



Mission
Public Schools

Graduation Transitions Evergreen

(BC School Completion Certificate)

Name: _____

Completion Year _____

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Evergreen Graduation Transitions Report

Student Name:
PEN:
Grade:
Advisor:
School:

Personal Health (Section One)
<p>Complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of 80 Hours of physical activity <input type="checkbox"/> Healthy living plan <p style="text-align: right; margin-right: 50px;"><input type="checkbox"/></p> <p style="text-align: center;">Personal Health Requirement Met</p>

Community Connections (Section Two) from ESP journal
<p>Complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30 Hours of work experience paid or unpaid – Evidence required <input type="checkbox"/> Description of duties performed <input type="checkbox"/> Employment Skills certificate or report attached <input type="checkbox"/> Description of Employability Skills developed <input type="checkbox"/> Community Service (volunteer)– Evidence required <input type="checkbox"/> Description of the activity <p style="text-align: right; margin-right: 50px;"><input type="checkbox"/></p> <p style="text-align: center;">Community Connection Requirement Met</p>

Career and Life (Section Three and Four)
<p>Complete</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transition Plan (plans for the future) <input type="checkbox"/> Prioritized Goal Areas: evidence <input type="checkbox"/> Copy of most recent IEP (recommended) <input type="checkbox"/> Scholarship Application including references (<i>optional</i>) <input type="checkbox"/> Presentation <p style="text-align: right; margin-right: 50px;"><input type="checkbox"/></p> <p style="text-align: center;">Career & Life Requirement Met</p>



Mission
Public Schools

Personal Health (Section One)

Step 1 80 hours of Physical Activity

- Document at least 80 hours of regular (3 or 4 times a week) physical activity in addition to PE 10.
- **Evidence** can include: activity log, memberships, photos, letters from coaches, report card reflecting PE classes, exercise, daily fitness, superfit, sports specific activity, Special Olympics, physiotherapy, hydrotherapy, dance, walking etc.

Step 2 Which activities do you enjoy? (choice)

- List your top 10 choices for physical activity.
- Give one positive and one negative aspect to each choice
 - Think: Costs, facilities, weather, participants, etc.
 - Make a chart like the one below.
- How do you think you will keep fit in the future?
 - Write a paragraph explaining your plans.

ACTIVITY	POSITIVE	NEGATIVE
Snow boarding	Lots of exercise, social	Seasonal, expensive
Skate boarding	Fun, develop balance	Risk of injury



Graduation Transition

Confirmation of Physical Activity

I would like to confirm that _____ has completed the required 80 hours of physical activity hours for their Evergreen Graduation Transition Plan.

Completed as part of (name of class / athletic team / other activity)

Final Class Mark (If Applicable): _____ %

Name of Teacher: _____ (print clearly)

Performance comments (optional): _____

Signature: _____

Date: _____

Name _____



Top 10 Activity Choices

ACTIVITY	POSITIVE	NEGATIVE

How do you think you will keep fit in the future?

Name _____



Community Connections

Contact Mrs. Anderson at 604 826 6286 ext 323 for information about the Employment Skills Program

Step 1 30 Hours of Work or Volunteer Experience

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

Step 2 Participate in a community service event or activity (choice)

- 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 3 Describe the Community Event or Activity (Choice)

- Describe the tasks performed and the benefits to the community and student.



Mission Public Schools Evergreen Graduation Transition

Confirmation of School or Community Service

(Can be an official volunteer position or arranged privately)

I would like to confirm that _____

has completed _____ hours of service in the: (Select) School or Community

Organization / Business Name / School Activity: _____

The specific job or duty performed in/for the school or community : _____

The activity was completed on, or between the following dates:

_____ and _____

Name of Supervising adult: _____

Contact Phone number of supervisor: _____

Performance comments (optional): _____

Signature: _____ Date: _____

STUDENT EVALUATION OF WORK EXPERIENCE PLACEMENT

Name _____	Grade _____
Company _____	Placement Dates _____

Rating Scale:

4= Strongly Agree 3 = Agree 2 = Disagree 1= Strongly Disagree NA= Not Applicable

Please Evaluate the Following:

	SA	A	D	SD	NA
1. I enjoyed my Work Experience placement	4	3	2	1	NA
2. My employer/ supervisor treated me as one of the regular workers.	4	3	2	1	NA
3. There was always a lot of work for me to do.	4	3	2	1	NA
4. I felt I was making a contribution to my employer's product or service.	4	3	2	1	NA
5. I was given help/direction when I needed it.	4	3	2	1	NA
6. My parents were interested in my work experience placement.	4	3	2	1	NA
7. My teachers supported me in my work experience placement.	4	3	2	1	NA
8. I learned things that will help me in future employment.	4	3	2	1	NA
9. After graduation, I would like to work in a similar job to the one provided by the work experience program	4	3	2	1	NA
10. This is a good work site for students to gain on-the-job experience.	4	3	2	1	NA
11. I had sufficient time at my placement to learn the basics of this career area.	4	3	2	1	NA
12. There are some conditions about my job that could have been improved.	4	3	2	1	NA

My Overall Work Experience Placement Was:			
Excellent	Good	Satisfactory	Unsatisfactory

Additional Comments

SHORT TERM WORK EXPERIENCE
CAREER EXPLORATION VALIDATION FORM

Student Name _____
Workplace _____
Contact Name _____
Workplace Address _____
Workplace Telephone Number _____
Placement Dates _____
Date Thank You Letter sent _____

Please complete this form within 2 weeks of completing activity.

SPONSOR EVALUATION

Work Experience Sponsor – Please take a few moments to assess the student’s participation in this work experience activity. Circle the appropriate rating.

Rating Scale: 4 – Outstanding 3 – Good 2 – Satisfactory 1 – Needs Improvement

Interest and Enthusiasm (e.g. Asks questions) 1 2 3 4

Listening skills (e.g. Listens attentively to material presented) 1 2 3 4

Verbal (e.g. Speaks clearly and audibly) 1 2 3 4

Punctuality 1 2 3 4

Comments: _____

Contact person’s signature _____

Hours Earned _____

Approved by _____
Teacher or Career Education Facilitator

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)



Career & Life

Section 3 Include relevant information from Planning 10 and any information gathered since

Complete all items in bold, others are enrichment.

- Transition Plan**
- Circle of friends, PATH, MAPS, Person Centered Plan (optional)
- Post Secondary Plans worksheet**
- All About Me Written Profile including: resume, application forms, cover letter**
- Copy of most recent IEP**
- Scholarship Application including references (*optional*)
- Macl offers a bursury for students with an IEP.*

Section 4 Evidence of Growth for IEP goals

- Functional Academics**
- Communication Skills**
- Life Skills**
- Work Experience**
- Other:** _____

- 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.
- Include samples of work, photos, data collection or portfolio evidence for these goals.

Step 3 Presentation





Transition Plan – Planning sheet: (include copies of transitions workbook, path or map) Please provide a copy of your transition plan for the school G4 office file for future reference and support.

After Graduation I plan to....

Courses or schooling after graduation: _____

Community program: _____

Where will I live? _____

Who will I live with? _____

How will I get around (transportation) _____

Hobbies or sports: _____

Interests:

Favourite School Subjects:

Recognition or Awards

HOBBIES/SPORTS:

SCHOOL CLUBS/ACTIVITIES

INTERESTS

COMMUNITY/ACTIVITIES

My support network:

Parent _____

Library _____

Doctor _____

MACL _____

Other _____

Friend _____

Career Centre _____

CLBC Advisor _____

PT _____

Teacher _____

Counsellor _____

OT _____

Plans for the Future

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

- Updated Resume**
- Sample of a Cover Letter**
- Financial plan (complete one of the worksheet samples)**

optional

- Applications for work, school or scholarships (copies)**
- Letters of Reference**
- Scholarship application (MACL)**

Monthly Budget for after graduation

Income		Expenses	
Employment Earnings	\$ _____ .00	Rent	\$ _____
Income Assistance	\$ _____ .00	Hydro	\$ _____
Other Income	\$ _____ .00	Heat	\$ _____
Total Income	\$ _____ .00	Telephone	\$ _____
		Cable	\$ _____
		Food	\$ _____
		Clothing	\$ _____
		Personal Hygiene	\$ _____
		Bus Pass	\$ _____
		Car Insurance	\$ _____
		Gas	\$ _____
		Car repairs	\$ _____
		Medical and Dental	\$ _____
		Entertainment	\$ _____
		Other	\$ _____
		Other	\$ _____
		Total Expenses	\$ _____ .00
<p>*see conditions for employment when collecting disability pension (PDD)</p> <p>Total Income _____</p> <p>Minus total expenses - _____</p> <p>= _____</p>			
<div style="border: 1px solid black; padding: 5px;"> <p>Are your expenses more than your income? If yes explain how you will cover them. -----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> </div>			

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
 - Contact CLBC (checklist in this package for transition plan)
 - Copy of transition plan for school office file
-
- BCID
 - Personal Banking (account in your own name)
 - Financial Plan
 - Summer employment application
 - Filed a TD 1 Form (Tax Category Application)
 - Passport (if you are intending on traveling outside of Canada)
 - PWD - Person's with Disability Allowance application to intake worker (Ministry for housing and social development) 33276 Second Ave, Mission BC 604 814 1000
 - Application to TASK program at UCFV contact Darlene Carson

Appendix items attached to assist with this plan.

Page 21/22 has checklists for CLBC for students living with their own family and a checklist for those living as a child in care with a family.



*Individuals, Families and Communities Working Together
To Embrace a Brighter Future*

**Checklist for Youth living with their families:
Regarding accessing or transitioning
into Adult Community Living BC Services**

(To begin at the age of 16)

- ▶ Contact CLBC to confirm that the required documentation is on file:
A recent (within 3 years) Psycho-Educational Assessment is required, if the youth is not already deemed eligible for CLBC services based on a developmental disability as determined by a Registered Psychologist or Certified School Psychologist.
 - ▶ Even though the child/youth is receiving CLBC Children's services, documentation may be required to indicate eligibility for Adult services
 - ▶ Assessment for eligibility for Adult services must state that the individual meets the criteria for mental retardation (as per the DSM-IV-TR)
- ▶ By the time the youth is 17, contact local Community Living Centre office to begin transition planning.

**#201 – 2777 Gladwin Rd.
Abbotsford BC, V2T 4V1
Phone: 604-870-5800
Fax: 604-870-5959**

- ▶ Ensure required documentation is available for youth:
 - Birth certificate (<http://www.vs.gov.bc.ca/births/index.html>)
 - B.C. Medical card (<http://www.health.gov.bc.ca/msp/infoben/carecard.html>)
 - Social Insurance Number (http://www.canada-immigration-info.ca/sin_card.html)
 - B.C. I.D. (<http://www.governmentagents.gov.bc.ca/progdesc/bcid.html>)
- ▶ Open up a bank account, in the youth's name, if not already done.
- ▶ Before the age of 18, explore creating a 'discretionary trust fund' for any of the youth's cash assets exceeding \$3,000.

- ▶ After the age of 18, Persons with Disabilities (PWD) designation may be available to provide the youth financial and supplementary health assistance through the Ministry of Employment and Income Assistance (MEIA). Therefore, **6 months prior to 18th birthday**, apply for the Person's with Disabilities Benefit (PWD) at the Ministry of Employment and Income Assistance office (MEIA) (**BC ID & SIN card** are required)
**33276 – 2nd Ave.,
Mission, B.C. V2V 1K1
Phone: 604-814-1000 Fax: 604-814-1239**

- ▶ For youth currently receiving At Home Medical benefits, there are new procedures in place to reduce the amount of information that must be provided to apply for the Persons with Disabilities designation. If the information from the At Home Medical Benefits file is sufficient to meet the medical criteria for Persons with Disabilities designation, a PWD Designation Application Form **will not have to be completed.**

- ▶ By the age of 18, contact the secondary school to discuss the possibility of attending an additional year as **CLBC funded supports will not be available until the age of 19.**

- ▶ Develop a vision for life after high school. Is the youth interested in:
 - volunteering or working in the community?
 - having day supports?
 - continuing to attend school?
 - continuing to live at home, or wishing to explore other options?

- ▶ Gather information about resources in the community that offer day supports, supported employment or volunteer opportunities. Attend any local transition fairs. For more information on the location and time of these fairs, contact your local Community Living BC office or University College of the Fraser Valley campus.

- ▶ If Health Services (personal care, home support, nursing) are required, contact Home Health at 604-556-5000 or your local Community Living BC office 4 months before turning 19 for a referral.

- ▶ Consider making a Representation Agreement (a legal plan clarifying who will help the young person make important decisions such as health care or managing money when he/she turns 19) <http://www.rarc.ca/>

As of February 2008



Checklist for Children in Care
(for Guardianship social workers):
Regarding accessing or transitioning
into Adult Community Living BC Services

(To begin at the age of 16)

- Recent Psycho-Educational Assessment (within 3 years), if not already deemed eligible for CLBC services based on a developmental disability by a Registered Psychologist or Certified School Psychologist.
 - ➔ Even though receiving services as a child/youth, CLBC may need documentation indicating eligibility for Adult services
 - ➔ Assessment for eligibility for Adult services must state that this individual meets the criteria for mental retardation (as per the DSM-IV-TR)

- ☑ Apply for Social Insurance Number and BC ID
 - ➔ www.canada-immigration-info.ca

 - ➔ www.governmentagents.gov.bc.ca

- ☑ Birth Certificate and BC Medical card
 - ➔ www.vs.gov.bc.ca

 - ➔ www.health.gov.bc.ca/msp/

- ☑ Open up a bank account, in the youth's name, if not already done

- ☑ By the age of 17, contact local Community Living Centre office to begin transition planning

Abbotsford: 604-870-5800
Chilliwack: 604-702-5795
Langley: 604-532-4900

- Or call Koreen Hildreth – Intake Facilitator @ 604-532-4906 or toll free at 1-866-944-1844.**

- ☑ 6 months prior to 19th birthday, apply for the Person's with Disabilities Benefit (PWD) at the Ministry of Housing and Social Development (MHSD) (will need to bring **BC ID & SIN**).

- ☑ If currently receiving medical benefits and needing medical supplies past 19 and applying for PWD: **Advise the worker @ MHSD at initial phone contact, about the receipt of At Home Benefits. Request instructions to apply for medical supplies when eligible for PWD.**

- ☑ Before the age of 18, one may want to explore a 'discretionary trust fund' for any of the individual's cash assets exceeding \$3,000

- By the age of 18, contact the school to discuss the possibility of attending an additional year as **CLBC funded supports may not be available until the age of 19**

- Develop a vision for life after high school
Some questions to explore with CIC:
 - Do you want to volunteer in the community and where?
 - Do you want to work part or full time?
 - Do you want day supports?
 - Do you want to continue going to school?
 - Do you want to continue living at home?

- Gather information about resources in the community that offer day supports, supported employment or volunteer opportunities. Attend any local transition fairs. For more information on the location and time of these fairs, contact the local Community Living BC office or University of the Fraser Valley campus.

- If Health Services (personal care, home support, nursing) are required, contact Home Health in local community or your local Community Living BC office 4 months before turning 19 for a referral.

Step 3 Presentation

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



Name _____



Graduation Transitions Career & Life 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:

- Administrator
- Planning Advisor
- Counselor
- Case Manager (Resource teacher)

Appendix Items

to include in the grad transitions portfolio

- **Cover letter**
- **Resume**
- **Bursury Application**
- **IEP presentation sheet for goals**
- **Photo page to present accomplishments**
- **All about me questions**



Mission Association for Community Living
 “Building Bridges Together”

MACL High School Student Bursary

AMOUNT OF AWARD: Variable (total pool of \$4000)

Applicant’s full name	
Street Address	
City/Province	Postal Code
Phone number(s)	Email
Social Insurance Number	High School

ELIGIBILITY:

1. Graduation or equivalency from any Mission secondary school. See below.
2. Student must have a developmental disability, and will typically require *life-long* support.
3. Student has demonstrated consistent effort and personal growth in their learning.
4. Student has demonstrated participation and contribution to community and/or school activities.
5. Via a letter of request, student demonstrates a commitment to *ongoing* personal growth and development, e.g. a computer course(s), lessons in music, painting, martial arts, conference fees, a business idea, further education, etc.

REQUIRED ATTACHMENTS:

- A letter of recommendation from a teacher, administrator or counselor, outlining if and how the student meets eligibility criteria 1 - 3.
- A letter of request from the student outlining how he/she meets the above eligibility requirements 4 and 5. Student may receive help to do so from school, family or friends, and alternate means of communicating (e.g. a video or audiotape recording) is acceptable.

Note: Application deadline is **April 30**. Only applications with all the information required can be considered by MACL’s Bursary Selection Committee. Fax completed application and *both* attachments to **(604) 826-9611** or mail to:

MACL Bursary Committee
33345 Second Avenue
Mission, BC V2V 1K4

Ecole Mission Secondary 32939 Seventh Avenue Contact: Melinda Dempster/ Jody Shaw 604.826.7191	Hatzic Secondary School 34800 Dewdney Trunk Rd Contact: Shirley Gibson 604.826.3651	Heritage Park Secondary School 33700 Prentis Avenue Contact: Linda Ziefflie/Barb Iversen 604.820.4587	Summit Learning Centre 29715 Donatelli Avenue Contact Cathy Anderson: 604.814.0446	Riverside College 33919 Dewdney Trunk Rd
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Every year, in the month of February, the Bursary Selection Committee will visit all the schools’ Principals/School Counselors to bring attention to this bursary.

Cover Letters

Purpose:

- To entice a potential employer to closely examine your resume (it precedes your resume and mentions that your resume is attached)
- To present your skills, experience and qualifications as they relate to the specific job posting
- It is a summary matching your skills to their needs (as stated in the advertisement)
- It should complement your resume, not repeat information verbatim

Benefits

- A cover letter is standard in the application process
- It demonstrates your seriousness and that you have taken the time to write one, have done your research in regards to the company and have addressed your letter to the appropriate person)
- Makes a positive first impression – a resume on its own is too general

Format

1. Have your name and complete address at the top of the letter
2. Next put the date (month, day, year)
3. Put the full name of the manager or contact person, their position, and full business address
4. Have a salutation (“Dear _____”)
5. Paragraph 1 – Tell the person why you are writing, how you heard about the job and/or what kind of job you are looking for
6. Paragraph 2 – Tell the person something about yourself and why they should help or hire you. Tell them what you can do for them. Mention the attached resume.
7. Paragraph 3 – Tell the person when you will contact them or indicate your willingness to meet with them.
8. Have a closing (“Yours sincerely”)
9. Leave space to sign your name
10. Sign your name
11. Write “Encl.” at the bottom. This indicates you have enclosed your resume.

Sample Cover Letter

Name

Address

City BC Postal Code

Telephone number

3 return spaces

Date

3 return spaces

Manager's Name

Company name

Address

City BC Postal Code

2 return spaces

ATTENTION: (USE PERSON'S NAME IF YOU KNOW IT, otherwise use "HIRING MANAGER")

1 return space

Dear _____ (use person's name if you know it)

1 return space

Paragraph 1 – why you are writing, how you heard about the opening, what kind of position you are looking for “Please accept this letter and enclosed resume as my application for a position with your company. I am a young and ambitious person with a long-term goal of working in the _____ industry. Currently, I am looking for part-time employment while I complete Secondary School.”

Paragraph 2 – something about yourself and why you are well suited for the position. “Although I have limited work experience, I am reliable, enthusiastic, resourceful, motivated and work well with other people.”

Paragraph 3 – further contact. “I am requesting an interview to discuss how I can be an asset to your company. Please contact me if you require additional information or to set a time for an interview. Thank you for considering my application and I look forward to hearing from you”.

2 return spaces

Sincerely yours,

Your Signature (4-5 return spaces)

Your name

2 return spaces

Encl.

Résumés

What is the purpose of a resume?

- To advertise your skills, abilities and interests
- To summarize your skills and qualifications in relation to the position you are applying for
- To convince an interviewer to interview you for a job opening
- For pre-screening large numbers of candidates

Remember to accompany your resume with a cover letter to be more effective!

Tips on making a resume

1. Make your resume easy to read:

- On average, an employer will spend less than 3 minutes reviewing your resume
- Do not type your resume on bright coloured paper

2. Grab the employer's attention:

- The top half of the first page and left-hand side of a resume are the most important areas

3. The left side:

- Use bullets to highlight your achievement

4. Target your resume

- Customize your resume to address the needs of each job
- The cover letter should also target your resume but not repeat everything
- The employer's first impression of you comes from your cover letter. If it gives a poor impression, the employer may not read your resume

5. How long should a resume be?

- No longer than two pages in length (does not include the reference page)
- Remember to put your name, address and telephone number on each page

6. Have 3 presentation formats for your resume:

- Scannable – resume is work processed but no design – bare bones
- Mail – use bullets and highlights printed on high quality paper
- Internet – use plain text format that can be sent through the Internet
- Cut and Paste – for online forms.

TIP: Send your resume to yourself or a friend and see how the text version appears when e-mailed

7. Be careful in what you write:

- Use appropriate language
- Use the terms used in the industry for which you are applying
- Is the reader going to understand what you are saying?

8. Check grammar and spelling – this is very important!

- Use Canadian spelling (for example, “centre”, not “center” – US)
- You can be overlooked for a job if your spelling and grammar are incorrect
- Have a teacher or parent check over your resume

REFERENCES

- Choose your references carefully – choose people who will say good things about you
- When you apply for a job, TELL your references where you have applied and for what
- Spell your references’ names correctly and list the organizations they work for, position and telephone number
- Try to use a person who is relevant to the position you are applying for
- Do NOT use a parent, grandparent or anyone living in the same house as you.

DO NOT USE “REFERENCES AVAILABLE UPON REQUEST”

- Prospective employers may not take the time to phone you to ask for your references
- Someone who already has references listed is easier to hire

Sample Resume

Name (Bold 16 font)

Address

City BC Postal Code

e-mail address (must be business-like)

Career or Employment Objective: (Titles in bold – do not underline)

To gain experience in _____ which will help me to
_____. My career goal is to become a_____.

Education:

Queen Elizabeth Secondary School

Currently enrolled in Grade _____, Co-op Program (for example)

Honour Roll student (if currently on Honour Roll)

P.E. Leadership / Peer Tutoring (for example)

Skills and Abilities:

- Enjoy working with the public
- Excellent time management and organizational skills
- Computer skills include: MS Word, Excel and PowerPoint
- Physically fit to do demanding work
- Get along well with people

Certificates and Awards:

- SuperHost Certificate
- St. John Ambulance First Aid Certificate
- Driver's License
- Student Advisory Council 2007
- Most Valuable Player, Mission Lacrosse Association 2006

Work Experience:

April 2007 to May 2007 Collingwood Policing Station, Vancouver

Work Experience placement

Assisted the general public, prepared community activities, accompanied officers on patrols

Feb. 2007 to March 2007

Sport Chek, Metrotown

Work Experience placement

Priced new items, shipping and receiving, re-merchandised and stocked shelves

Jan. 2006 to Jan. 2007

Friendly Critters Care Home

Caretaker of rescued birds and animals

Feeding, cleaning cages and assisting the Veterinary Technician

Hobbies and Interests:

- Playing baseball and soccer
- Member of the Canada Shotokan Karate Club
- Reading books and listening to music
- Drawing and painting

References:

Name

Company

Position

Telephone Number

Name

Company

Position

Telephone Number

Example

Mr. P. Anderson

Mission Secondary School

English Teacher

604-826 - 5555

Note: You may list your references on a separate page. This makes it easier to make changes and you won't have to redo the last page of your resume every time that you delete or add people from your reference list.

First and Last Name _____

12345 My Street Name, Mission, BC V2V 1G0
Telephone (604) 826-1234

(Month) (dd), (yyyy)

Dear (Ms./Mr.),

Please accept the attached resume as an application for hire with (name of company).

(Insert paragraph about work or volunteer experience) I have been involved as a volunteer with the Lifetime Learning Society Centre, the Fraser River Heritage Park and the recycling program while attending Heritage Park Senior Secondary School. These placements have been the ideal environments and have afforded me multiple opportunities towards the development of the necessary skills to achieve my personal best and my goal of attaining employment.

Finally, I am (list of qualities and skills) cooperative, a team player and I have a great sense of humour. I am willing to accept constructive criticism and do my best to achieve positive results.

I look forward to the possibility of discussing my qualifications with yourself further at your earliest convenience.

Sincerely,

Full name here

First and Last Name _____
12345 My Street Name, Mission, BC V2V 1G0
Telephone (604) 826-1234

OBJECTIVE

Attain employment with (name of company)

EXPERIENCE

Lifetime Learning Society Centre
~ 7756 Grand Street, Mission BC, V2V 3T3 ~
Supervisor: Suzanne Mathieson
- FEB. 2006 to Jun 2007 -

Volunteer ~ Special event assistant

Responsible for room set-up for various events such as music programs and art history. _____, along with his classmate, set up tables and chairs, moved equipment, stocked shelves and helped with janitorial duties.

Fraser River Heritage Park

~ 7494 Mary Street, Mission BC, V2V 6Y9 ~

Supervisor: David Anderson
- Sep 2005 to Jun 2006 -

Volunteer ~ Grounds Keeping

- Leaf raking, Sweeping, and Landscaping

Heritage Park Senior Secondary School

~ Recycling Program ~
- Sept. 2005 to Jun 2007 -

Volunteer ~ Processing Schools Refundable Containers

- Collecting used containers from all receptacles throughout school premises
- Rinsing and sorting containers
- Returning processed containers for refund
- Assisting with the counting of monies and depositing of funds

EDUCATION

BC School Completion Certificate from Mission Public Schools
- Heritage Park Senior Secondary School – 2007

* *Credential certificates enclosed – personal reference lists provided upon interview*

Assessment IEP Goals
Evaluation of Learning Outcomes

Student name: _____

Date: _____

Learning Focus: _____

Goal:			
#	Student will	Pre	Post
Strategies		Evidence or data collected for task	Person Responsible for service delivery

Base line: (the level Student is at right now) Target: (the level Student is working towards)

Why: (purpose of the goal)

When: (how often within Student's timetable)

How: (describe how this was taught and by whom)

What: (what did this look like when Student is doing the task or skill?)



Questions to lead the All about me section

Use some or all of these questions to create a story or to help us understand you as an individual. This helps to provide a more clear plan to support you as you graduate.

Play and Other Activities

1. What do you like to do in your free time?
2. What do you usually do after school? On weekends?
3. What are your favorite games?
4. Do you like making things? If so, what?
5. What special tools or playthings do you have at home?
6. Is there a tool or plaything you wish you had? If so, what?
7. Do you have pets? If so, what?
8. Do you collect things? If so, what?
9. Do you take private lessons (piano, tennis, etc.)?
10. If you could have 3 wishes, what would they be?
11. Did you ever wish you were someone else? If so, who?
12. Are you afraid of some things? If so, what?

Reading

1. Do you like being read to? If so, what?
2. Do you enjoy hearing a story told? If so, by whom?
3. Do you like to read? If so, what kind of reading? (about animals, sports, people, space travel, how-to books, etc.)?

4. Do you like comic books? If so, which ones?
5. Do you like magazines? If so, which ones?
6. Do you read newspapers? If so, what parts?
7. Do you use the library? If so, about how often?
8. Do you have a library card? If not, would you like one?

Television, Radio, Movies, Music, Computers

1. About how many hours a day do you watch TV during the week? On weekends?
2. What TV programs do you like?
3. About how many hours a day do you listen to the radio during the week?
4. How often do you attend movies?
5. What movies have you liked?
6. What singers do you like?
7. What musical groups do you like?
8. Do you enjoy computer games? If so, what kinds?

Vocational and Educational Interests

1. What would you like to do after finishing school?
2. Is there anyone in television or the movies who does the type of work you would like to do? If so, who?
3. Have you done any reading pertaining to this?
4. Do you like school?
5. What subject do you like best?
6. What subject do you like least?
7. Do you plan to go to a post-secondary institution after high school?
8. Has any member of your family been to college? If so, who?

9. Would you like to travel outside Canada? If so, where?

Other Comments:

Do you have anything to add you think we need to know about you to help us know you better?