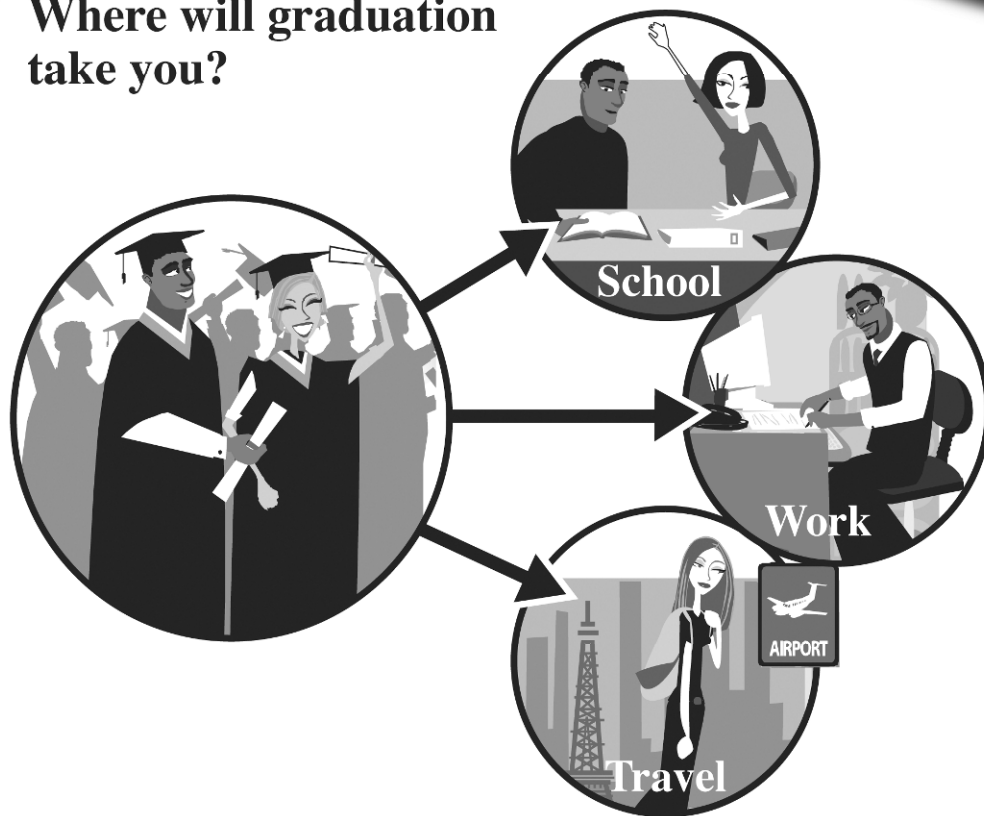


# GRADUATION TRANSITIONS



Where will graduation take you?



First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Email: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Due on or before: \_\_\_\_\_





## MISSION STATEMENT

Every student will graduate with a meaningful career/life plan for the first year after high school graduation. It will include the skills, credentials, and experiences necessary to achieve that plan.

Your thoughtful responses to the following five questions will prepare you for your career and life, and will also meet the requirements of your Grad Transition Program.

- I. **WHO** am I? (see page 2)
- II. **WHAT** have I learned? (see Page 3)
- III. **WHAT** have I done? (see Page 4)
- IV. **WHERE** am I going? (see Page 6)
- V. **HOW** am I going to get there? (see Page 7)

NOTE: Your responses to these five questions must show:

**ACTION...** meet the requirement

**EVIDENCE...** provide proofs of completion

**REFLECTION...** explain what you have learned

**COMMUNICATION...** present your learning and what it means to your future

In order to accomplish your plan, refer to the following websites:

- First Class desktop – click on Grad Transitions icon on the desktop  
<http://web.deltasd.bc.ca/schools/secondary/graduation-transitions>
- Your school website



*We acknowledge the work of Kelowna School District in providing us with the framework and some of the questions in this revised booklet. We also wish to acknowledge teachers in the Delta School District for their development of the first and second versions of this resource.*

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# I. Who am I?

## Describe yourself with regards to the following categories:

- Personality traits** that you or others have identified. Choose your strongest personality traits and connect these to your career/life plan.
- Activities** you enjoy doing and how they connect to your career/life plan.
- Strengths** that you or others have identified. Choose your greatest strengths and connect these to your career/life plan.
- Skills** that you or others have identified. Choose your greatest skills and connect these to your career/life plan.
- Healthy Living Plan**—reflect on the four health areas below and connect them to your career/life plan. Go to the sites listed to help you create a plan to maintain or improve your current health.

Note: Your plan for personal health over the next year should include the following four areas:

**Answer these same three questions for Health Areas 1, 2, 3, and 4:**

- Explain in detail how your current habits compare to suggested habits.
- Set a goal(s) to maintain or improve your health habits. Goals should be SMART -- specific, measurable, achievable, realistic, and timely.
- Explain in detail the steps you need to take to achieve your goal(s).

### 1. Nutritional Health

Visit the Canada Food Guide website for reference on daily recommended servings at:

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

### 2. Emotional Health

Visit the Mind Check website. Review and answer the quizzes for mood and stress found on the following link <http://www.mindcheck.ca/mood-stress>

- include your results for both quizzes within your responses to the 3 questions noted above

### 3. Positive Health Choices

For information on healthy relationships, drug/alcohol/tobacco consumption, injury prevention, road safety, and work safety visit the Healthy Living site at:

<http://www.hc-sc.gc.ca/hl-vs/index-eng.php>

- respond to the questions in the box above

### 4. Physical Health -- Daily Physical Activity (DPA)

“Students in Grades 10 to 12 must document and report a minimum of 150 minutes per week of physical activity at a **moderate to vigorous** intensity.” See your Grad Transition Advisor for the Daily Physical Activity (DPA) Form. Visit Canada’s Physical Activity Guide for youth at: [http://www.phac-aspc.gc.ca/pau-uap/paguide/child\\_youth/pdf/yth\\_family\\_guide\\_e.pdf](http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/pdf/yth_family_guide_e.pdf)

- respond to the questions in the box above



## II. What have I learned?

### Graduation Program Requirements

1. Put a  check mark beside all courses successfully passed.
2. Complete the chart below by inserting the names and credits for elective and external courses.
3. To graduate, you need ONE four-credit Applied Skills or Fine Arts course.  
Put AS/FA beside the course that fulfills this requirement.
4. ADD each of the credit columns and find the Total Credits for each grade.
5. ADD the three years' total together to get the Grand Total Credits.  
You **MUST** have a Grand Total of at least 80 credits to graduate.
6. Include the chart in your binder.

Grade 10 Course Credits		Grade 11 Course Credits		Grade 12 Course Credits	
<input type="checkbox"/> Language Arts 10	4	<input type="checkbox"/> Language Arts 11	4	<input type="checkbox"/> Language Arts 12	4
<input type="checkbox"/> Science 10	4	<input type="checkbox"/> a Science 11	4	<b>Three</b> Gr. 12 level courses	
<input type="checkbox"/> a Math 10	4	<input type="checkbox"/> a Math 11	4	<input type="checkbox"/>	4
<input type="checkbox"/> Socials 10	4	<input type="checkbox"/> Socials/Civics 11	4	<input type="checkbox"/>	4
<input type="checkbox"/> P.E. 10	4	<b>Electives:</b>		<input type="checkbox"/>	4
<input type="checkbox"/> Planning 10	4	<input type="checkbox"/>	4	<b>Electives:</b>	
<b>Electives:</b>		<input type="checkbox"/>	4	<input type="checkbox"/>	4
<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4
<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4
				<input type="checkbox"/> Grad Transitions	4
				*External Credits	
<b>ADD Grade 10 Total Credits</b>		<b>ADD Grade 11 Total Credits</b>		<b>ADD Grade 12 Total Credits</b>	
					<b>Grand Total Credits</b>
<b>Counsellor's Signature</b> _____					<b>Add Grades 10,11,12</b>

#### \*External Credits Policy

This policy describes how students earn credit towards graduation through certain external credentials approved by the Ministry. All students enrolled with a Board of Education are entitled to receive credit if they have earned a Ministry-approved credential. Refer to:

[http://www.bced.gov.bc.ca/policy/policies/earning\\_credit\\_through.htm](http://www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm) (note: spaces = underscores)

or the Ministry's Course Information Book.

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## III. What have I done?

### Daily Physical Activity

1. Obtain a Daily Physical Activity (DPA) form from your GT Advisor or \_\_\_\_\_
2. Complete the form and obtain required signatures.
3. Include DPA forms in your binder.

### Three Achievements

Achievements are things you have done that **you** are most proud of. Include items from more than one category:

- a. **In class** (eg. CD/DVD of theatre, dance or music performance; art project; metal work or woodwork project; computer project; report or school project; short story, poem, essay, or article; report card; academic awards, “G” awards, and service awards; etc.)
- b. **Extra-curricular** (eg. school or community clubs/sports; specialty certificates such as WHMIS, WorkSafe, FoodSafe, SuperHost, First Aid, etc.; leadership activities in and out of school, such as Student Organizing Committee, Intramurals or Diversity clubs; music or dance classes; sports or recognition awards; etc.)
- c. **In the community** (eg. employment evaluations, Work Experience or school Apprenticeship Program involvement; volunteer experiences; Girl Guide/Scout/Cadet participation; drivers’ license; service awards; new Canadian citizenship papers; etc.)

**Please make sure to provide proof and a reflection for each of your three achievements. Use the following prompts to help guide your reflections:**

#### 1. What?

Describe the achievement event, activity, or experience you participated in and include the evidence/proof.

#### 2. So What?

Explain how/why this item and/or experience is important to you. Clarify the skills you learned, improved, or practiced during this experience. Analyze what you learned about yourself as a result of this experience. Tell about anything you have clarified, reinforced, or changed your mind about.

#### 3. Now What?

Discuss the meaning of this experience for you. Suggest how you might apply the lessons learned or insights gained to your future.

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# 30 Hours of Work Experience/Community Service

Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Dates Worked	Work Experience/Community Service	Hours	Contact Person (print)	Phone No.	Signature

- Provide a proof** for each of your work experiences or community services (i.e. pay stub, letter of reference, etc.)
- On a separate page**, answer the following questions for only ONE of your experiences. Please be specific in your responses.
  - List the duties performed in detail.
  - What were the benefits of this activity to you?
  - Who else, besides yourself, benefitted from your job or volunteer work? How?
- Include this completed form and your responses in your binder.

## 30 Hours of Work Experience/Community Service Verification

As the parent/guardian of the above-named student, I acknowledge that my son/daughter has completed 30 hours of work experience/community service as submitted in this documentation.

\_\_\_\_\_  
*Print Parent's/Guardian's Name*

\_\_\_\_\_  
*Parent's/Guardian's Signature*

\_\_\_\_\_  
*Date*

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## IV. Where am I going?

You have been exploring and researching various career options throughout your life. Complete your career research and outline your Plan **AND** your Backup Plan following the topics and sequence given below.

Please complete this on separate pages and include in your binder.

### My Plan

My plan is...

The career research I have done is...

My career/life pathway is...

The courses, certifications, and/or training I have taken to support this plan are...

The *six* employability skills I have to support this plan are...

The post-secondary educational credentials (diploma, certificate, degree) I plan to pursue are...

### My Backup Plan

My backup plan is...

The related research I have done is...

My backup career/life pathway is...

The courses, certifications, and/or training I have taken to support this plan are...

The *six* employability skills I have to support this plan are...

The post-secondary educational credentials (diploma, certificate, degree) I plan to pursue are...

### Topics to include in researching your chosen career:

- “Upsides” and “downsides” of the job are...
- Job duties/responsibilities are...
- Education (Secondary & Post-secondary)/Training requirements...
- Personal attributes which are desirable for the job are...
- Skills required are....
- Salary range...
- Future outlook of this occupation...
- Lifestyle factors of this occupation are (i.e. work hours, location, etc)...
- Career advancement opportunities...
- Ongoing learning requirements are...

Use information gathered at career exploration activities, such as job shadows, conferences, and other opportunities. The following internet site can provide you with additional information about careers: [www.careercruising.com](http://www.careercruising.com)

Username: \_\_\_\_\_ Password: \_\_\_\_\_

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## V. How am I going to get there?

Now that you have explained **WHO** you are, **WHAT** you have done, and **WHERE** you are going, you need to figure out **HOW** you are going to get there!

Include the following in your Grad Transition binder:

1. **A completed application form**  
(from a job you currently have OR for the job/institution you are applying to)
2. **A current resume** (for resume information, visit First Class desktop)
3. **A separate reference page** (for reference page information, visit First Class desktop)
4. **A cover letter** matched to your plan (for cover letter information, visit First Class desktop)
5. **A completed budget plan** that details how you will cover the costs of your plan.  
See your teacher for the Budget form or link.  
Or if your teacher prefers use the sample budget attached at the end of this package.

## VI. Presentation of my Grad Transition Plan

**This is an opportunity to showcase your talents, interests, and planned transition to the first year of life after high school.**

You will need to assemble all of the required elements of this Grad Transition booklet into a binder. Your binder can be combined with one or more of the following visual supports:

- Collage
- Mind Map
- Video/PowerPoint
- Website
- Album

Remember to include the signature page with this final step. The criteria for your school's presentation will be given by your Grad Transition Advisor. Some schools may hold a formal interview with members of the community and/or school. Other schools may hold formal interviews with the Grad Transition Advisor only.

Regardless of the format of the interview taken by your school:

1. Be prepared and organized
2. Bring binder and all supporting documents
3. Treat this as a formal interview—appropriate interview attire is required.

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# Checklist

In summary, the following items must be included in your binder:

## I. Who am I?

Include write-ups and visual supports for each of the following:

- 1. Personality Traits
- 2. Activities you enjoy
- 3. Strengths
- 4. Skills
- 5. Healthy Living Plan (all four areas)

## II. What have I learned?

- 1. Completed Grad Program Requirement page

## III. What have I done?

- 1. DPA Report (completed and signed)
- 2. Three achievements with a reflection for each
- 3. 30 Hours of Work Experience/Community Service sheet completed and signed.  
Attach reflection questions answered on a separate page

## IV. Where am I going?

- 1. A fully developed and supported Transition Plan for the first year after high school
- 2. A fully developed and supported Back Up Transition Plan for the first year after high school

## V. How am I going to get there?

- 1. Completed application form that matches your plan
- 2. Current resume
- 3. Separate reference page
- 4. Cover letter that matches your plan
- 5. Completed Budget Plan

## VI. Presentation Date \_\_\_\_\_

Final Submission Date \_\_\_\_\_

**\*Remember to include your completed signature page at the end of your binder.**

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## Signatures

You are required to discuss your plans for the first year after secondary school with your Parent/Guardian, with your Counsellor, and with your Career Advisor.

\_\_\_\_\_ has discussed his/her Transition Plan with his/her:  
(*Print Student's Name*)

1. **Counsellor**

\_\_\_\_\_  
Print Counsellor's Name

\_\_\_\_\_  
*Counsellor's Signature*

2. **Career Advisor**

\_\_\_\_\_  
Print Career Advisor's Name

\_\_\_\_\_  
*Career Advisor's Signature*

3. **Parent/Guardian**

\_\_\_\_\_  
Print Parent/Guardian's Name

\_\_\_\_\_  
*Parent/Guardian's Signature*

**Congratulations!**  
**Requirement Met = Passed**

\_\_\_\_\_  
*Signature of Grad Transition Advisor*

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# Financial Plan

Estimate your income and expenses for one year. Divide by 12 to get a monthly figure.

Estimated Monthly Income from:	Estimated Monthly Expenses
Employment \$	Education: \$
Parents/Guardians	• Tuition
Scholarships	• Student fees
Bursaries	• Books/supplies
Monetary Gifts	Rent/Residence
Student Loans/Credit	Food
	• Beverages
	• Snacks
	• Restaurants
	Phone/Internet
	Transportation
	Gas/Insurance/Parking
	Clothing
	Personal health items
	Entertainment
	• Socializing
	• Videos/Movies
	Travel
	Computer Technology
<b>TOTAL INCOME</b> \$ _____	<b>TOTAL EXPENSES</b> \$ _____

Do income and expenses balance? \_\_\_\_\_

If not, what can you do? \_\_\_\_\_

\_\_\_\_\_

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