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EVERGREEN COMMUNITY CHARTER SCHOOL'S MISSION

**THE MISSION OF EVERGREEN COMMUNITIY CHARTER SCHOOL OS
TO PREPARE YOUNG PEOPLE FOR MEANINGFUL LIFE
EXPERIENCES WITH RESPECT TO CAREER DECISIONS,
INTERPERSONAL RELATIONS, AND COMMUNITY INVOLVEMENT.**

EVERGREEN COMMUNITY CHARTER SCHOOL'S MISSION AND PRACTICE

Evergreen Community Charter School provides an exemplary educational program for the children of our school that includes instruction in all academic areas relevant to their preparation for the future. Evergreen Community Charter School is a strong academic community where students build confidence to be college and career ready. All students and staff are active learners engaged in meaningful experiences that promote mutual respect, trust, and character. To promote increased student achievement, Evergreen Community CS has developed a rigorous and comprehensive curriculum that is aligned to Pennsylvania State Standards in all core content areas. A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real world, complex and open-ended situations. The content is not just interesting to students, but involves particular intellectual challenges. A variety of after school activities aligned to student interests are provided to enrich our students as well.

The 21st Century high school is about more than just the acquisition of credits. Students should begin planning for their post-secondary success even before they enter high school. As students begin their scheduling process for their ninth-grade year, the advisor works closely with students to chart a successful path which, if successfully completed, will give students a competitive advantage when applying to the college or career of their choice.

For those students who wish to accelerate their high school experience and graduate from high school with some college credits in hand, Evergreen offers a variety of Advanced Placement, honors courses, and dual enrollment opportunities.

We are partners in each student's educational experience. Providing each student with a flexible, personalized learning plan will ensure success beyond high school.

KEYSTONE EXAM PROFICIENCY AND GRADUATION REQUIREMENTS

Improving academic performance for all children is an essential part of Pennsylvania's educational system. The Commonwealth of Pennsylvania established academic standards that define what students should know and be able to do at specific grade levels. Standards provide a framework and learning targets for students, teachers, and parents. Progress toward the Standards is measured through a state assessment called the Keystone Exams. Keystone Exams in Literature, Algebra I, and Biology will be administered after the completion of the Keystone related course. These exams serve a dual purpose as both graduation requirements and for state accountability under federal law (ESSA, Future Ready Index, School Performance Profile/ Educator Effectiveness Model).

Students must demonstrate their ability to meet or exceed the academic standards at a proficient or advanced level. Evergreen Community CS uses its own assessment system as well as the Keystone Exams to measure students' proficiency. In addition, to be eligible for high school graduation all students must complete 24 credits.

Students who meet the prerequisites may earn graduation credit for Algebra I, French, German, and Spanish when taken in the eighth grade. These credits will be utilized in calculation of class rank and grade point average.

For students graduating in 2023 and beyond, the following options exist to meet the statewide graduation requirement:

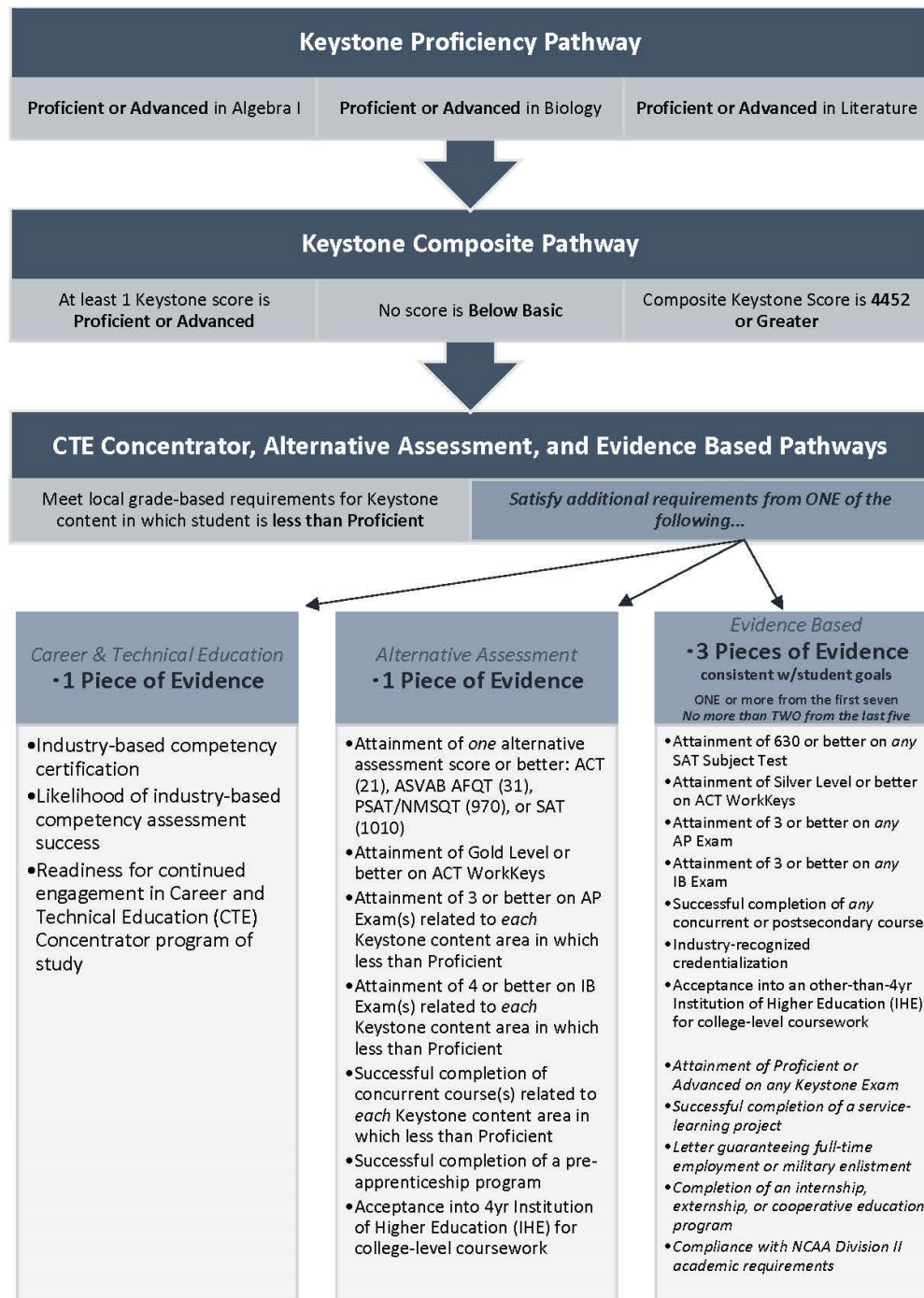
- **Keystone Proficiency Pathway:** Scoring proficient or advanced on each Keystone Exam -Algebra I, Literature, and Biology.
- **Keystone Composite Pathway:** Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

The State Board of Education approved the satisfactory composite score of 4452.

- **Alternate Assessment Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:
 - Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
 - Gold Level on the ACT WorkKeys Assessment;
 - Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
 - Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
 - Successful completion of a pre-apprenticeship program; or
 - Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

- **Evidence Based Pathway:** Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:
 - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
 - Acceptance into an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an industry-recognized credential; or
 - Successful completion of a concurrent enrollment or postsecondary course; and
 - Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; satisfactory compliance with the NCAA's core courses for college bound student athletes with a minimum grade point average (GPA) of 2.0.

Act 158 Pathway Graphic



CAREER READINESS INDICATOR FOR FUTURE READY PA INDEX

Background

According to the Pennsylvania Department of Education, the Future Ready PA Index is:

- A more holistic tool for communities to measure school success.
- Less reliant on point-in-time standardized test scores.
- Comprehensive measures that value a school's efforts to help all students learn, grow, and succeed in the classroom and beyond.

As part of the Every Student Succeeds Act (ESSA), there are six (6) Federal Accountability Indicators:

1. % Proficient / Advanced on PSSA/Keystone Exams
2. Meeting Annual growth Expectations (PVAAS)
3. English Language Proficiency
4. Graduation Rate
5. Career Standards / Readiness
6. Chronic Absenteeism

Of the six indicators, four are mandated by the Federal Department of Education and two were selected by the Pennsylvania Department of Education.

Career Readiness Indicator

- Ensures that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based.
- Percent of students who demonstrate meaningful engagement in career exploration and preparation and implementation of individualized career plans through separate, specific measures based on grade-level benchmarks aligned to the Pennsylvania Career Education and Work (CEW) Standards.
- The percentage of students who, by the end of GRADE 5, demonstrate engagement in career exploration and preparation aligned to the CEW standards via PA Career Zone or a locally designed career exploration and preparation program/curriculum.
- The percentage of students who, by the end of grade 8, create an individualized career plan and participate in career preparation activities aligned to the CEW Standards.
- The percentage of students who, by the end of grade 11, implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW Standards.

Career Portfolios

By the end of grades 8, and 11, students will have a career readiness folder that includes a variety of items/evidence aligned to the 4 strands in the CEW Standards that demonstrate their awareness and understanding of the standards. Monitoring of these portfolios will occur through the Department of Education.

Career Portfolio Evidence/Components

By end of Grade 8

- *Student has a career portfolio containing the K-5 evidence*
- *Additional 6 pieces of evidence*
- *2 per year, per grade level*
- *At least 1 piece of evidence per CEW Strand*
- *One of the pieces of evidence for the 6-8 band must be the student's individualized career plan*

By end of Grade 11

- *Student has a career portfolio containing the K-5 and 6-8 grade band evidence*
 - *Additional 8 pieces of evidence collected in grades 9-11*
 - *2 per year per grade level*
 - *At least 1 piece of evidence per CEW Strand*
 - *At least 2 pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan*
 - *PMSD Grade 9-11 Career Readiness Indicators*
-

2025-2026 COURSE SEQUENCE

Course Progression

6th Grade	6th Grade English Creative Writing 6th Grade Math Ancient Civilizations 6th Grade Science Intro to Spanish A Art
7th Grade	7th Grade English Creative Writing 7th Grade Math or Pre-Algebra Geography 7th Grade Science Intro to Spanish B Art
8th Grade	8th Grade English Pre- Algebra or Algebra I US History I 8th Grade Science Spanish I or other language of choice Art or other Electives
9th Grade	9th Grade ELA Algebra I or Algebra II US History II Biology Spanish II or other language of choice Art or other Electives
10th Grade	10th Grade ELA Geometry World Cultures I Biology Spanish III Optional or other language of choice Art or other Electives
11th Grade	11th Grade ELA Algebra II, Pre-Calculus or Trigonometry World Cultures II or AP US History Chemistry Spanish IV Optional or other language of choice Art or other Electives
12th Grade	12th Grade ELA Trigonometry, Calculus, or Statistics US History III or AP US History Physics, Anatomy & Physiology, or Environmental Science Personal Finance Art or other Electives

NCAA ATHLETIC ELIGIBILITY

Students seeking to participate in college level athletics must meet academic eligibility requirements established by the National Collegiate Athletic Association (NCAA). It is important for student-athletes to be aware of the classes they choose to fulfill eligibility requirements.

As of January 2023, standardized test scores are **not required** for **all** student-athletes who initially enroll full time on or after August 1, 2023. Students should also check with the NCAA school they plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements.

As a student-athlete, the NCAA and college admission professionals expect students to compare their course selections and high school transcripts to the NCAA requirements. A worksheet to assist parents and students with eligibility requirements is available on the NCAA website: www.ncaa.org. This site also includes the link to register with the NCAA in the student's junior year of high school.

NCAA ACADEMIC REQUIREMENTS

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school (or year nine of secondary school). Visit on.ncaa.com/RegChecklist to help guide you through the registration process.

ACADEMIC REQUIREMENTS

To study and compete at a Division I or II school, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 (Division I) or 2.2 (Division II) **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

CORE-COURSE REQUIREMENTS

DIVISION I

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non-doctrinal religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

DIVISION II

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or non-doctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

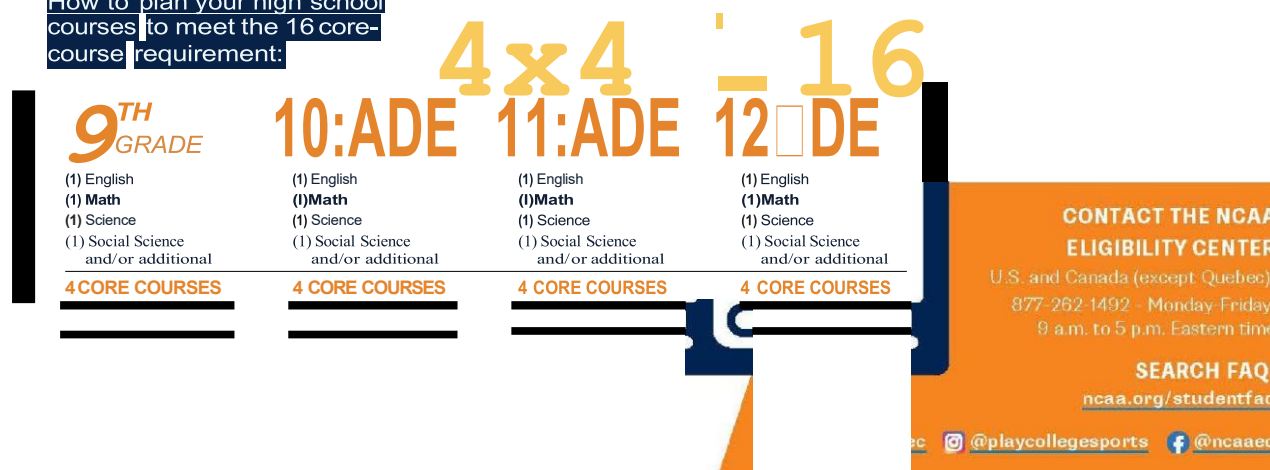
**More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.*



ELIGIBILITY CENTER



How to plan your high school courses to meet the 16 core-course requirement:



NCAA DIVISION I ACADEMIC REQUIREMENTS

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional disciplines (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.



ELIGIBILITY CENTER

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GRADE

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REGISTER

- If you haven't yet, [register](https://eligibilitycenter.org) for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/counselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE

10

PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE

11

STUDY

- Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- Share your NCAA ID with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE

12

GRADUATE

- Request your final [amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

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Math (4)
Science (4)
Social Studies (4)

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Science (4)
Social Studies (4)

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CONTACT THE NCAA ELIGIBILITY CENTER
 U.S. and Canada (except Quebec):
 877-262-1482 (toll free), Monday-Friday
 9 a.m. to 5 p.m. Eastern time
 International (including Quebec):
on.ncaa.com/IntContact

[@ncaaec](#)
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DIVISION II ACADEMIC REQUIREMENTS

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional disciplines (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet specific criteria after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may **NOT** compete during your first year of full-time enrollment.

 **DIVISION II**
MAKE IT YOURS.



ELIGIBILITY CENTER

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GRADE
9
REGISTER

- If you haven't yet, [register](#) for a free Profile Page account at [eligibilitycenter.org](#) for information on NCAA initial-eligibility requirements.
- Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/counselor](#) to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE
11
STUDY

- Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#).
- Share your NCAA ID with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- Request your final [amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](#).
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

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CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):

877-262-1482 (toll free), Monday-Friday

9 a.m. to 5 p.m. Eastern time

International (including Quebec):

[on.ncaa.com/IntlContact](#)

@ncaaec

@ncaaec

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16

Division III Amateurism Standards

International college-bound student-athletes (first-year enrollees and transfers) who initially enroll full time at an NCAA Division III school on or after Aug. 1, 2023, must have their **amateur status** certified by the NCAA Eligibility Center. (Academic documents may be requested to establish your official graduation timeline for amateurism certification purposes.)



ADDITIONAL INFORMATION

You must be on a Division III school's **institutional request list** before your certification will be started.

Three Easy Steps

1

Create Your Account

International student-athletes (first-year enrollees and transfers) planning to study and compete at a Division III school are required to complete an **Amateurism-Only Certification account** with the **Eligibility Center**.

2

Enter Your Information

When you register for an Amateurism-Only Certification account with the Eligibility Center, you will be asked a series of questions about your **sports participation** to determine your amateur status. In some instances, the Eligibility Center may need to gather additional information to evaluate your amateur status.

3

Request Your Final Amateurism Certification

You must **request your final amateurism certification** through your Eligibility Center account; the Eligibility Center cannot finalize your amateurism certification without your request. You can request your final amateurism certification even if other tasks are still open in your account. When you can request your final amateurism certification depends on when you are initially enrolling full time at a Division III school:

Fall Enrollment: If you are initially enrolling at a Division III school in the fall semester, you may request a final amateurism certification on or after April 1 prior to enrollment.

Winter/Spring Enrollment: If you are initially enrolling at a Division III school in the spring semester, you may request a final amateurism certification on or after Oct. 1 prior to enrollment.



CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
International (including Quebec):
on.ncaa.com/IntContact



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports)



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ADDITIONAL PROGRAMS

DIVERSIFIED OCCUPATIONS

The Diversified Occupations Program is a work-study program that is designed to combine classroom instruction with on-the-job training in a career area of the student's choice. Students are responsible for finding part-time employment with a local employer. Students are encouraged to find jobs that are directly related to the career field they wish to pursue after graduating from high school.

The Diversified Occupations Program is a partnership between the home school, the employer, the student and the student's parents. This training program is designed to help the student transition from school to the world of work while gaining valuable life and work experience.

PATHWAYS TO EXCELLENCE CAREER EDUCATION (Graduation Requirement)

The 9–12 guidance career education curriculums are based on the American School Counselor Association National Standards. Students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. They will complete career assessments and use computer technology to research careers, colleges, trade schools and the military. Resume writing, interviewing skills, college application process and financial aid will be discussed. The program grade level focus will be as follows:

- 9th grade – Career Awareness
- 10th grade – Career Exploration
- 11th grade – Career Planning
- 12th grade – Career Implementation

CONCURRENT ENROLLMENT

A senior can elect to participate in the concurrent enrollment program if they meet the following criteria:

- Enrolled in the concurrent enrollment program at any school in agreement with Evergreen (check with the guidance department)
- Student must submit an official transcript from the college attended

SPECIAL EDUCATION

PHILOSOPHY

The Evergreen Community CS is committed to setting high standards for all students receiving Special Education services. Special Education supports and services at Evergreen include a full continuum of services and are in compliance with federal and state laws.

Every student at Evergreen Community CS is provided an educational program that fosters independence and success to transition successfully to post-secondary education or the workforce. Students are provided access to the general education curriculum with specially designed instruction based on the student's individual strengths and needs.

SPECIAL EDUCATION STATEMENT OF LEAST RESTRICTIVE ENVIRONMENT

Evergreen Community CS is committed to delivering curriculum for students with special needs in the Least Restrictive Environment (LRE) with specially designed instruction based upon the results and recommendations of a Multi-Disciplinary Evaluation (MDE) and as outlined in the Individualized Education Program (IEP). Least Restrictive Environment means that a student identified as having a disability will be educated with non-disabled peers to the maximum extent appropriate with supplementary aids and services necessary to achieve individual educational goals and objectives.

GIFTED EDUCATION

PHILOSOPHY

Evergreen Community CS is committed to providing quality Gifted Education supports and services, which encompass the following objectives: expansion of academic attainments and intellectual skills; stimulation of intellectual curiosity, independence and responsibility; development of originality and creativity; development of a positive attitude toward self and others; and development of desirable social and leadership skills.

Students identified as Mentally Gifted based on the results and recommendations of the Multi-Disciplinary Gifted Evaluation (MDGE) will be provided an array of academically challenging courses as outlined in the Gifted Individualized Education Program (GIEP). Further provisions for individual enrichment and/or acceleration will be provided based on the student's individual strengths and needs, such as college level courses .

CAREER PATHWAYS

Connecting Careers and Curriculum for Future Success

The knowledge and skills required to enter college or the workforce are constantly changing. As a result, readying today's students to take the next step in the world can become very demanding. Five Career Pathways were designed to help students focus on an area of interest and a possible career path. The career clusters were developed to relate occupations to broad industries. Within each cluster are several pathways, which provide a more focused category within that cluster. A career path is a broad spectrum of careers that share similar characteristics and for which employment requirements call for common interests, strengths and competencies. Evergreen Community CSis committed to preparing and assisting students to make good decisions about life after graduation from high school. Evergreen has made recommendations for the 9th through 12th grade courses that lead to each pathway, while still providing a rigorous and relevant curriculum. As your student progresses through his or her high school year, we encourage you to assist in developing their career plans by seeking input and advisement through the building's guidance department.

Questions . . . Questions . . . Questions . . .

What are the important questions that I need to ask myself before I begin?

1. How can I create my future?
2. Where can I find help?
3. How does work fit in my life?

What are Career Pathways?

Each Pathway is a broad grouping of careers that shares similar characteristics with employment requirements that call for many common interests, strengths and competencies. A chosen Pathway can help focus a student's elective courses toward preparing for a specific goal area.

Why should I choose a career pathway?

- To help focus on a career area that matches interests
- To help set goals and discover classes necessary to achieve those goals
- To create career awareness and encourage planning for post-secondary education and opportunities

How do I choose a career pathway?

- You will research various career fields and participate in designated career development activities in middle school, such as building a career portfolio in grade 8
- Your advisor, parents and teachers will assist you with this choice.
- You will complete the self-assessment as well as other activities.

PATHWAYS TO EXCELLENCE

Why should I have an Academic Plan?

As students, parents and educators, we want all graduates to be able to enter college or the workforce with the knowledge and skills needed to be successful. Preparing students to take their place in the world has become very challenging. The knowledge and skills needed to enter college or find a well-paying job have changed from ten or twenty years ago. Today, high school students need similar skills whether they want to enter college or the workplace. Being unprepared can result in additional college cost for you and your child, and may discourage your child from getting the education and career she or he needs and wants.

Evergreen Community CS is committed to preparing students for success in the post-secondary endeavor of their choice. For some, this will be a 4-year college. For others, it may be a community college, apprenticeship, certification, military training or entry into the workforce. Evergreen offers a rigorous and relevant curriculum designed to develop students' strengths and to provide a broad base of knowledge and skills that will enable students to be successful in tomorrow's global society. The Career Pathways Planner contains information about our career Pathways model in addition to the Course Selection Guide for the upcoming school year. All of this information is designed to help students and their families make good decisions about life after graduation from high school. To parents, we encourage you to take an active role in developing your student's career plans as we strive to create opportunities for each student to experience meaningful career related opportunities during their high school years.