



Dover Bay Secondary

Graduation Transitions

Name:

Email:

Note: If you have a Semester 1 Study Block, your exit interview appointment will be prior to February 1.

All students in British Columbia who wish to graduate with a Dogwood Diploma must complete a 4 credit **Graduation Transition Standards** program. This program consists of the following three components:

Personal Health

It is expected that students will:

- demonstrate the knowledge, attitudes, and positive habits needed to be healthy individuals, responsible for their own physical and emotional well-being, by:
 - engaging, from Grade 10 to Grade 12, in at least **150 minutes per week** of moderate to vigorous physical activity in addition to PE10

Community Connections

It is expected that students will:

- demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers, by:
 - participating in at least **30 hours** of work experience and/or community service

Career and Life

It is expected that students will:

- demonstrate the confidence and competency needed to be self-directed individuals, by:
 - developing a comprehensive plan that indicates they are prepared to successfully transition from secondary school,
 - presenting selected components of their transition plan to members of the school and/or community

In order to graduate with a BC Dogwood Diploma, we ask that you complete the following and submit it as soon as possible.

1. Verification of Personal Health hours (150+ minutes per week)
 - Use the attached form (or similar log/journal) to record your 150 minutes per week of activity in addition to PE 10. (Or completion of PE 11 or 12)
2. Verification of Work Experience/Community Service hours (30+)
 - Use the attached form (or similar log/journal) to record and verify your 30 hours of work and/or community service, as well as the skills you acquired during your experience.
3. Personal Profile/Transition Plan
 - This component must be completed and submitted prior to your interview

You are responsible for completing your Graduation Transitions Package before your provided interview date.

Dover Bay Secondary Graduation Transitions

Personal Health

Engage in at least *150 minutes per week* of regular physical activity in addition to PE 10

Have you completed (passed) Planning 10? Yes No

1. Document at least 150 minutes per week of regular physical activity during your Gr 12 year. Use one of the following methods to demonstrate that you have met this standard.

Create a record of your hours as you accumulate them (using the log on the back of this sheet). Each activity must be verified by a supervising adult or parent. The activities could range from a half-hour run verified by a parent to 50 hours or more playing on a team verified by a coach.



OR

Have a coach or PE teacher verify that you have engaged in 150 minutes per week (or more) under their supervision. Have this person complete the information here or attach a letter from them that includes their name, role (ex. Nanaimo Minor Baseball coach) and contact phone number.

Verify successful completion of Physical Education 11 or Physical Education 12:

I verify that _____ has completed 150 minutes per week of physical activity under my supervision.

Details/description of activity:

Name: _____ Role: _____

Contact # _____ Signature: _____

Time Period (Season of play) _____

2. Indicate how your hours of physical activity aligns with your personal fitness goals, reflecting lifestyle and physical limitations.

Dover Bay Secondary: Graduation Transitions

Community Connections

Engage in at least **30 hours** of work experience and/or community service

Student Name: _____

1. Document at least 30 hours of work experience *and/or* community service.

<input type="checkbox"/> Work: _____	Supervisor: _____
<input type="checkbox"/> Volunteer Activity: _____	Supervisor: _____
<input type="checkbox"/> Dates: _____	Total Hours: _____
<input type="checkbox"/> Pay Stubs OR Employer Letter or Evaluation Form	

2. Describe the type of work done and the tasks or duties you performed:

3. Refer to the *Employability Skills 2000+* on the back of this sheet and circle the skills that you developed on your work experience and/or community service.

<i>Fundamental</i>	<i>Personal Management</i>	<i>Teamwork</i>
<input type="checkbox"/> Communicate <input type="checkbox"/> Manage Information <input type="checkbox"/> Use Numbers <input type="checkbox"/> Think & Solve Problems	<input type="checkbox"/> Demonstrate Positive Attitudes and Behaviour <input type="checkbox"/> Be Responsible <input type="checkbox"/> Be Adaptable <input type="checkbox"/> Learn Continuously <input type="checkbox"/> Work Safely	<input type="checkbox"/> Work with Others <input type="checkbox"/> Participate in Projects & Tasks

4. Identify one specific skill from each heading (Fundamental, Personal Management & Teamwork) and explain how you excelled in this area.

<i>Skill Acquired</i>	<i>Explain</i>
Fundamental:	
Personal Management:	
Teamwork:	

Signature: _____ Date Submitted: _____

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.

<p>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:</p> <p>Communicate</p> <ul style="list-style-type: none"> • 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 <p>Manage Information</p> <ul style="list-style-type: none"> • 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) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • 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 <p>Be Responsible</p> <ul style="list-style-type: none"> • 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 <p>Be Adaptable</p> <ul style="list-style-type: none"> • 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 <p>Learn Continuously</p> <ul style="list-style-type: none"> • 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 <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>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:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • 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 <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • 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 <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/education</p>
---	---	--

Dover Bay Secondary Graduation Transitions

Transition Plan

- Briefly describe 2 short term goals: (3 years or less) (work, school, travel, personal achievement, etc.)

1)

2)

- Describe 2 long term goals (Education, career, financial, etc.)

1)

2)

- What education and/or training is necessary to reach these goals?

- If you are planning to attend a post-secondary institute, list the school(s) and program of study:

Name of Institute: (ie. VIU) _____ Program: _____

2nd option: _____ Program: _____

Dover Bay Secondary Graduation Transitions

Personal Profile / Transition Plan (con't.)

- List your areas of interest: (sports, hobbies, clubs, activities...)

Complete the following financial plan for your first year out of high school (attach a separate document if necessary):

Helpful Websites:

To get started refer to:

<http://www.fcac-acfc.gc.ca/Eng/forConsumers/lifeEvents/payingPostSecEd/Pages/Budgetfo-Unbudget.aspx>

To calculate a Vancouver Island specific budget:

<http://www.uvic.ca/current-students/home/finances/index.php>

To see how your money should be divided see "The Life Pie" at:

<http://gailvazoxlade.com/blog/archives/604>

Income		Expenses	
Cash/Savings	\$	Rent	\$
Job Earnings	\$	Phone	\$
Student Loan	\$	Food	\$
Awards/Scholarship	\$	Transportation	\$
Other Income:		School	
_____	\$	Tuition	\$
		Books	\$
		Entertainment	\$
		Travelling	\$
		Other:	
		_____	\$
Total Income	\$	Total Expenses	\$

ATTACH CURRENT RESUME