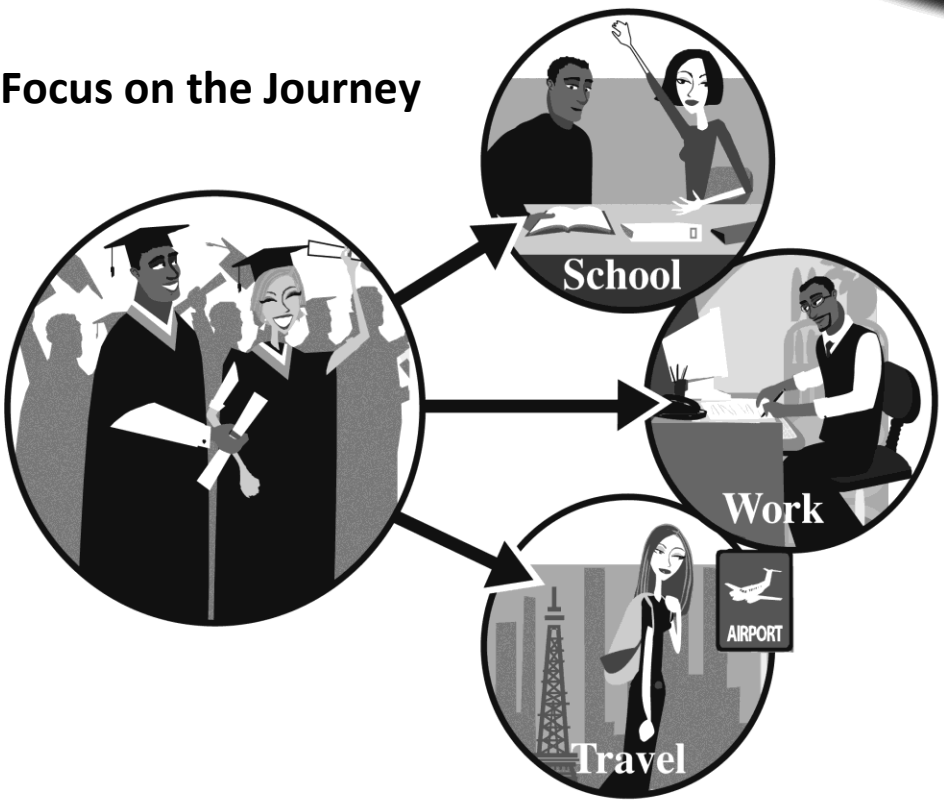
GRADUATION TRANSITIONS
2017 - 2018

Focus on the Journey



First Name: _____ Last Name: _____

PEN #: _____ Email: _____

Phone: _____

Delta School District
Inspired Learning

DELVIEW SECONDARY SCHOOL

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? (pages 1-4)

II. **WHAT** have I done? (pages 5-7)

III. **WHERE** am I going? (pages 8-10)

IV. **WHAT** have I learned? (page 11-12)

V. **HOW** am I going to get there? (pages 12-18)

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

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.

Delta School District
Inspired Learning

DELVIEW SECONDARY SCHOOL

Checklist

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

I. Who am I? DUE: November 10, 2017

- ☐ 1. Traits/Skills/Activities Chart. (Page 1)
- ☐ 2. Paragraph connecting traits, skill, activities and career pathway.
- ☐ 2. Healthy Living Plan (including your nutritional health, emotional health, positive choices, and your physical health). (Chart page 2)

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II. What have I done? DUE: December 8, 2017

- ☐ 1. DPA Report (completed and signed). (Page 5)
- ☐ 2. Three achievements with a reflection for each and copies of proof/evidence (Page 6)
- ☐ 3. 30 Hours of Work Experience OR Community Service sheet completed and signed with reflection questions answered on a separate page. (Page 7)

III. Where am I going? DUE: December 8, 2017

- ☐ 1. Career Exploration paragraph. (Page 8)
- ☐ 2. My Plan and Backup Plan chart completed. (Pages 9 & 10)
- ☐ 3. A fully developed and supported Transition Plan and Back Up Plan for the first year after high school. (1 page typewritten) (Pages 8-10)

****

IV. What have I learned? DUE: December 15, 2017

Dec. 11, 12 & 14th mandatory sessions (must attend one session as assigned).

- ☐ 1. Completed Grad Program Requirement sheet. (Page 11)
- ☐ 2. Completed Student Transcripts Service registration. (Checked by staff).
- ☐ 3. Completed Transcript Verification Report process. (Checked by staff).

****

V. How am I going to get there? DUE: January 12, 2018

Dec. 18 & 19th optional workshop.

- ☐ 1. Current resume (see sample) and references (pages 13-15)
- ☐ 2. Cover letter (consult sample) (page 16)
- ☐ 3. Completed Budget Plan (consult sample) (page 17)
- ☐ 4. Career Advisor's signature

****

VI. Signatures Page. DUE: January 16th, 2018

VII. Presentation Dates : TBA

Delta School District
Inspired Learning

DELVIEW SECONDARY SCHOOL

MARKING CHECK LIST (for Grad Transitions Advisor)

STUDENT:		
SECTION	**DATE COMPLETE**	**COMMENTS**
I. Who Am I?		
A. 1. Traits/Skills/Activities Chart		
2. Paragraph		
B. 1. Healthy Living Chart		
II. What Have I Done?		
1. DPA		
2. Three Achievements		
3. 30 Hours Work Experience OR Community Service paragraph		
III. Where Am I Going?		
1. Career Exploration Activity		
2. Plan/Backup Plan Chart		
3. Plan/Backup Plan Paragraph		
IV. What Have I Learned?		
1. Grad Program Requirements		
2. Student Transcript Services		
3. Transcript Verification Report		
V. How Am I Going to Get There? 1. Resume with References		
2. Cover Letter		
3. Budget		
4. Signature of Career Advisor		
VI. Signatures		
VII. Presentation		

Delta School District
Inspired Learning

I. Who am I?

A. **1. Fill in the chart below.**
2. Attach a typewritten half page (9-10 sentences minimum) describing how your traits, skills and activities connect to your career plan. **(See pages 3 & 4 for skill suggestions.)**

Personality Traits Example: extravert; congenial; social; reflective; easy-going; integrity; responsible; loyal; etc. www.personalitytype.com go to: Personality Type Assessment (Tool Bar) Your code: ___ ___ ___ ___	List • • • • • • • • • •
Skills Example: organized, artistic, problem solver, analytical, athletic, etc.	List • • • • • • • • • •
Activities Example: sports, jobs, volunteer work, etc.	List • • • • • • • • • •

B. **HEALTHY LIVING PLAN**

Your plan for next year must include your commitment to continuing strong personal health. Examine the following areas and expand your understanding of your current personal health by working through the following websites. THIS IS MANDATORY. Fill in the matrix below with your individual information, goals to work towards and then list a minimum of 3 steps you will take to reach the goals.

CURRENT HABITS	
Nutritional Health www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html • • •	**Physical Health** www.csep.ca/guidelines • • •
Emotional Health http://www.cmha.ca/resources/mental-fitness-tips/ Mental Fitness Tips: • • •	**Positive Health Choices** www.hc-sc.gc.ca/hl-vs/index_e.html • • •

GOALS TO IMPROVE	STEPS TO ACHIEVE GOALS
1)	• • •
2)	• • •

Word Bank to Help You Describe Your Skills

Skills

The following list contains some possible skills that may describe you:

- Count money with precision
- Apply safety knowledge
- Compose equations to calculate
- Spreadsheet skills
- Estimate answers
- Think imaginatively
- Arrive punctually
- Organize time and priorities
- Observe and improve processes
- Read factual reports
- Compromise to work with others
- Gather information and analyze choices
- Measure dimensions accurately
- Ask thoughtful questions
- Respect other's ideas
- Prepare notes
- Plan and prepare for a day
- Show leadership
- Meet deadlines
- Show a positive attitude
- Deal with pressure
- Apply rules
- Ready body language well
- Sort materials
- Explore possibilities
- Complete tasks
- Explain results
- Respond to email
- Manage my stress
- Take pride in work
- Combine ideas
- Follow directions
- Set and attain goals
- Budget money
- Pay attention to detail
- Prioritize tasks
- Prepare a presentation
- Co-ordinate hand-eye movements
- Compose at a computer
- Edit work done on a computer
- Be accountable for my own work
- Memorize new language vocabulary
- Correct mistakes
- Perform repetitive tasks
- Challenge myself physically
- Accept criticism
- Use proper manners
- Ignore directions
- Sort data
- Be observant and thorough
- And lots of other skills specific to your activities

Another Word Bank to Help You Discuss Your Skills

Employability Skills 2000+

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

These skills can also be applied and used beyond the workplace in a range of daily activities.

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

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

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
- 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

The Conference Board of Canada

255 Smyth Road, Ottawa
ON K1H 8M7 Canada
Tel. (613) 526-3280
Fax (613) 526-4857
Internet:
www.conferenceboard.ca/education

II. What have I Done?

"SNAPSHOT" OF DAILY PHYSICAL ACTIVITY

You will not graduate without providing PROOF of Daily Physical Activity! Log your physical activity of 150 minutes for **TWO WEEKS**.

If you are taking PE, Fit For Life or play on a sports team you **DO NOT NEED** to log any time. Have your coach or teacher sign in one of the spaces below where you have stated your team/course.

DAILY PHYSICAL ACTIVITY

DAY	ACTIVITY Week of:	MINUTES
SUN.		
MON.		
TUES.		
WED.		
THURS.		
FRI.		
SAT.		
	TOTAL MINUTES	

DAY	ACTIVITY Week of:	MINUTES
SUN.		
MON.		
TUES.		
WED.		
THURS.		
FRI.		
SAT.		
	TOTAL MINUTES	

Parent Signature _____

Three Achievements

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

- **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.)

- **Extra-curricular** (eg. school or community clubs/sports; specialty certificates such as WHMIS, WorkSafe, Food Safe, SuperHost, First Aid, etc.; leadership activities in and out of school, such as Student Organizing Committee, Intramurals or Diversity clubs; music or dance classes; Thanks 4 Giving; sports or recognition awards; etc.)

- **In the community** (eg. employment evaluations, Work Experience or school Apprenticeship Program involvement; volunteer experiences; Girl Guide/Scout/Cadet participation; driver's license; service awards; new Canadian citizenship papers; etc.)

Please make sure to provide <u>proof</u> *(Copies/photos of certificates, medals, art work, wood work, newspaper articles, letters, report cards, etc.)* and a <u>reflection</u> for each of your three achievements.

Use the following prompts to help guide your reflections:

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

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.

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

30 Hours of Work Experience OR Community Service

Name: _____

1. **On a separate page**, answer the following questions for only ONE of your experiences. Please be specific in your responses.

   A. List the duties performed in detail.
   B. What were the benefits of this activity to you?
   C. Who else, besides yourself, benefitted from your job or volunteer work? How?

2. **Provide a proof** for each of your work experiences or community services (i.e. pay stub, letter of reference, print out of email, etc.)

3. Include this completed form and your responses in your binder.

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

III. Where am I going?

For this section, you must do some research about a career you may be interested in pursuing after high school or post-secondary schooling. Please take the time to carefully research and investigate some possible career options for yourself.

1. CAREER EXPLORATION

After researching some possibilities (see sites below) **you must complete one of the following activities**: interview someone in the career, visit a job site, attend a post-secondary presentation or attend a field trip to a post-secondary institution.

Write a reflective paragraph sharing your thoughts about the career and what you discovered throughout the process. (If you would like to demonstrate your reflection using a different format please check-in with your Grad Trans Advisor first).

Career Cruising:
https://public.careercruising.com/en/
Username: students Password: career

Education Planner
https://www.educationplannerbc.ca/

WorkBC
https://www.workbc.ca/

2. OUTLINE YOUR PLAN AND BACK-UP PLAN ON THE FOLLOWING TABLES (ON THE NEXT TWO PAGES).

Expand on your research in a **one page description** (minimum) of both your Plan and Backup Plan using the information you entered into the tables. Use information gathered at career exploration activities, such as job shadows, conferences, and other opportunities.

MY PLAN _____

<u>My post-secondary plan is</u>: **Consider:** • **What you enjoy**	
<u>Career info that I discovered</u>: **Consider:** • **Upsides/downsides of job** • **Job duties/responsibilities** • **Salary range** • **Future outlook** • **Lifestyle factors** • **Advancement opportunities**	
<u>Three employability skills I possess that will support my plan</u>: **Consider:** • **Skills required** • **Personal attributes**	
<u>Education needed to pursue my plan:</u> **Consider:** • **Courses/Training/ Certificates** • **Post-Secondary requirements** • **Ongoing learning**	

MY BACKUP PLAN _____

My post-secondary backup plan is: **Consider:** • **What you enjoy**	
Career info that I discovered: **Consider:** • **Upsides/downsides of job** • **Job duties/responsibilities** • **Salary range** • **Future outlook** • **Lifestyle factors** • **Advancement opportunities**	
Three employability skills I possess that will support my plan: **Consider:** • **Skills required** • **Personal attributes**	
Education needed to pursue my backup plan: **Consider:** • **Courses/Training/Certificates** • **Post-Secondary requirements** • **Ongoing learning**	

VI. 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	
☐ English 10	4	☐ English or Comm. 11	4	☐ English or Comm. 12	4
☐ Science 10	4	☐ a Science 11	4	**Three** Gr. 12 level courses	
☐ a Math 10	4	☐ a Math 11	4	☐	4
☐ Socials 10	4	☐ Socials 11	4	☐	4
☐ P.E. 10	4	**Electives:**		☐	4
☐ Planning 10	4	☐	4	**Electives:**	
Electives:		☐	4	☐	4
☐	4	☐	4	☐	4
☐	4	☐	4	☐	4
				☐ Grad Transitions	4
ADD Grade 10 Total Credits		**ADD Grade 11 Total Credits**		**ADD Grade 12 Total Credits**	
				Grand Total Credits Add Grades 10,11,12	

*** One elective in Grade 10, 11 or 12 must be a Fine Arts or Applied Skills course.**

Activate your Student Transcripts Service account.

StudentTranscripts Service

The Ministry of Education has recently launched the Student Transcripts Service (STS), a new online application for students to view their marks, scholarships and transcripts, and send transcripts to post-secondary institutions and third parties (such as employers).

We are opening the ability to send transcripts to post-secondary institutions (PSIs) to all current grade 12 students. These current students may access up to 25 complimentary – please note these 25 complimentary selections are not ongoing after a student is no longer a current student. Former students may access additional copies of their transcripts via this service for a fee of $10 per copy.

To access the service, students will go to the Ministry of Education's transcripts and certificates website at www.StudentTranscripts.gov.bc.ca.

Using Student Transcripts, current students will be able to select if they want to send a transcript now, in the spring (interim), and/or when final marks are complete.

Ms. Jeffery and Ms. Schlatter will be holding mandatory sessions in the library during Flex time on December 11, 12 & 14th. At this time students will be walked through this process and also verify that they have all of the graduation credits needed to graduate.

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 and have Ms. Jeffery sign below to indicate that you have consulted with her.

1)	A current resume (for resume information, see pages 13-15) with reference contact information	
2)	A cover letter matched to your plan (sample on page 16). A cover letter is a snapshot that features why you should be chosen over hundreds of other applicants.	
3)	A completed budget plan that details how you will cover the costs of your plan (see page 17)	
4)	Career Advisor Signature: _____	

RESUME GUIDELINES

NAME
Address
City, Province
Postal Code
Phone Number
(Email address optional)

OBJECTIVE:

- Write 1-2 sentences, regarding your reasons for wanting to work (It is a good idea to use the name of the company)

HIGHLIGHTS OF QUALIFICATIONS:

- List the skills and personal attributes relevant to this job.

EDUCATION AND TRAINING:

- School
- Grade/year completed
- Special Courses (Foods, Teacher Assistant, Leadership, Computer Studies, etc.)

WORK HISTORY/VOLUNTEER EXPERIENCE:

- Where you worked
- Dates you worked from
- Position you held
- Duties and accomplishments
- Describe the duties you performed and your level of responsibility
- List from most recent date backwards

SKILLS:

- Language spoken and written
- Computer skills and knowledge
- Word Processing (words per minute)
- Special Licenses and/or certification (First aid, Life Guard, Driver's license etc.)
- Ability to work alone or with others
- Organizational skill

INTERESTS: List any interests, hobbies, or extra-curricular activities

AWARDS: Community/Leadership/Athletic/Academic

REFERENCES: At the bottom of your resume provide three (one *personal*, one *educational*, and one *experience)* using the following format:

Name/Position/Title
Address
City, Province, Postal Code
Phone Number
Relationship to reference (Teacher, Coach, Minister etc.)

NOTE: Do not attach references to resume unless specifically asked. Take it instead to the interview. Be respectful and keep reference information as private as possible.

Example Resumé

Bartholomew Simpson

1234 Any Street
Delta, BC V4R 2J8
Home: 604-123-4567
Cell: 604-555-1234
Email: bsimpson@hotmail.com

Career Objective: Example: Seeking a part-time afterschool position in the retail field.

Education:

2005-present North Delta Secondary School
11447 82nd Avenue
Delta, BC, V4C 5J7
Courses: Math 12, Chemistry 12, English 12, History 12,
French 12, Theatre 12, Tourism 12

Skills and Strengths:

- Working knowledge of cash register
- Strong numeracy and math skills
- Able to communicate diplomatically with customers
- Speak and write English and Spanish
- Honest, reliable, and positive thinker
- Retail experience at concession stand at N. Delta Baseball Park

Work or Volunteer Experience:

2005-present Wal-Mart
Guildford Town Centre
Surrey, BC

- Warehouse work in the stockroom
  North Delta Baseball Park concession
  11222 84th Avenue
  Delta, BC
- Took orders, prepared food, front counter work
- Used a cash register and made change for customers.

Activities and Interests:

- Member of a Senior Level Softball team
- Swimming certification to Bronze Cross level
- Reading historical books and mysteries

Example Resume Continued…..

References:

Personal
Mr. Walter Samuels
Neighbour for the last 10 years
7635 112th Street
Delta, BC V4C 7J9
604 987 6543

Educational
Mrs. R. Wilson
Tourism teacher
11447 82nd Avenue
Delta, BC V4C 5J6
Work: 604 596 7471

Experience
Mr. Cal Kretton
Manager, Wal-Mart
237 West 88th Avenue
Surrey, BC V7Y 1P4
Work: 604 581 1932

Cover Letter Sample

(Note: Do not type information that is in italics)

Full Names
Full Street Address *(no abbreviations)*
City, Province Postal Code *(note comma, then 4 spaces before Postal Code)*
Phone Number
X
X
X
Current Date *(spell it out)*
X
X
X
Mr. /Ms./Mrs. Full Name of Person, Title
Name of Company
Full Street Address *(no abbreviations)*
City, Province Postal Code
X
Dear Mr. /Ms./Mrs. _____
X
Paragraph 1 - Give Background
Tell them who you are? Why are you writing and where did you find out about the job.
X
Paragraph 2 – Give Details
Tell them about your skills and/or experiences that are specific to this employer's needs or this job's requirements. Highlight your best skills, education and experiences. Be specific with what you have done; give details. Tell them to please find attached your resume for further details.
If there are a lot of details, you may put education in paragraph two and experience in paragraph three. Your letter will need four paragraphs if you do this.
X
Paragraph 3 – What Action Do You Want?
If the reader has any questions, tell them how to get in touch with you. Tell them when you are available for an interview. Thank them for considering you and tell them you are waiting to hear from them about an interview.
X
Yours truly
X
X *(You use a pen to sign the letter in this big gap)*
Your name typed

BUDGET

SIT WITH YOUR PARENTS TO DISCUSS APPROPRIATE AMOUNT TO BUDGET FOR. SOME CATEGORIES WILL NOT APPLY TO YOU; ADD OTHERS IF NECESSARY. NOTE: YOUR BUDGET WILL DIFFER, DEPENDING ON YOUR PROGRAM, YOUR LIVING ACCOMMODATIONS, AND YOUR NEEDS/WANTS.
IMPORTANT TO REMEMBER TO DO ACADEMIC WORK SERIOUSLY, BECAUSE FAILED COURSES ARE A FINANCIAL BURDEN.

GOOD BUDGET WEBSITES:
http://www.dal.ca/admissions/money_matters/tuition_fees_costs/budget.html
http://ssbc.scotiabank.com
http://www.tdcanadatrust.com/products-services/banking/student-life/stbud/jsp
http://www.rbcroyalbank.com/student/budgetcalculator
http://students.sfu.ca/financialaid/budget.html
http://www.tdcanadatrust.com/products-services/banking/student-life/spending-smart/spending-smart.jsp

STUDENT BUDGET FOR ONE YEAR		
INCOME	**YOUR BUDGET**	**NOTES**
Student Loans		Only available in first year if you move away from parents' home
Parents		Talk to them. How much can they afford per year?
Part-time Job		
Bursary		Awards by financial need
Scholarship		Awards for top marks
TOTAL INCOME		
EXPENSES		
Tuition and Fees – including U-Pass		Differs by subject area, where you study
Rent		Depends on where you live
Medical Insurance		BC Medical
Books and Supplies		Differs by faculty
Utilities		Heat, light
Food		More, if not in residence
Cable/internet		Cable? Internet? Total x 12 = 1 year
Personal Sundries		Laundry, deodorant, toilet paper, etc.
Clothing		
Entertainment/Going Out		
Miscellaneous		Haircuts, gifts, music, etc.
TOTAL EXPENSES		
TOTAL INCOME minus TOTAL EXPENSES =		**Potential savings/emergency funds**

Signatures

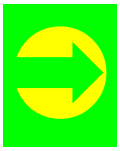
DUE: January 19, 2018

_____has discussed his/her Transition Plan with his/her:

(Print Student's Name)

1. **Parent/Guardian** _____

Print Parent/Guardian's Name

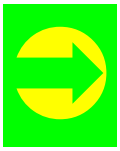


_____

Parent/Guardian's Signature

2. **Grad Trans Advisor** _____

Print Name



_____

Signature

**to be signed at interview*

VIII. **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.

A scheduled interview will take place with a community member.

Remember to:

1. Be prepared and organized
2. Bring binder and all supporting documents
3. Wear appropriate interview attire

This is an opportunity to showcase yourself!