



Mission
Public Schools

Graduation Transitions

Graduation 2009/10



Graduation Transitions Report

Student Name:
PEN:
Grade:
Advisor:
School:

Personal Health

Complete

- ☐ Evidence of 150 minutes/week of moderate to vigorous physical activity in addition to PE 10
- ☐ Healthy Living Plan
- ☐ Maintaining a Healthy Lifestyle Write-up

☐

Personal Health Requirements Met

Community Connections

Complete

- ☐ **30 Hours of work experience paid or unpaid – Evidence required**
- ☐ Description of duties performed
- ☐ Description of Employability Skills developed
- ☐ **Participate in a voluntary activity – Evidence required**
- ☐ Description of the activity

☐

Community Connections Requirements Met

Career and Life

Complete

- ☐ Planning 10 and Updated Career Research
- ☐ Short and Long Term Goals
- ☐ Plan A & Plan B Report (including a Financial Plan for each)
- ☐ Written Profile including: resume, cover letter, thank you letter, application forms
- ☐ Evidence of Growth
- ☐ Presentation

☐

Career & Life Requirements Met



Personal Health

Step 1: 150 minutes/week of Physical Activity

- Document at least 150 minutes of regular physical activity per week. Your physical activities could include:
 - PE 11/12
 - Superfit 11/12
 - Specific sports
 - Strength training and conditioning
 - Being a member of a sports team
 - Joining a gym
 - Taking lessons
- *Evidence* can include:
 - activity log (you can use the physical activity log on Pg. 4 to record your activities)
 - memberships
 - photos
 - letters from coaches
 - report card reflecting PE 11/12, Superfit, Sports Specific, Dance etc.

Step 2: Complete the Healthy Living Plan

- If you do not have this from Planning 10, please see the school website to download an outline of the plan.

Step 3: Write a detailed description of how you will maintain a healthy lifestyle in the future.

Physical Activity Log

[illegible]

Community Connections

Step 1: 30 Hours of Work or Volunteer Experience

- Provide documentation of work/volunteer experience, eg. letter, form or certificate signed by the employer, community person or agency/organization, pay slip, log book etc.

Step 2: Describe the Duties Performed

- Describe the procedures used in performing tasks
- Identify the tools and/or equipment used in performing tasks
- Describe how the tasks contribute to the development of employability or life skills
- Identify the Fundamental skills developed (Employability 2000 document)
- Identify the Self-Management Skills developed (Employability 2000 document)
- Explain how skills can be transferred to other situations

**** You may complete Pg. 6-9 for Steps 1 & 2 or create your own document. ****

Step 3: Participate in a community service event or activity

- Provide documentation of participation in a community service activity or event eg. letter, form or certificate signed by the employer, community person or agency/organization, log book

*****Note this is a Volunteer activity, not as part of a class or paid work.***

Step 4: Describe the Community Event or Activity

- In a complete paragraph, describe the tasks performed and the benefits to the community and student





COMMUNITY CONNECTIONS

Steps 1 & 2:

Student Name: _____

1. Document participation in 30 or more hours of Work or Volunteer Experience.

Workplace: _____

Work Supervisor: _____

Telephone: _____

Dates of Work Experience or Volunteer Experience: _____

Number of Hours Worked: _____

Documentation Provided: Letter _____ Certificate _____ Pay Stub _____

Other: _____

2. Describe the type of work done and the procedures used in performing tasks.

Identify the tools and/or equipment used in performing tasks.

Describe how the tasks contribute to the development of employability or life skills.

EMPLOYABILITY SKILLS:

FUNDAMENTAL SKILLS

You will be better prepared to progress in the world or work when you have the *Fundamental Skills* needed as a base for further development.

From the list below, identify the *Fundamental Skills* you used or developed in this work or volunteer experience:

Communicate

- ☐ Read and understand information presented in a variety of forms (eg. Words, graphs, charts, diagrams).
- ☐ Write and speak so others pay attention and understand.
- ☐ Listen and ask questions to understand and appreciate the points of view of others.
- ☐ Share information using a range of information and communications technologies (eg. Voice, e-mail, computer)
- ☐ Use relevant scientific, technological, and mathematical knowledge and skills to explain or clarify ideas
- ☐ Other (Explain):

Manage Information

- ☐ Locate, gather and organize information using appropriate technology and information systems
- ☐ Access, analyze, and apply knowledge and skills from various disciplines (eg. arts, languages, science, technology, mathematics, social sciences, and the humanities).
- ☐ Other (Explain):

Use Numbers

- ☐ Decide what needs to be measured or calculated
- ☐ Observe and record data using appropriate methods, tools, and technology
- ☐ Make estimates and verify calculations
- ☐ Other (Explain):

Think & Solve Problems

- ☐ Assess situations and identify problems
- ☐ Seek different points of view and evaluate them based on facts
- ☐ Recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- ☐ Readily use science, technology, and mathematics as ways to think, gain and share knowledge, solve problems, and make decisions
- ☐ Evaluate solutions to make recommendations or decisions
- ☐ Implement solutions
- ☐ Check to see if a solution works, and act on opportunities for improvement.
- ☐ Other (Explain):

PERSONAL MANAGEMENT SKILLS

You will be able to offer yourself greater possibilities for achievement when you develop the *Personal Management Skills*, attitudes, and behaviours that drive one's potential for growth.

From the list below, identify the *Personal Management Skills* you used or developed in this work or volunteer experience:

Demonstrate Positive Attitudes & Behaviours

- ☐ Feel good about yourself and feel confident
- ☐ Deal with people, problems, and situations with honesty, integrity, and personal ethics
- ☐ Recognize your own and other people's good efforts
- ☐ Take care of your personal health
- ☐ Show interest, initiative, and effort
- ☐ Other (Explain)

Be Responsible

- ☐ Set goals and priorities balancing work and personal life
- ☐ Plan and manage time, money, and other resources to achieve goals
- ☐ Assess, weigh, and manage risk
- ☐ Be accountable for your actions and the actions of your group
- ☐ Be socially responsible and contribute to your community
- ☐ Other (Explain)

Be Adaptable

- ☐ Work independently or as a part of a team
- ☐ Carry out multiple tasks or projects
- ☐ Be innovative and resourceful; identify and suggest alternative ways to achieve goals and get the job done
- ☐ Be open and respond constructively to change
- ☐ Learn from your mistakes and accept feedback
- ☐ Cope with uncertainty
- ☐ Other (Explain)

Learn Continuously

- ☐ Be willing to continuously learn and grow
- ☐ Assess personal strengths and areas for development
- ☐ Set your own learning goals
- ☐ Identify and access learning sources and opportunities
- ☐ Plan for and achieve your learning goals
- ☐ Other (Explain)

Work Safely

- ☐ Be aware of personal and group health and safety practices and procedures, and act in accordance with these
- ☐ Other (Explain)

TEAMWORK SKILLS

You will be better prepared to add value to the outcomes of a task, project or team if you have the *Teamwork Skills* and attributes needed to contribute productively.

From the list below, identify the *Teamwork Skills* you used or developed in this work or volunteer experience:

Work With Others

- ☐ Understand and work within the dynamics of a group
- ☐ Ensure that a team's purpose and objectives are clear
- ☐ Be flexible; respect, be open to and supportive of the thoughts, opinions and contributions of others in the group
- ☐ Recognize and respect people's diversity, individual differences, and perspectives
- ☐ Accept and provide feedback in a constructive and considerate manner
- ☐ Contribute to a team by sharing information and expertise
- ☐ Lead or support when appropriate, motivating a group for high performance
- ☐ Understand the role of conflict in a group to reach solutions
- ☐ Manage and resolve conflict when appropriate
- ☐ Other (Explain)

Participate in Projects and Tasks

- ☐ Plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- ☐ Develop a plan, seek feedback, test, revise, and implement
- ☐ Work to agreed quality standards and specifications
- ☐ Select and use appropriate tools and technology for a task or project
- ☐ Adapt to changing requirements and information
- ☐ Continuously monitor the success of a project or task and identify ways to improve
- ☐ Other (Explain)

Explain how the skills you learned or developed can be transferred to other situations.

Feel free to use this template or provide your own documentation for your responses.

Employability Skills 2000 +

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

FUNDAMENTAL SKILLS

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

TEAMWORK SKILLS

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve
- select and use appropriate tools and technology for a task or project

PERSONAL MANAGEMENT SKILLS

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Career & Life

Step 1: Include relevant information from Planning 10 and information gathered since

- Career Research (must include up-dated research)
- Job Search Skills
- Living On Your Own Project
 - If you do not have this from Planning 10, please see the school website for an outline of the project.

Use the outline on Pg. 19-24 to assist you in researching your choices for Post Secondary Institutions and creating your report.
The information is important in assisting you in making informed decisions. Evidence of your updated research must be included in your report.

Step 2: State short and long term goals (Pg. 25)

Step 3: Plans for the Future (Pg. 26-31)

This section is designed to assist you in your plans for the future. Yes there is a life after high school! You may want to travel, work or plan to attend University or College. You are not being evaluated on what your plans are.... just that you have planned to do something. **It is important that you PLAN!**

Not all plan A's work out so you need to have a Plan B just in case. Please complete the process for both Plan A and B.

Step 4: Include updated copies of resume, cover letter, thank you letter, applications, and letters of reference

- You may the use the templates included in this package to help you create a resume, cover letter, and/or thank you letter.

Step 5: Evidence of Growth

- This section gives the student the opportunity to showcase their particular passions and successes, whether it is in art, applied skills, music, sport and/or academic areas. **See Attributes of a BC Graduate**

Ex. pictures, classwork, artwork, videos, etc. which showcase your intellectual, human and social, and career development.

Step 6: Presentation

- Present Graduation Plan to members of the school and/or community



Step 1:

Career Research

Write down what your interests are, based on what you learned from Planning 10

- Create a quick chart of your interests and where you use them if they are true.
(Later you will create a section that showcases your interests)
- Link your interests to possible Careers / Focus Areas

Interest	EXAMPLE of where I use / apply this interest	Career / Focus Area
<i>Music</i>	<i>I play 3 instruments and want to start my own band</i>	<i>Instructor / Fine Arts</i>

Check Pg. 24 for a list of Focus Areas

CAREER CRUISING SITE QUESTIONS

The objective of this assignment is to explore a variety of careers in depth using a computer program called CAREER CRUISING. To access CAREER CRUISING, go to www.careercruising.com and use:

User ID: mission

Password: careers

Using the *Career Matchmaker* answer the questions and look up the top two careers chosen for you based on the survey questions. Fill in the blanks below.

Career one:**Job title: & FOCUS AREA**

Main duties:

Earning potential:

High school courses required:

Post secondary education required and a recommended school:

Employment outlook in BC for this job:
(Go to: Other Resources, scroll down and go to Job Futures)

Is this job transferable? Directions this job can go:

Do you agree that this job would be good for you why/why not?

Career two: (Or look up one of your choices and answer the questions below)**Job title: & FOCUS AREA**

Main duties:

Earning potential:

High school courses required:

Post secondary education required and a recommended school:

Employment outlook in BC for this job:**(Go to: Other Resources, scroll down and go to Job Futures)**

Is this job transferable? Directions this job can go:

Do you agree that this job would be good for you why/why not?

Course Path

- List courses you need to take in high school to follow your career path.

- Include courses you have already completed

- Determine if your current load will help you reach your goal

- Do you have all the courses you need? Do you have to make some adjustments?

(Both in terms of courses and work / volunteer experience)

- What school and community activities have and will support you in achieving the job options you explored?

- Has anything changed since you did Career Cruising in Grade 10? What adjustments might you need to make?

Career Research

ATTEND INFORMATION SESSIONS AND RESEARCH YOUR OPTIONS

ATTEND INFORMATION SESSIONS:

- Check with counselors about upcoming Events
- Check Career Center for events in the area
- Check Newspapers for sessions by Organizations such as Police, Firefighters, etc.

STEPS:

- A. Document participation in three or more information sessions or presentations
 1. Document your participation (collect handouts / pamphlets)
 2. What SPECIFIC information was presented?
 3. Which session was most useful to you and why?
- B. Document the information you collected.
 4. How does this career match your focus area? (see next page)
- C. Evaluate the quality of the Presentations.
 5. Explain your evaluation, based on clarity, relevance and ability to hold your interest.

RESEARCH YOUR OPTIONS:

- Use the internet to find information
- **PRINT** what you found as evidence and for future use.
- Reflect on the quality and usefulness of the information.

STEPS:

- A. Document your research – make sure it matches your Focus Area (see reverse)
 1. Find information on a career you are interested in
 2. What TRAINING is required for your choice?
 3. Find WHERE you can complete the required training
- B. Evaluate what you have done, or need to do.
 4. What courses / preparation do you have to complete to qualify for training?
What have courses have you completed so far to get you there?
- C. Evaluate the information you collected.
 5. Explain your evaluation, based on clarity, relevance and quality of site / resources.

Focus Areas and Examples of Potential Workplace Occupations

Focus Area	<i>Grade 12 Graduation</i>	<i>Some Post-Secondary</i>	<i>More Post-secondary & Work Experience</i>
Business Applied Business	Salesperson Office Assistant Bank Teller Accounting Clerk	Sales Representative Executive Assistant Loans Officer Bookkeeper	Sales Manager Manager Investment Analyst Certified Accountant
Fine Arts, Design, Media	Music Store Sales Artist/Craftsperson Silkscreen Artist Film / Video Entry Level Position	Music Teacher Art/Crafts Instructor Illustrator Video/Film Camera Operator	Composer/Conductor Visual Arts Teacher Interior Designer Film Editor
Fitness & Recreation	Recreation Attendant Ski Lift Operator Forestry Firefighter Life Guard	Recreation Leader Ski Instructor Firefighter Swim Instructor	Facilities Manager Ski Resort Manager Firefighter Officer Pool Manager
Health & Human Services	Nurse's Aide Security Guard Group Home Worker Youth Group Leader	Paramedic Police Officer Youth Care Worker Teacher Assistant	Registered Nurse Probation Officer Social Worker Teacher
Liberal Arts, Humanities	Library Assistant Tour Guide Copy Writer Museum Attendant	Library Technician Publicist Journalist Museum Guide	Librarian Events Coordinator Editor Museum Curator
Sciences, Applied Sciences	Animal Care Worker Landscape Worker Forestry Worker Nursery Worker	Veterinary Technician Landscape Technician Forestry Technician Horticulture Technician	Veterinarian Landscape Architect Professional Forester Plant Biologist
Tourism, Hospitality, Foods	Kitchen Helper Food Server Front Desk Clerk Tour Guide	Cook Hospitality Supervisor Reservations Sales Agent Travel Counselor	Chef Operations Manager Hotel Manager Travel Agency Manager
Trades & Technology	Construction Labourer Skilled Trades Helper Equipment Operator Computer Tech Support Worker	Carpenter Apprentice Trades Apprentice Equipment Technician Certified Computer Technician	Carpenter Trades Journeyperson Mechanic Computer Systems Programmer

Step 2:

Goals for Graduation Year – Grade 12

1. State your short term goals for the next 12 months.

Personal:

Educational:

Career:

2. State your long term goals for the next 5 years.

Personal:

Educational:

Career:

3. Where will you go for support?

Parent _____	Friend _____	Teacher _____
Library _____	Career Centre _____	Counsellor _____
Other _____		

*** Remember that there are a lot of supports available to you. ASK if you need help.

Step 3:

Plan A - Education

Post Secondary Institute: _____

Degree, Diploma or Certificate Program _____

Pre-requisites for Admission: _____

GPA required For Acceptance: _____

Complete a Financial Plan.

Write a detailed description of your life as you imagine it, including housing, transportation and lifestyle.

OR

PLAN A – OTHER work, travel

You must provide evidence that you have investigated your options. If you are traveling include your itinerary.

Complete a Financial Plan.

Write a detailed description of your life as you imagine it, including housing, transportation and lifestyle.

Financial Plan for Plan A

Income

List the income you expect to have over the 12 month period following High School
(Don't include Scholarships, loans or gifts)

Income after deductions	<input type="text"/>	1
Income from investments	<input type="text"/>	2
On-going support from family	<input type="text"/>	3
Total Income	<input type="text"/>	A (A=sum of 1-3)

Expenses

List the expenses you expect to have for the 12 month period after leaving high school.
Enter any amounts that will apply

Fixed		
Housing	<input type="text"/>	10
Car Payments	<input type="text"/>	11
Other Loan payments	<input type="text"/>	12
Utilities (gas, electricity, water)	<input type="text"/>	13
Communications (Cable, Phone, Cell)	<input type="text"/>	14
Other	<input type="text"/>	15
Insurance		16
Car Payments	<input type="text"/>	17
Home or contents (if renting)	<input type="text"/>	18
Other (travel / medical)	<input type="text"/>	19
Total Fixed Expenses	<input type="text"/>	B (B=sum of 10-19)

Variable		
Groceries (About \$200/month)	<input type="text"/>	20
Eating out	<input type="text"/>	22
Houshold (Cleaning, furniture, etc)	<input type="text"/>	23
Computer & accessories	<input type="text"/>	24
Health Care (Dental, Glasses, drugs)	<input type="text"/>	25
Childcare	<input type="text"/>	26
Pets	<input type="text"/>	27
Transportation (Car costs \$2000/year)	<input type="text"/>	28
Public Transit \$720/year	<input type="text"/>	29
Clothing	<input type="text"/>	30
Personal Care (Toiletries, laundry)	<input type="text"/>	31
Recreation (movies, DVDs, clubs, etc.)	<input type="text"/>	32
Travel	<input type="text"/>	33
Gifts and Charitable Donations	<input type="text"/>	34
Tuition fees (\$4000 to \$6000 / year)	<input type="text"/>	35
Books, supplies (\$500-\$1000 / year)	<input type="text"/>	36
Other	<input type="text"/>	37
Total Variable Expenses	<input type="text"/>	C (C=sum of 20-37)

Total Expenses	<input type="text"/>	D (D=B+C)
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WILL IT WORK OUT - Balance Sheet

Assets

List money you have saved, or money you expect to have when you leave High School From your own jobs or from your family. Enter any amounts that apply.

My Savings	<input type="text"/>	50
My Investments	<input type="text"/>	51
Scholarships	<input type="text"/>	52
Student Loans	<input type="text"/>	53
RESP in my name	<input type="text"/>	54
Contributions from family and Friends	<input type="text"/>	55
Other	<input type="text"/>	56
My total assets	<input type="text"/>	E (E=sum of 50-56)

Debts

List any debts you will be responsible for

My credit card balances	<input type="text"/>	60
My student loans (the money I'll owe)	<input type="text"/>	61
My Car loan	<input type="text"/>	62
Bank Loans	<input type="text"/>	63
Debts to Family	<input type="text"/>	64
My total debts	<input type="text"/>	F (F=sum of 60-64)

My Net worth **G (G=E-F)**

Enter the information from the above calculations.

The year after school:

Income	<input type="text"/>	From A
Expenses	<input type="text"/>	From D
Net Income	<input type="text"/>	H (H=A-D)

Will you have enough?

My Net Worth	<input type="text"/>	From G
My Net Income	<input type="text"/>	H

BALANCE **I (I=G+H)**

If I is still negative, you need to alter your plans!

Complete all the fields that apply to you and see if your plan can work out.

Makes some changes if it does not!

Plans for the Future

Not all plan A's work out so just in case have Plan B.

If you are not planning attending a post secondary institution, fill out *other*.

Plan B - Education

Post Secondary Institute: _____

Degree, Diploma or Certificate Program _____

Pre-requisites for Admission: _____

GPA required For Acceptance: _____

Complete a Financial Plan.

Write a description of your life as you imagine it, including housing, transportation and lifestyle.

OR

PLAN B – OTHER work, travel

You must provide evidence that you have investigated your options. If you are traveling include your itinerary.

Complete a Financial Plan.

Write a description of your life as you imagine it, including housing, transportation and lifestyle.

**** Use the Financial Planning sheet in this package to assist you.**

Financial Plan for Plan B

Income

List the income you expect to have over the 12 month period following High School
(Don't include Scholarships, loans or gifts)

Income after deductions	<input type="text"/>	1
Income from investments	<input type="text"/>	2
On-going support from family	<input type="text"/>	3
Total Income	<input type="text"/>	A (A=sum of 1-3)

Expenses

List the expenses you expect to have for the 12 month period after leaving high school.
Enter any amounts that will apply

Fixed

Housing	<input type="text"/>	10
Car Payments	<input type="text"/>	11
Other Loan payments	<input type="text"/>	12
Utilities (gas, electricity, water)	<input type="text"/>	13
Communications (Cable, Phone, Cell)	<input type="text"/>	14
Other	<input type="text"/>	15

Insurance

Car Payments	<input type="text"/>	17
Home or contents (if renting)	<input type="text"/>	18
Other (travel / medical)	<input type="text"/>	19

Total Fixed Expenses **B (B=sum of 10-19)**

Variable

Groceries (About \$200/month)	<input type="text"/>	20
Eating out	<input type="text"/>	22
Houshold (Cleaning, furniture, etc)	<input type="text"/>	23
Computer & accessories	<input type="text"/>	24
Health Care (Dental, Glasses, drugs)	<input type="text"/>	25
Childcare	<input type="text"/>	26
Pets	<input type="text"/>	27
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Travel	<input type="text"/>	33
Gifts and Charitable Donations	<input type="text"/>	34
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Books, supplies (\$500-\$1000 / year)	<input type="text"/>	36
Other	<input type="text"/>	37

Total Variable Expenses **C (C=sum of 20-37)**

Total Expenses **D (D=B+C)**

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From your own jobs or from your family. Enter any amounts that apply.

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My Investments	<input type="text"/>	51
Scholarships	<input type="text"/>	52
Student Loans	<input type="text"/>	53
RESP in my name	<input type="text"/>	54
Contributions from family and Friends	<input type="text"/>	55
Other	<input type="text"/>	56
My total assets	<input type="text"/>	E (E=sum of 50-56)

Debts

List any debts you will be responsible for

My credit card balances	<input type="text"/>	60
My student loans (the money I'll owe)	<input type="text"/>	61
My Car loan	<input type="text"/>	62
Bank Loans	<input type="text"/>	63
Debts to Family	<input type="text"/>	64
My total debts	<input type="text"/>	F (F=sum of 60-64)

My Net worth **G (G=E-F)**

Enter the information from the above calculations.

The year after school:

Income	<input type="text"/>	From A
Expenses	<input type="text"/>	From D
Difference	<input type="text"/>	H (H=A-D)

Will you have enough?

My Net Worth	<input type="text"/>	From G
My Net Income	<input type="text"/>	H

BALANCE **I (I=G+H)**

If I is still negative, you need to alter your plans!

Complete all the fields that apply to you and see if your plan can work out.

Makes some changes if it does not!



Step 4:

Note:

ALL students must include the following in your Graduation Transition Plan:

- ☐ **Updated Resume**
- ☐ **Sample of a Cover Letter**
- ☐ **Sample of a Thank You Letter**
- ☐ **Applications for work, school or scholarships (copies)**
- ☐ **Letters of Reference**

Students applying for scholarships will also need to include the following:

- ☐ **Application for Scholarships & Bursaries**
- ☐ **Autobiographical Essay**
- ☐ **Letters of Reference**

Template for Resume

Your Name
 123 Anywhere
 Mission, B.C. V2V 8D8
 (999) 999-9999
 email: name@provider.com

OBJECTIVE: *(Explain briefly what kind of employment you are seeking.)*
 Position in Retail Sales

SUMMARY OF QUALIFICATIONS

(List your attributes and qualifications related to the job opening that you have to offer.)

- 3 years customer service experience
- Accurate with money transactions
- Hard working, reliable and friendly
- Worked part-time while attending school
- Professional attitude towards customers

WORK EXPERIENCE

(List dates of jobs you have held and job skills.)

Sales Associate, Joe's Department Store, City, Province Dates Employed

- Assisted customers with selection, purchases
- Balanced cash drawer
- Handled exchanges and returns
- Responded to customer complaints

Cashier, Joe's Department Store, City, Province Dates Employed

- Rang up customers' purchases
- Processed cash, credit card purchases
- Balanced cash drawer

Customer Service Rep, Pacific Bell, City, Province Dates Employed

- Telemarketing for phone company
- Processed cash, credit card purchases
- Assisted customers with problems and complaints

EDUCATION

Oceanside High School

Diploma, 2000

4.0 GPA, Student Leadership Award, Captain of Team...

REFERENCES:

Name, Company, Position, Phone Number

Template for Cover Letter

Date

Contact Person's Name

Contact Person's Position or Title

Company's Name

Company's Street Address

Company's City, Province, and Postal Code

Dear Mr./Ms. Contact Person's Name:

In response to your ad in the name of the newspaper or periodical, I would like to apply for the title of job position. The qualities you need are a close match for the ones that I have developed in my education and employment.

This paragraph should highlight special skills, abilities and education. Sell yourself and let them know why you are the best candidate.

- For example: I am currently attending Mission Secondary School, and plan to complete a certificate program by May of 200_. I have knowledge of many of your desired skills, and this position would give me the practical experience needed in my career field.

I am confident that my knowledge and abilities would be of value to your company. I would like to request a few minutes of your time to discuss my qualifications. I will contact you on date you will call to arrange a meeting. If you have any questions in the meantime, please do not hesitate to call.

Sincerely,

Student Name

Address

City, Province, Postal Code

Phone

Email

Enclosure: Resume

Template for Thank you Letter

Your Name

Street • City • Province • Postal Code
Phone • Email

Date

Interviewer's name

Company name

Address

City, Province, Postal Code

Dear Interviewer's Last name:

Thank you very much for taking time out of your busy day to talk with me about the [job title] position. I enjoyed meeting you and the members of your department, and I am excited about the chance to work with such a great team.

Add a statement about the interview. Something that impressed you, or that you wish to clarify.

A sample paragraph might include: Judging by our discussion earlier today, I believe that my qualifications are an excellent fit, particularly my describe your particular skills and abilities or educational program here. The position is exactly what I'm looking for, and I'm confident that I can be a significant contributor to the success of [company or department name]. I sincerely hope you agree.

Thanks again for interviewing me. If you have questions or concerns, please feel free to contact me. I look forward to hearing from you again.

Sincerely,

Your signature

Your Name

Step 5:

Attributes of a BC Graduate

During a year-long, province-wide consultation, thousands of BC citizens identified the following characteristics of the ideal BC graduate:

In their intellectual development, graduates should achieve:

- competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making
- the ability to use and understand information technologies
- the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes
- knowledge of both a first and second language
- an understanding and appreciation of artistic and aesthetic expression
- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

In their human and social development, graduates should achieve:

- the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs
- the knowledge and understanding they need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being
- the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life

In their career development, graduates should achieve:

- the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society
- knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths
- experience in planning for, and working towards, career and life goals
- the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers

The Graduation Program is designed to support every graduate to acquire these attributes.

See www.bced.gov.bc.ca/graduation for details and policies.

Step 6:

Presentation

“Showcase selected components of the Transition Plan, eg. an exit interview, presentation, conversation with a teacher, or other manner determined by the school or school district.”

Students will choose one of the following presentation alternatives and confirm their choice with those involved and their advisor.

Following are your choices:

- ☐ Staff member with whom they have a special relationship or who has specific knowledge relevant to the student’s interests, ie. Applied Skills, Fine Arts, Academic, Chef Training etc.
- ☐ Administrator
- ☐ Planning Advisor
- ☐ Counselor
- ☐ Class, ie: Planning 10
- ☐ Presentation Evening consisting of members of the community. This option is recommended for students who are applying to the Mission Foundation.
- ☐ Elementary School Staff member
- ☐ Other – an adult of the student’s choice approved by an advisor. The interview will be conducted on the school premises

Presentation Verification

The Ministry of Education has indicated that *Graduation Transitions* is going to be reported on the student's transcripts and report cards as:

“Requirement Met”

Below is the evaluation sheet that you will take to your presentation to be completed by the individual that saw your presentation. This becomes your evidence.

Presenter (Student): _____

Date: _____

“Presentee”: _____

Comments:

[illegible]



Post Secondary Checklist

The following is a checklist of things that would be worthwhile for you as a graduate. This is for your information; you *do not need to produce evidence* for your presentation.

Things I need to have before I graduate:

- ☐ Social Insurance Card
- ☐ Medical Health Plan/Care Card
- ☐ Copy of Birth Certificate
- ☐ Personal Banking (account in your own name)
- ☐ Financial Plan
- ☐ Summer employment application
- ☐ Filled a TD 1 Form (Tax Category Application)
- ☐ Passport (if you are intending on traveling outside of Canada)
- ☐ Arrangements to get your Passport to Education