

# WELLINGTON SECONDARY SCHOOL

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

## GRADUATION TRANSITION

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 80 hours 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

## CHECKLIST

Use the following checklist to track your completion of the **4 different requirements** of the Graduation Transition Standard. Once you have completed all 4 requirements, contact Wellington Secondary to schedule a meeting to review work and to finalize your course.

1.  Completed Planning 10
2.  Verification of Personal Health hours (80+ hours)
  - See attachment for a description of different documentation options
3.  Verification of Work Experience/Community Service hours (30+ hours)
  - See attachment for documentation and verification requirements
4.  Career & Life/Transition Plan
  - See attachment for documentation requirements

**You are responsible for completing your Graduation Transition Standards before January 25, 2019 IF YOU ARE GRADUATING IN JANUARY and before May 3, 2019 IF YOU ARE GRADUATING IN JUNE.**

# WELLINGTON SECONDARY SCHOOL GRADUATION TRANSITION

## Personal Health

Engage in at least **80 hours** of regular physical activity in addition to PE 10

Document at least 80 hours of regular physical activity in addition to PE 10. Use **one** of the following methods to demonstrate that you have met this standard. Check which one applies to your Graduation Transitions.

**Option A** – Self-Directed Activity

- Create a log or journal to record your hours as you accumulate them. (or use 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.



**Option B** – Directed Activity

- Complete the Directed Activity form and have a coach or teacher verify that you have engaged in 80 or more hours under their supervision. Have this person complete the information here or attach a letter from them that includes their name, role (eg. Nanaimo Minor Baseball coach) and contact phone number. Record if you have taken PE 11 and/or PE 12 since these courses will account for all 80 hours.

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**PERSONAL FITNESS GOALS & REFLECTIONS – This section MUST be completed by all students.**

- A. List at least 2 – 3 detailed personal fitness/health goals.
- B. State how your 80 hours of physical activity worked towards your current personal fitness/health goals, and how you plan to continue to work towards these goals.
- C. State how your 80 hours of physical activity reflect your lifestyle goals/choices, and how you plan to continue to work towards a healthy lifestyle.
- D. If applicable, state how you may have addressed or will address any personal physical limitations in your pursuit of better personal fitness/health.
- E. State your opinion of your current level of health and fitness.



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**Personal Health: Option B – Directed Activity**

Engage in at least **80 hours** of regular physical activity in addition to PE 10

This page verifies that you have completed at least 80 hours of Directed Physical activity. Have a coach or teacher verify that you have engaged in 80 or more hours under their supervision. Have this person complete the information here or attach documentation (letter, diploma, certificate, etc.) from them that includes their name, role (eg. Nanaimo Minor Baseball coach) and contact phone number. Record if you have taken PE 11 and/or PE 12 since these courses will account for all 80 hours.

I verify that \_\_\_\_\_ has completed 80 or more hours of physical activity under my supervision.

DETAILS/DESCRIPTION OF ACTIVITY:

\_\_\_\_\_

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

Contact # \_\_\_\_\_ Signature: \_\_\_\_\_

**STATEMENT OF COMPLETION OF PHYSICAL EDUCATION 11 OR 12::**

- I completed Physical Education 11 at \_\_\_\_\_ during the \_\_\_\_\_ (year-year) school year.
- I completed Physical Education 12 at \_\_\_\_\_ during the \_\_\_\_\_ (year-year) school year.

# WELLINGTON SECONDARY SCHOOL GRADUATION TRANSITION

## Community Connections

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

If you have completed Career Explorations. (Skip this section and go to page 10)

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	<input type="checkbox"/> Employer Letter or Evaluation Form

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

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3. Refer to the Employability Skills 2000+ on the back of this sheet and identify the fundamental, personal management and teamwork 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"/> <b>Communicate</b> <input type="checkbox"/> <b>Manage Information</b> <input type="checkbox"/> <b>Use Numbers</b> <input type="checkbox"/> <b>Think &amp; Solve Problems</b>	<input type="checkbox"/> <b>Demonstrate Positive Attitudes and Behaviour</b> <input type="checkbox"/> <b>Be Responsible</b> <input type="checkbox"/> <b>Be Adaptable</b> <input type="checkbox"/> <b>Learn Continuously</b> <input type="checkbox"/> <b>Work Safely</b>	<input type="checkbox"/> <b>Work with Others</b> <input type="checkbox"/> <b>Participate in Projects &amp; Tasks</b>

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

**WELLINGTON SECONDARY SCHOOL  
GRADUATION TRANSITION  
Community Connections**

**EMPLOYER EVALUATION  
OF EMPLOYABILITY SKILLS**

*To be completed by your employer/supervisor.*

**Student Name:** \_\_\_\_\_

**Employer:**  
**Business/Organization Name:**  
\_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_ **Phone Number:**  
\_\_\_\_\_

**EMPLOYERS Assessment of the Student:** *Please ✓ appropriate column. N/A for Not Applicable.*

<i><b>Fundamental Skills</b></i>	<b>Strong</b>	<b>Good</b>	<b>Competent</b>	<b>Developing</b>	<b>Never</b>	<b>N/A</b>
Listens to and/or reads and follows directions.						
Asks questions to understand expectations						
Demonstrates good written & verbal communication						
Competently uses tools and technology to manage numbers and make necessary calculations in the workplace						
Demonstrates problem solving skills						

<i><b>Personal Management Skills</b></i>	<b>Strong</b>	<b>Good</b>	<b>Competent</b>	<b>Developing</b>	<b>Never</b>	<b>N/A</b>
Demonstrates self-confidence						
Deals with people, problems and situations with honesty, integrity and personal ethics						
Demonstrates interest, initiative and effort						
Demonstrates time management skills						
Is accountable for actions						
Works well on own						
Can carry out multiple tasks or projects						
Is innovative and resourceful; identifies alternative ways to achieve goals						
Accepts constructive criticism						
Learns from mistakes						
Can cope with uncertainty and adjust to new situations						
Identifies and accesses learning opportunities						
Demonstrates awareness of and respect for safety practices and procedures and works safely						

<b><i>Teamwork Skills</i></b>	<b>Strong</b>	<b>Good</b>	<b>Competent</b>	<b>Developing</b>	<b>Never</b>	<b>N/A</b>
Works well with others (as part of a team)						
Demonstrates leadership skills						
Has demonstrated the ability to plan, design or carry out a project or task from start to finish with well defined objectives and outcomes						

***Assessment of Work Site Safety*** – please check appropriate rows below.

*N/A for Not Applicable.*

Yes	No	N/A	
			Student participated in a work place safety orientation and/or emergency training.
			Student takes care of and safely uses tools, machinery and/or equipment.
			Student knows how to report unsafe work or hazards in the workplace.
			Student is aware of first aid procedures and injury reporting procedure.
			Student respects rules regarding hazardous materials.
			Student wears required safety equipment.
			Student follows safe work procedures.

**This student has completed *approximately* \_\_\_\_\_ hours of work at this place of employment.**

**Any additional comments:**

**Employer's Signature:** \_\_\_\_\_

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

**Thank you for taking the time to complete this student evaluation**



## 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><b>Fundamental Skills</b> 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><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act</li> </ul>	<p><b>Personal Management Skills</b> 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><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p><b>Teamwork Skills</b> 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><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul> <p style="text-align: right; margin-top: 20px;">255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: <a href="http://www.conferenceboard.ca/edu">www.conferenceboard.ca/edu</a></p>
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**WELLINGTON SECONDARY SCHOOL  
GRADUATION TRANSITION**

**Career & Life / Transition Plan (con't.)**

10. Where do you see yourself in:

5 Years

10 Years

15 Years

11. What is one positive thing that you would like to be remembered for during your time at Wellington.

12. If you could change one aspect of school life, what would it be?