Every Student Succeeds Act or ESSA) is a federal law meant to ensure that all school children, whatever their economic background, can achieve high academic standards. Because of this law, Wheeling High School receives funding from the federal government in the form of Title I and Title II-A grants. The Title I grant is awarded to the school based on the number of low-income students enrolled. This grant supports programs for children who are at risk of failing. The Title II-A grant helps pay for teacher training and professional development. Title grant funding covers part of the cost of programs at Wheeling such as supplementary tutoring, the AVID college prep curriculum, field trips to college campuses, Next Generation of Engineers, and parent outreach meetings.

ESSA also says that parents have a right to know about the professional qualifications of their children's classroom teachers. You can ask for information about teachers' licensing and academic degrees. You also have the right to know whether your child is being provided services by paraprofessionals and what their qualifications are. We are pleased to report all teachers in District 214 are highly qualified, as defined by the Illinois State Board of Education. Highly qualified teachers have a bachelor's degree or higher and a state teaching license. In addition, for each core subject area of teaching responsibility, all teachers have either passed a content-area test or completed a college degree in that subject. All paraprofessionals are endorsed by the state as paraprofessional educators, having completed at least 60 semester hours of college credit or the equivalent. If this situation ever changes, you will be notified promptly.

Wheeling High School and District 214 encourage you to become involved in your child's education, as outlined in the accompanying School-Parent Compact. You are invited to attend the school's annual Title I meeting and parent-teacher conferences, and you are encouraged to join groups such as the Parent Teacher Council and Latino Family Night. A schedule of parent activities is published in the quarterly newsletter and on the school website. It is district policy that parents, staff and students share the responsibility for improved academic achievement.

Thank you and please enjoy the upcoming school year.



INFORMACIÓN SOBRE “CADA ESTUDIANTE TRIUNFA” Y WHEELING HIGH SCHOOL

La Ley de Educación Primaria y Secundaria (también conocida como Cada Estudiante Triunfa o ESSA, por sus siglas en inglés) es una legislación que intenta asegurar que todos los estudiantes, sin importar sus situaciones económicas, puedan alcanzar altos estándares académicos. Gracias a esta ley, Wheeling High School recibe fondos del gobierno federal en la forma de subvenciones llamadas Título I y Título II-A. La subvención Título I se otorga a la escuela basándose en el número de estudiantes con bajos recursos. Esta subvención apoya programas para niños en riesgo de reprobar. La subvención Título II-A ayuda a pagar por el entrenamiento y desarrollo profesional de maestros. Estas subvenciones federales cubren parte del costo de los programas en Wheeling, tales como la tutoría suplementaria, el curso preparatorio AVID, excursiones a recintos universitarios, Ingenieros de la Próxima Generación, y reuniones de enlace familiar.

ESSA también dice que los padres tienen derecho a saber acerca de las cualificaciones profesionales de los maestros de sus hijos. Usted puede pedir información sobre las cualificaciones de los maestros de su hijo/a, incluso sus licencias y títulos universitarios. Usted también tiene el derecho de saber si su hijo/a está recibiendo servicios de un asistente y cuales son sus cualificaciones. Nos da gusto informarle que todos los maestros en el Distrito 214 están altamente cualificados, según la definición de la Junta Educativa del Estado de Illinois. Los maestros altamente cualificados tienen al menos una licenciatura (bachelor's degree) y una licencia estatal de enseñanza. Además, para cada asignatura principal que el maestro enseña, él/ella ha pasado un examen estatal o ha completado un título universitario en esa materia. Todos los asistentes del Distrito 214 son aprobados por el estado como educadores paraprofesionales, con al menos 60 horas de estudio universitario o el equivalente. Si esta situación cambia, usted será notificado lo más pronto posible.

Wheeling High School y el Distrito 214 les recomiendan que se involucren en la educación de su hijo/a, así como se describe en el Pacto adjunto. Se le invita a asistir a la reunión anual de Título I y a las conferencias individuales con los maestros de su hijo/a; también se le alienta a unirse a grupos como Noche Familiar Latina y el Parent Teacher Council. Un calendario de actividades para padres se publica en el boletín y en el sitio Web de la escuela. Es la norma del distrito que los padres, el personal y los alumnos compartan la responsabilidad de mejorar los logros académicos.

Gracias y que disfruten el próximo año escolar.



Get involved! - WHAT ARE YOU GOING TO CHECK OUT THIS YEAR?

Here is the revised 2020-2021 Athletic Schedule

FALL SPORTS 8/10-10/24

[Boys Cross Country](#) - [Tom Polak](#)
[Girls Cross Country](#) - [Erin Pedersen](#)
[Boys Golf](#) - [Mark Meich](#)
[Girls Golf](#) - [Peggy Ellsworth](#)
[Girls Swimming & Diving](#) - [Katlyn Tomasetti](#)
[Girls Tennis](#) - [Sandrine Chomreau](#)
[Poms](#) - [Mara Leane](#)
[Sideline Cheerleading](#) - [Ryan Griesmeyer](#)

WINTER SPORTS 11/16-2/13

[Boys Basketball](#) - [Tom Antosz](#)
[Boys Swimming & Diving](#) - [Tod Schwager](#)
[Wrestling](#) - [Charlie Curran](#)
[Girls Basketball](#) - [Beth Christell](#)
[Bowling](#) - [Catherine Zaworski](#)
[Girls Gymnastics](#) - [Mia Constantine](#)
[Sideline Cheerleading](#) - [Ryan Griesmeyer](#)
[Poms/Competitive Dance Team](#) - [Mara Leane](#)

SPRING SPORTS 2/15-5/1

[Boys Soccer](#) - [Kevin Lennon](#)
[Badminton](#) - [Joanne McNamee](#)
[Girls Volleyball](#) - [Jason Kopkowski](#)
[Football](#) - [Brian Hauck](#)
[Sideline Poms](#) - [Mara Leane](#)
[Girls Water Polo](#) - [Dan Bell](#)
[Boys Water Polo](#) - [Bob Savitt](#)

SUMMER SPORTS 5/3-6/26

[Boys Track & Field](#) - [Tom Polak](#)
[Girls Track & Field](#) - [Joe Wolinski](#)
[Baseball](#) - [JasoTF Promotion.pdfn Wieder](#)
[Boys Volleyball](#) - [Jason Kopkowski](#)
[Softball](#) - [Mike Carringula](#)
[Lacrosse](#) - [Mike Bosco](#) (girls) [Pete Karamitos](#) (boys)
[Boys Tennis](#) - [Sandrine Chomreau](#)
[Girls Soccer](#) - [Dwayne Cruz](#)

ACADEMIC TEAMS

[Math Team](#) - [Victor Gonzalez](#)
[Scholastic Bowl](#)
[Debate](#) - [Chad Scoggins](#)

[Mock Trial Team](#) (October - March) [Alex Diesbergen](#)

[National Honor Society](#)

FINE ARTS

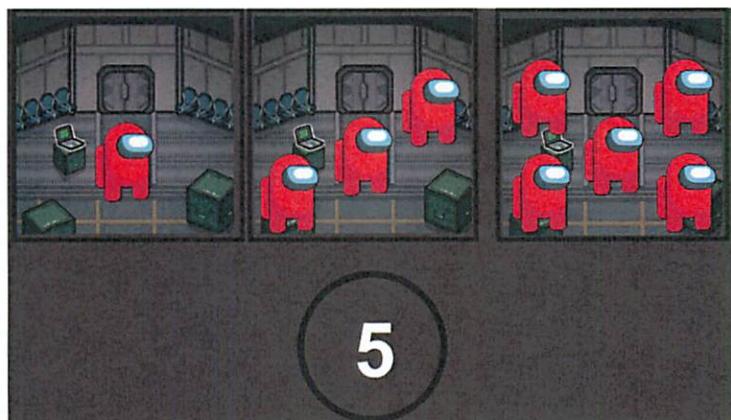
[Fusion](#) - [Diane Rawlinson](#) and [Linhhai Nguyen](#)
[Orchesis Dance Company](#) - [Diane Rawlinson](#) and [Crystal Ellis-Abdullah](#)
[Circus literary magazine](#) - [Laura Wagner](#)
[Theater](#) [Stephen Colella](#)
[Musical](#) [Stephen Colella](#)
[Speech Team](#) [Stephen Colella](#)
[Marching Band](#) - [Michael Malek](#)
[Color Guard](#)
[Jazz Band](#) - [Michael Malek](#)

CLUBS/ACTIVITIES

[Student Athletic Trainers](#) - [Rocco Tieri](#)
[Student Athlete Leadership](#)
[Ultimate Frisbee](#) - [Keith Berger](#)
[Interact with Africa](#) - [Cynthia Carro](#)
[Freshman Class Board](#) - [Erin Hibner](#)
[Sophomore Class](#) - [Joanne Chilver](#)
[Junior Class](#) - [Kristie Quathamer](#)
[Senior Class Board](#) - [Carrie Mattingly](#)
[WCAT Media Club](#) - [Kyle Reinhart](#)
[Ebony African American Cultural Club](#) - [Crystal Ellis-Abdullah](#) [Tamika Weber](#)
[SHADES](#) - [Bertha Sanchez](#)
[Cat Pack](#) - [Erin Pedersen](#) [Tom Antosz](#) [Rita Runyard](#)
[Student Council](#)
[Spokesman](#) - [John Urik](#)
[Yearbook](#) - [Megan Baker](#)
[Robot Rumble](#) - [Michael Geist](#)
[Latinx Club](#) - [Bertha Sanchez](#) [Jackie Camacho](#)
[DECA](#) - [John Kritek](#)
[FCCLA](#) - [Jen Licata](#)
[Educators Rising](#)
[NJROTC](#) - [Jermaine Cotillier](#)
[Polish Club](#) - [Ania Juszczysz](#)
[French Club](#) - [Elyse Hoffman](#)
[Italian Club](#)- [M. Bonasera](#)
[WHS Student Ambassadors](#) - [Dan Weidner](#)
[Auto Club](#) - [Kurt Fenzel](#)

Practicum In Education 2,3,4 students are leading a virtual preschool that allows students to still get real life teaching practice while also engaging children that are remote. There are currently five preschool kids signed up. They zoom into our class for 30 minutes, 2-3 times a week. The high school students work together in small groups to plan, and teach these lessons. The content ranges from calendar, songs, math, and letter concepts. Although challenging to create lessons that are all virtual, students have really showcased their teaching skills.

Andre Cruz recently created a creative lesson using the math concept one-to-one correspondence, and also tied in the kids interest in the popular game "Among Us". Below you can see his project.





Wheeling Lit Lab presents

THE SOCIAL SPACE

Want to socialize, get some help on schoolwork, and play Among Us?

Everyday during 0 hour (8:35-9:30)

Tutoring starts at 8:35

Games begin at 9:00

Come for tutoring or games or both!

Tell your friends. We hope to see
you there!

Zoom link:

<https://d214.zoom.us/j/98955481784>

Meeting ID: 989 5548 1784





Save the Date!



WHEELING HIGH SCHOOL
2021 Graduation

Wednesday, May 19th at 7:00 PM



2021
YEARBOOK
\$50

Remote, but connected.

WHS will rise up together.

Pre-Order Now
www.jostens.com

*The Wheeling High School Music and
Broadcasting Departments Present...*

HOLIDAY Hoopla-Ganza

*Featuring the WHS Bands, Choirs, and Orchestras
Giving the gift of music all month long!*

**SATURDAY
NOVEMBER 28**

*Community Music Making
All are welcome*

10:00 AM

*Coffeessions Coffeehouse
820 Wheeling Rd,
Wheeling, IL 60090*

10:30 AM

*The Christmas Tree in
Downtown Wheeling
Dundee and Milwaukee*

11:00 AM

*Willow Trails Park
1 Apple Drive
Prospect Heights, IL 60070*

11:30 AM

*Gary Morava Recreation Center
110 W Camp McDonald Rd
Prospect Heights, IL 60070*

**SUNDAY
DECEMBER 6**

*Wheeling Student
Recording Session
Wheeling High School*

DECEMBER 14-20

*Check out a new
performance each day!*

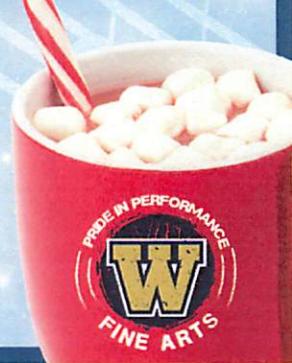


@WHS_FineArts

Or <https://vimeo.com/wcatlive>



Or Scan this QR Code



North/Northwest Suburbs Resource Directory

Association of Homeless Advocates in the North/Northwest District (AHAND)



TOWNSHIPS

Barrington.....	847-304-3400
Elk Grove.....	847-437-0300
Evanston.....	847-448-4311
Hanover.....	630-483-5799
Maine.....	847-297-2510
Trier.....	847-446-8202
Niles.....	847-673-9300
Northfield.....	847-724-8300
Palatine.....	847-358-6110
Schaumburg.....	847-884-0030
Skokie.....	847-933-8208
Wheeling.....	847-259-7730
IL Department of Human Services Locator	800-843-6154

MEDICAID/SNAP

Cook County DHS 3501 W. Algonquin Rd Rolling Meadows, IL 60008 847-483-7171
DuPage County DHS 1717 Park St Naperville, IL 60563 630-328-1000

HEALTH INSURANCE COUNSELORS

Cook County Schaumburg Township..... 847-884-0030
DuPage County Jessica English..... 708-524-2791 Jim Strachan..... 630-723-4057

AHAND Partner Agencies

Alliance to End Homelessness in Suburban Cook County • Alexian Brothers Center for Mental Health • APNA Ghar, Inc. • Catholic Charities • CEDA Cook County • The Center of Concern • City of Evanston • Connections of Illinois • Connections for the Homeless • Elk Grove Township • Faith Community Homes • Family Promise Chicago North Shore • Fellowship Housing Corporation • Hanover Township • The Harbour • Housing Action Illinois • Housing Authority of Cook County • Housing Opportunities Development Corporation • Impact Behavioral Health Partners • JOURNEYS | The Road Home • State Representative Michelle Mussman • NAMI Barrington Area • New Trier Township • North Cook Intermediate Service Center • Northwest Compass • Rabin, Kadner & Brown • Schaumburg Township • Shelter, Inc. • Thresholds • Village of Hoffman Estates • Village of Schaumburg • Village of Skokie - Office of Human Services • WINGS • YWCA Evanston • Youth and Opportunity United

Updated December 2019

FOOD PANTRIES

The Barn (Schaumburg).....	847-524-7496
Church of the Holy Spirit.....	847-882-7580
Hanover Township.....	630-671-1570
The Harvest Food Pantry.....	847-328-4544
IL Hunger Hotline.....	800-359-2163
Living Hope Church (Elk Grove)....	847-985-6446
Northern IL Food Bank.....	630-443-6910
Northwest Compass.....	847-392-2344
Palatine Township.....	847-358-6700
St. Marceline.....	847-524-9676
Schaumburg Township.....	847-884-0030 x1010
Willow Creek.....	847-765-5000

CRISIS HOTLINES

Chicago Rape Crisis Line.....	888-293-2080
Child Neglect/Abuse.....	800-252-2873
Human Trafficking.....	888-373-7888
IL Senior Help Line.....	800-252-8966
LGBTQ Help.....	866-488-7386
National Alliance on Mental Illness	708-524-2582
National Runaway Line.....	800-786-2929
Opioid Help.....	833-234-3643
Poison Control.....	800-222-1212
Suicide Prevention.....	800-273-8255

LEGAL AID ASSISTANCE

Cabrini Green Legal Aid.....	312-738-2452
CALA Helpline (Immigration & Refugee)	872-267-2252
Cook County Legal Aid Foundation	312-341-1070
Open Communities.....	847-501-5760

North/Northwest Suburbs Resource Directory

Association of Homeless Advocates in the North/Northwest District (AHAND)



HOUSING

For housing in Cook County Suburbs:
Suburban Cook Hotline.....877-426-6515

North/Northwest Providers

Catholic Charities.....847-376-2100
Connections for the Homeless 847-475-7070
Journeys | The Road Home.....847-963-9163
Northwest Compass.....847-392-2344
PADS Overnight Shelter.....847-963-9163
Veteran Crisis.....800-273-8255

For all youth under 18:

CCBYS State Wide Hotline.....877-870-2663

Youth Providers

Aunt Martha's.....708-747-7100
Broadway Youth Center.....773-935-3151
La Casa Norte.....773-270-5126
The Night Ministry.....877-286-2523
Northwest Compass (Youth)....847-754-1446
Teen Living Programs.....866-803-8336
Youth & Opportunity United....847-866-1200

For housing in Chicago:

Homeless Emergency Services.....311
Emergency Rental Assistance.. 312-744-2580

DOMESTIC/FAMILY VIOLENCE

Illinois

IL Domestic Violence Hotline...800-273-8255
Zacharias Sexual Abuse Center 847-972-1790

Chicago

Chicago Domestic Violence.....877-863-6338
WINGS.....872-207-7005

North Suburbs

Family Promise Family Shelter.. 847-475-4500
WINGS.....847-221-5680
YWCA Evanston.....847-864-8780

UTILITY HELP

CEDA.....800-571-2332
Citizens Utility Board.....800-669-5556
Com Ed Cares.....800-334-7661

MENTAL HEALTH

Alcoholic Anonymous..... 312-346-1475
Alcoholics Anonymous (Schaumburg):
St. Mathews..... 847-891-1120
St. Peter Lutheran..... 847-885-3350
CORE Center..... 312-572-4680
Gamblers Anonymous (Schaumburg):
..... 626-960-3500
Hanover Township..... 630-483-5799
IMPACT Behavioral Health..... 847-866-2977
Kenneth Young Center..... 847-524-8800
Lutheran Social Services..... 847-635-4600
NAMI (National Alliance on Mental Illness)
Illinois..... 217-522-1403
Narcotic Anonymous..... 708-848-4884
National Treatment Hotline..... 800-662-4357
Pillars..... 708-745-5277
Thresholds..... 773-572-5400
Thrive..... 708-383-7500
Turning Point..... 847-933-0051
VA Mental Health Clinic..... 708-202-2002
Village of Hoffman Estates..... 847-781-4850
Village of Schaumburg..... 847-524-1505
Vital Bridges..... 773-826-7066

SENIOR SERVICES

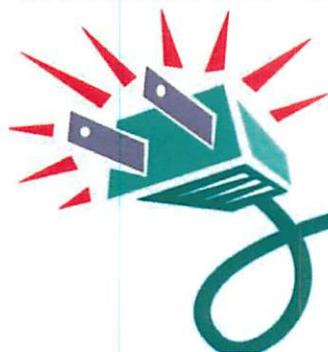
Abuse Hotline..... 800-252-8966
The Barn..... 847-524-7496
Bloomingdale Twnshp Lunch..... 630-529-9993
DuPage Lunch..... 630-620-0804 x320
Hanover Township..... 630-483-5600
Kenneth Young..... 847-524-8800
Schaumburg Nurse..... 847-923-3760
Schaumburg Township..... 847-884-0030

LGBTQ+ SUPPORT

Broadway Youth Center 773-935-3151
Center on Halsted..... 773-472-6469
Howard Brown Health Center..... 773-388-1600
LGBTQ KYC Drop In Center
650 E Algonquin Rd, Schaumburg
Love is Respect..... text "loveis" to 22522
PFLAG Oak Park..... 708-386-3016
Trans Life Center..... 773-248-5200

Wildcat Families! Stay connected and sign up to receive notifications about college and career related events, opportunities, programs, and scholarships.

Make a Connection



School-Home



Class of 2024 Students & Families send a text to the number 81010 with @class2024 in the message

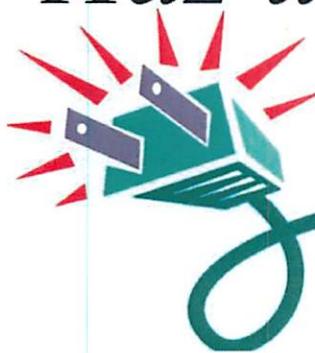
Class of 2023 Students & Families send a text to the number 81010 with @class2023 in the message

Class of 2022 Students & Families send a text to the number 81010 with @class2022 in the message

Class of 2021 Students & Families send a text to the number 81010 with @class2021 in the message

¡Familias! Suscríbanse para recibir notificaciones sobre carreras, la planificación de la universidad, oportunidades, programas y becas.

Haz una conexión



Escuela-Hogar



Clase de 2024 Estudiantes y familias pueden mandar un texto al numero 81010 con @class2024 en el mensaje

Clase de 2023 Estudiantes y familias pueden mandar un texto al numero 81010 con @class2023 en el mensaje

Clase de 2022 Estudiantes y familias pueden mandar un texto al numero 81010 con @class2022 en el mensaje

Clase de 2021 Estudiantes y familias pueden mandar un texto al numero 81010 con @class2021 en el mensaje

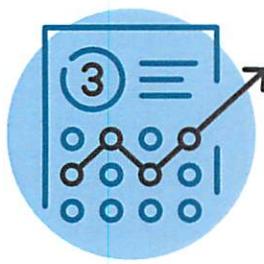


Build Your
College List
\$500
Open December through
July of junior year.



Practice
for the SAT
\$1,000

Open December junior year
through October senior year.



Improve
Your Score
\$2,000

Open April junior year through
January senior year.



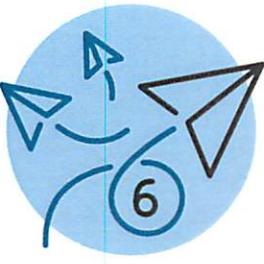
Strengthen Your
College List
\$500

Open August through
October senior year.



Complete the
FAFSA
\$1,000

Open October through
February senior year.



Apply to
Colleges
\$1,000

Open October through
February senior year.

College Board Opportunity Scholarships

A Clearer Path to College

This new scholarship program guides you through the college planning process and offers you a chance to earn money for college for each action you complete. \$5 million in scholarships is awarded to thousands of students each year.

cb.org/opportunity



Complete Your Journey
by completing all six actions
\$40,000

 CollegeBoard