

District/Authority Scholarship

Application 2018

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For information that may not be contained in this application form, please visit the following Ministry of Education website:

http://www.bced.gov.bc.ca/exams/handbook/1516/handbook_of_procedures.pdf

and go to pages 113 - 115

DISTRICT/AUTHORITY SCHOLARSHIPS, 2017-2018

(Group 1, 2 and 4 Independent Schools)

INFORMATION AND GUIDELINES

Definition of the District/Authority Scholarship

- The purpose of the District/Authority Scholarships is to acknowledge superior achievement in the following specialty areas (see sub-categories below):
 - Fine Arts** (e.g., Visual Arts, Dance, Drama, Music)
 - Applied Skills** (e.g., Business Education, Technology Education, Home Economics)
 - Physical Activity and Sports** (e.g., Athletics, Gymnastics, not limited to Physical Education)
 - International Languages** with Integrated Resource Packages (IRPs) or External Assessments, including AP and IB courses.
 - Community Service** (Volunteer Activity), which includes demonstration of local and global issues and cultural awareness
 - Technical and Trades Training** (e.g., Carpentry, Automotive, Mechanics, Cook Training)
 - Indigenous Languages and Culture**, demonstrated at school or in the community

Each qualifying candidate winners will receive a \$1250 scholarship voucher to use towards their post-secondary tuition. See <https://studentaidbc.ca/apply/designated> for a complete list of designated institutions.

To obtain the District/Authority Scholarship voucher, qualifying students must enroll in, and attend, a full program in a designated post-secondary institution, or a training program which requires secondary school graduation and is approved by the Ministry of Advanced Education and Job Training, normally no later than five years following their graduation.

- Where applicable, applicants may present evidence to the local committee of a program of studies in grades 10, 11 and 12 which may include B.C. Ministry of Education Authorized, Board/Authority Authorized, Distributed Learning and External courses.
- The chart below delineates the six Specialty Areas and their Focus Areas. Students can apply in more than one Specialty Area but not twice within the same Focus Area. There must be ONE application form for EACH submission. The maximum number of applications per student is TWO (2). However, students can only win ONE award and are advised to choose wisely.

FINE ARTS		APPLIED SKILLS		
Classical Music	Music Composition	Accounting & Marketing	Model UN	
Creative Writing	Musical Theatre	Agricultural Sustainability	Information & Communications Tech.	
Dance	Photography	Analog Systems, Digital Systems	Internet Applications	
Film & Video	Popular Music	Business Computer Applications	Journalism /Yearbook	
Studio Arts: Fabric and Fibre		Business Information Management	Leadership	
Studio Arts: Printmaking and Graphic Design		Computer Programming	Technical Education	
Studio Arts: Ceramics and Sculpture		Debate/Public Speaking	Textiles	
Studio Arts: Drawing and Painting		Electronics and Robotics	Sustainable Agriculture	
Theatre Performance		Food Studies		
Theatre Production: Technical Theatre		INDIGENOUS LANGUAGES AND CULTURE		
Visual Arts: Media Arts		Creative Arts Languages		
PHYSICAL ACTIVITY & SPORTS		SECOND LANGUAGES		
Leadership in Health and Physical Activity		American Sign Language	German	Mandarin
Leadership in Sport		Arabic	Italian	Punjabi
Performance in Sport: Individual		French	Japanese	Spanish
Performance in Sport: Team			Korean	
COMMUNITY SERVICE		TECHNICAL AND TRADES TRAINING		
Volunteer Activity		Automobile Technology	Drafting and Design	
		Carpentry/Joinery	Metal Fabrication and Machining	
		Cook Training	Welding	

SELECTION CRITERIA

A. To be considered for a District/Authority Scholarship, applicants must:

- be a Canadian citizen or Permanent resident (Landed Immigrant) – foreign students here on a study permit are not eligible to apply
- be enrolled in a Group 1, 2 or 4 independent school
- fulfill B.C. Ministry of Education graduation requirements
- must be a BC resident (parent/guardian address)

B. An applicant must submit the following to his/her school District/Authority Scholarship Coordinator (these items should be paper clipped together and easily accessible):

- the two-page application form, indicating for which specialty and focus area he/she is applying – see pages 12/13.

N.B. This application is treated as a confidential document. The student's Social Insurance Number must be included so that the Ministry of Education can properly process the winners' awards. (All applications are kept on file for one year and then shredded.)

- a typed, one-page personal letter of application, introducing himself/herself, describing superior achievement in his/her chosen specialty area, and future educational and career goals.
- a typed, one-page Letter of Recommendation from a teacher in the applicant's specialty area (Please see your school counsellor, for permission, if you believe another person, such as a coach, would be in a better position to write the letter of recommendation.) – see page 14

N.B. To avoid conflict of interest, letters of support and recommendation should not be written by relatives of the applicant.

- the Checklist (Page 16) signed by a School Authority.

C. Evidence of superior achievement in the applicant's chosen specialty/focus area must be presented on the night of the adjudication (Thursday, April 19, 2018). In some focus areas, you are specifically required to submit work in advance. See details on pages 4 – 10.

Evidence of superior achievement in the specialty/focus area, must be clearly presented.

Presentation methods may include performance, portfolios, descriptive photo albums, videos, DVDs, record logs (documenting hours of involvement) and PowerPoint presentations. Please refer to the individual category write-ups in this application package.

PLEASE NOTE: There is no guarantee that your evidence will be considered during your presentation. Some adjudicators prefer a conversational style presentation.

D. Mailing/Drop off Instructions: The school counselor must have the application package delivered to the appropriate FISA representative (listed below) before 4:00 p.m., Monday, April 9th, 2018.

Vancouver Island Schools
C/O John Slofstra (john.slofstra@pacificchristian.ca)
Pacific Christian School
654 Agnes Street, Victoria, BC V8Z 2E6

EVIDENCE/PRESENTATION REQUIREMENTS

(This list is not exhaustive. It is organized alphabetically, not by Focus Area.)

Accounting/Business Studies/Drafting/Technology

Accounting, Business Education, Drafting and Technology courses lend themselves to creative project opportunities. Students are to submit evidence of a major project in the form of a video, computer disk, drafting blueprint and/or pictorial portfolio. Applicants are to provide journal entries that detail their challenges and successes. They should also provide evidence how the project exceeds course requirements.

N.B. Pictorial portfolios/videos have been successfully used by students to document their involvement in the construction of homes, and/or rebuilding and restoration of automobiles.

Agricultural Sustainability

Applicants must demonstrate experience in local food production and local food security. This requires evidence of a certain number of hours of community service in organizations tied to local food production and food security, as well as experience and documentation in the growing of local food in both private gardens and community gardens. The applicant must have made a difference in their local community and grasped an understanding of the concept of food security and how local food production is an important part of making communities healthier and more sustainable.

Business Computer Applications / Business Information Management

Applicants should submit evidence of a major business project utilizing some aspect of modern computer technology. This should include (but is not limited to) a project manual detailing each of the different aspects of the project, a précis describing how the project exceeds course requirements. Examples of a major project could include an on-line purchase control system, an inventory management database, an accounting system or a policies and procedures manual.

Carpentry and Joinery

Students are required to bring at least THREE projects of varying degrees of difficulty. ONE of the projects should be a major work. All four projects must demonstrate the following:

1. Originality and creativity (not something downloaded or built from a magazine article)
2. Evidence of planning (detailed drawings, joinery selection, parts lists, cost estimates)
3. Construction quality (hand-cut wood joints where appropriate, machine cut for other areas, strength with grace, not overbuilt, materials selection, matching grain, etc.)
4. Finishing quality

Classical Music: Vocal and Instrumental

Students will present two selections that best demonstrate their musical and technical abilities and their mastery of stage performance. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with regard to presentation.

Community Service

Applicants should provide evidence that they have a high level of dedication to service in a variety of areas or long-term service in one particular area, and that the student has made a difference in his or her community. (The applicant might have held the chief role in at least one school event.). Evidence must show superior leadership and service skills and a commitment to the organizations served. Lastly, the applicant must be able to articulate their service philosophy and service/leadership principles.

Computer Programming

Applicants should submit evidence of a major project in any commonly used programming language. This should include (but is not limited to) the documented source code either on print or electronic media, an executable file when appropriate, a précis detailing all of the different aspects of the project as well as how it exceeds course requirements. Examples of a major project could include games, business applications, and applications of advanced data structures or an in-depth analysis of an esoteric programming language. Please note that HTML is not a programming language.

Creative Writing

The following Writers' Resume should be submitted in advance with the application on April 9, 2018:

Writers should prepare a Writer's Resume outlining any awards/accomplishments/publications/workshops/courses taken. Applicants should also list the items in their portfolios by genre and title and style, if applicable. Finally, writers should include five pieces or excerpts of pieces (maximum 500 words each please) chosen for variety, excellence, and originality for the adjudicators to be able to read.

At the adjudication, applicants will make a ten minute presentation. Applicants should bring the complete versions of the five pieces submitted in the application process. They should be prepared to speak to the adjudicators about:

- Why do you write?
- What writers have influenced you? (Or other people who have influenced your writing?)
- What are your greatest strengths as a writer?
- What are your goals for growth as a writer?

Dance

Students will present two selections that best demonstrate their dance abilities and their mastery of stage performance. Suggested styles could include but are not limited to Ballet, Modern Theatre, Jazz, Lyrical, Contemporary, Modern, Ballroom, Latin, Irish/Scottish/Ethnic, Hip Hop (or other street and related styles). Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with regard to presentation.

Debate and Public Speaking:

Applicants should submit an outline of the progression of their experiences and successes in debate and/or public speaking (i.e. a resume). As well, the applicant should indicate a sample of topics spoken on and/or positions debated in competition.

Because quality debate and speech demonstrate high levels of analytical thought and excellent skills in speaking performance, the tenminute interview should involve these elements:

1. An opportunity for the applicant to speak, for up to 3 minutes, about the progression of his/her debating or speaking experiences.
2. An opportunity for the adjudication panel to question the applicant on his/her understanding of the skill of debating/speaking and/or knowledge about the topics the applicant has encountered in competition. (3 minutes)
3. A quick sample of the applicant's skills to be demonstrated by being asked to prepare a one-minute impromptu speech. Applicants would be given two minutes to prepare, one minute to speak.
 - a. For debaters, this would be either the negative or affirmative on a simple two-sided topic provided by the interviewers.
 - b. For public speaking, candidates would be given a quote from a famous person and asked to respond to and or/explain how they understand the quote and its current relevance.

The impromptu adjudication questions would therefore be based on materials presented as evidence in the application process, allowing the adjudicators the opportunity to prepare valid questions for #2 above.

Impromptu debate topics will be clear cut topics and will be garnered from the Manitoba Speech and Debate Association "general topics" list at

<https://sites.google.com/site/manitobadebate/resolutions/general-topics>.

Impromptu speaking topics will be broad-based and of general applicability. They will be drawn from the Bartlett's online database.

Entrepreneurship/Intrapreneurship

Applicants should provide evidence that they show entrepreneurial spirit and have set up their own business venture, or that they show intrapreneurial spirit, demonstrated by working within an established organization. Evidence must show the development and operation of a business plan including the research that was done to determine the feasibility of the business, a mission statement and objectives, and legal and ethical business operation. In addition, applicants may present details about leadership and/or teamwork in an entrepreneurial activity, and discuss how their personal attributes influence the venture's success. Protection of intellectual property is another issue that may be included, as well as the role of innovation in an entrepreneurship venture. Financial statements showing the venture's profitability may be included.

Film & Video

The following work must be submitted in advance with the application on April 9, 2018:

Students will be required to submit one main project containing original work that they will have begun and completed during high school. Along with their finished product (which should be on DVD format – do test it before submitting), students need to include the following:

- a detailed written description of the *main* project being submitted (project should be substantial in both length as well as complexity – but no longer than 10 minutes) and would consequently entail a substantial number of ‘working’ hours (minimum 50 hours)
- a list of higher-level skills and problem-solving techniques used in completing the project
- evidence of pre-production work and filming/editing process that went into the project (i.e., journal, preliminary sketches/brainstorming ideas, photos, shot list/storyboard, etc.)
- a self-evaluation or critique of the finished project, including reasons for the best/favourite part of the project as well as what was learned from the entire process (including what you might do differently next time).

Food Studies

Applicants will present a major project in food studies comprised of two components.

1. They will prepare, without assistance, and bring with them a two-course, nutritious meal (appy/main OR main/dessert) that will include (but not be limited to):
 - a. adaptation of ingredients and methods to create original recipes
 - b. presentation skills
 - c. a variety of cooking methods
 - d. cost and nutritional analysis
2. On adjudication night each applicant will be given the same recipe to prepare on site. This will demonstrate:
 - a. proper handling and storage of food, and proper use of equipment
 - b. proper hygienic practices and cleanliness of their kitchen at the end of the evening
 - c. time management
 - d. taste of dish for flavour, textures, seasonings as appropriated to the supplied recipe

Indigenous Language and Culture

Students will be asked to demonstrate use of language, culture and traditions at their school or in their community. They will need to present (to the panel) their commitment to preserving and sharing their language, culture and traditions as it relates to their personal journey"

Information and Communications Technology

Applicants should submit evidence of a major project in one of the branches of ICT such as database design, networking, web page design using XML or some combination thereof. This should include (but is not limited to) a project manual detailing each of the different aspects of the project, a précis describing how the project exceeds course requirements. Examples of a major project could include an on-line purchase control system, an inventory management data base or a distributed network.

Innovation or Invention

Applicants should submit evidence of the development and creation of their innovation or invention. The innovation or invention should be recognized as the product of unique intuition or genius (as distinguished from skill or craftsmanship.)

An innovation might be a new idea, or a new or improved device, service or process. The innovation might offer a better solution, or meet new requirements or unarticulated needs. The innovation might be original and more effective, something “new” that breaks into a new market or realm of society. It might also involve integration of various ideas in a new way that has impact.

An invention is an original, new and useful device, method or process that did not exist previously. It may be an improvement on a machine or product, or a new process for creating an object.

International Languages

Applicants should submit written evidence revealing language expertise (e.g. creative writing pieces, short stories, documentaries, interviews, novels and/or drama script). **This evidence should be submitted along with the application on April 9, 2018.** For oral evidence, applicants should be prepared to speak and answer questions in their second language during the adjudication process.

NOTE: Potential applicants should note that the second language adjudicator, in conjunction with the DDAA Organization Committee, reserves the right to determine whether the language being applied in constitutes a “second” language. Where it is determined that the language is not the “second” language, the application may be disqualified.

Leadership

Successful applicants will identify how, as leaders, they have made a difference in their school and/or community, how they effected change, and how they came to be the leader that they are. Students should consider, for example, their leadership philosophy, key leadership principles to which they adhere, and/or any leadership model that has helped shape them as individuals. Leadership involves serving in a key role at the organization and/or implementation level of an event. The application should provide evidence of superior leadership skills and commitment to the organizations served. School involvement may include organizing fundraisers, raising awareness through educational initiatives, running spirit events, or the like. Evidence of leadership outside the school may include, but is not limited to, participating in service opportunities, mentoring, or community projects. Portfolios may be used to reflect on the above, providing any distinguishing evidence as well as revealing any specific leadership skills that the applicants have developed as a direct result of their leadership involvement.

Leadership in Health and Physical Activity

Applicants should provide evidence of how they have advanced quality physical activity and/or health education programs in their school or community. Descriptions of the project or event and the key leadership role played in the execution of the activity should drive the portfolio presentation. As well, the applicants need to demonstrate how they have advocated for better health (emotional and/or physical) through the events they led, who benefitted, and how. The applicant

may want to reflect on (but is not limited to) the sustainability and impact of the events, such as the link between physical activity and healthy lifestyles, the link between physical activity and a positive community, the possible physical literacy gained, the importance of fun and fair play, or the reasons why it is important to get more individuals participating in physical activities today.

Leadership in Sport

Applicants should provide evidence of their unique contributions as a leader in the sport community. This could include, but is not limited to, being voted captain, advancing gender equity, or recognizing ways for sport to be more inclusive. While character is paramount (ensure reference letters specifically speak to this), skill and performance will also be considered. Be sure to provide any documentation of achievement. Reflect on the following when preparing your portfolio: How have you given back to the sport or your community in a meaningful way (i.e. being a captain, coaching, or leading a summer camp)? What have you done to advance sport? How would your life be different if you didn't have sport? How would you be different if you didn't take the leadership opportunities provided through sport? How would others' lives be different? Portfolios should reflect on the above, providing any distinguishing evidence as well as revealing any specific leadership skills that the applicants have developed as a direct result of their leadership involvement.

Model UN

Model UN or Model Commonwealth: Model UN and Model Commonwealth events give students opportunities to learn about diplomacy, public speaking, collaboration, and leadership. A winning candidate in this category should be able to express him or herself with confidence, articulation, knowledge and understanding of the complexity of international relations. The candidates in this category will undergo a ten-minute interview involving these elements:

1. An opportunity for the applicant to speak, for up to 3 minutes, about the progression of his/her Model UN or Model Commonwealth experiences.
 2. An opportunity for the adjudication panel to question the applicant on his/her learning about the skills of diplomacy, collaboration, and leadership and how the applicant has encountered these in his/her conference experiences. (3 minutes)
 3. A quick sample of the applicant's skills to be demonstrated by being asked to prepare a 1 minute impromptu speech on a topic in line with Model UN or Model Commonwealth themes. Applicants would be given two minutes to prepare, one minute to speak.
- The impromptu adjudication questions should be based on materials presented as evidence in the application process, allowing the adjudicators the opportunity to prepare valid questions for #2 above.
 - Impromptu topics should allow the candidate to address the complexities and nuances of international relations and diplomacy, giving them opportunities to consider how a given country or delegation might approach a topic/issue.
 - Applicants should submit a resume of their Model UN/Model Commonwealth experience, include a list of awards/recognitions and any leadership or organizational positions held.

Music Composition (Classical and Popular)

Students will submit two original compositions (e.g. Classical, Jazz, Folk, Pop/Rock) with their applications. The compositions should be recorded on CD and presented in hard copy. For popular music, lyrics and chord charts will suffice as hard copy. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with regard to presentation. (See next page...)

Both CDs and hard copies should be submitted with the Dogwood/District application on April 9, 2018. Students should be prepared to discuss compositions with the adjudicator at the adjudication evening.

Musical Theatre

Students will present two selections that best demonstrate their musical and technical abilities and their mastery of stage performance. Selection of pieces should be made to bring out BOTH the applicant's singing and acting ability. Pieces must be selected from standard Broadway repertoire. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with regard to presentation. Props can be brought (or requested – furniture, for example) and costumes, if applicable, are encouraged.

Performance in Sport: Individual

Applicants should provide evidence of a high level of performance and superior commitment to an individual-based sport (supply documentation of awards received, evaluations, etc.). They should include how their current accomplishments compare to the highest possible achievement for their age group (junior national team, provincial team, Paralympic Sport, BC Summer Games, etc.). In addition to skill-based advanced performance, applicants should reflect on the following when presenting a superior portfolio: How have you developed in character as a direct result of high performance sport? How have you given back to the sport or your community in a meaningful way (i.e. mentoring, coaching, or being a role model)? What has been the most significant part of your journey, and where do you intend on going from here? Artful presentation and evidence of depth help distinguish the applicant.

Performance in Sport: Team

Applicants should provide evidence of a high level of performance and superior commitment to a team-based sport (supply documentation of awards received, evaluations, etc.). They should include how their current accomplishments compare to the highest possible achievement for their age group and sport organization (junior national team, provincial team, Paralympic Sport, BC Summer Games, etc.). In addition to skill-based advanced performance, applicants should reflect on the following when presenting a superior portfolio: How have you developed in character as a direct result of high performance sport? What does “team” mean to you? How and why does team sport make a difference? What has been the most significant part of your journey, and where do you intend on going from here? Artful presentation and evidence of depth help distinguish the applicant.

Photography: Reality

Any manipulation or modification to the original image is limited to minor retouching of blemishes and must not alter the content of the original scene. No composites. HDR techniques are acceptable as long as the result is what the eye naturally sees. The photographer may make enhancements in the camera (zooms, pans, multiple exposures, blurs, cropping) with modifications/enhancements using a digital imaging software program such as Photoshop to improve the overall presentation of the original captured image. For example, one may improve contrast/tonality or enhance colour. Techniques that dramatically change the presentation of the original captured image must be entered as Altered Photographs.

Photography: Altered

Images must be heavily manipulated and obviously creatively enhanced including composites, creative filters etc. These images are not meant to look like a regular photograph.

Requirements for both Photography categories above:

Applicants are to submit a portfolio of 20 photographs

- 10 representing one concentration
- 10 displaying a breadth of exploration.

These photographs may be presented in two sizes:

- 5x7
- 8x10 or 8x12.

Further notes:

- A minimum of 10 photographs must be 8x10 or 8x12.
- Photographs must be presented in a black binder book with clear sleeves.
- No frames, poster boards, project boards or extra books will be accepted.
- A student biography and artist statement are to accompany the photographs in the binder.

Popular Music (Jazz and Contemporary): Vocal and/or Instrumental

Students will present two selections that best demonstrate their musical and technical abilities and their mastery of stage performance. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with regard to presentation.

Studio Arts

A portfolio of eight original works made up as follows:

- Four works should represent one major concentration, with an accompanying artist statement as it relates to the concentration.
- Four other works displaying breadth of exploration. If a student wishes to present a sketchbook, it would be considered one of the breadth pieces.

NOTES

- All eight submitted works must be clearly labeled as a concentration work or exploration work.
- No framed work and no extra props or embellishments will be accepted.
- Your work will be displayed on a table; bring easels, tri-folds or display boards to elevate your work. No tables are against walls.
- If a significant piece of work by a student is unavailable for submissions because it has been sent away for portfolio adjudication for post-secondary admissions, a digital image or photographic representation would be accepted in its stead. An authentication form, signed by the art teacher or counsellor, must be submitted with the reproduction.

Textiles

A portfolio of six pieces showing evidence of the following:

- Use of a variety of fabrics.
- Quality of finish and fit.
- Use of a variety of advanced sewing techniques.
- Creativity in adapting patterns to suit individual needs.

Documentation of the following:

- Record of research, planning and pattern adaptation
- Cost analysis
- Fabric samples
- Photographs and/or sketches of work and finished garments

Theatre Performance

Students will present two CONTRASTING pieces (e.g. Modern vs. Shakespeare or Comedy vs. Tragedy) that best demonstrate their dramatic and technical abilities and their mastery of stage performance. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with regard to presentation.

Theatre Production: Technical Theatre

Applicants should submit a portfolio that demonstrates their active involvement in theatre production. Elements presented in the portfolio include: Prompt book, ground plans, crew schedules, pictures of productions, a tentative rehearsal schedule for a two act play with a rehearsal schedule of 9 weeks to opening, other documentation of interest. Items for discussion include: a description of the production roles taken; identification of typical production working environment and tools used within a working theatre; relationship between the stage manager and the director designer; rehearsal scheduling and directing.

PLEASE NOTE: This portfolio must be handed in with the student application on April 9, 2018.

APPLICATION FORM

PERSONAL INFORMATION (address needs to be Permanent Residence in BC)

Name: _____ Ministry PEN: _____
 Address: _____ SIN #: _____
 City: _____ Birth date: _____ / _____ / _____
day month year
 Postal Code: _____
 Phone Number: _____

I am a: Canadian Citizen Permanent Resident

School: _____
 School Address: _____
 School Telephone: _____

Name and position of Dogwood District/Authority Award Coordinator in your school:

Name: _____ Position: _____ Email: _____

SPECIALTY/FOCUS AREA

Please circle one SPECIALTY AREA ***and*** list the specific FOCUS AREA:

<u>Specialty Area</u>	<u>Focus Area</u>	Specific Instrument/Sport/Medium (if applicable)
------------------------------	--------------------------	---

- Fine Arts _____
- Applied Skills _____
- Physical Activity & Sports _____
- Second Languages _____
- Community Service _____
- Technical & Trades Training _____
- Indigenous Languages/Culture _____

SCHOOL/COMMUNITY COURSES TAKEN RELATED TO SPECIALTY AREA

<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>

2018 POST SECONDARY PLANS

Are you planning to attend a post-secondary institution next year? Yes No

APPLICATION FORM (page 2)

AWARDS: List any awards, certificates or competitions connected to your specialty area that you have received or been involved in over the last three years.

Grade 10	Grade 11	Grade 12

SCHOOL ACTIVITIES: list the school activities in which you have been involved during *Grades 10, 11 and 12* in your specialty area. Start with your most recent involvement.

Activity	Position Held	Grade(s) involved

COMMUNITY ACTIVITIES: list the community activities in which you have been involved during *Grades 10, 11 and 12* in your specialty area. Start with your most recent involvement.

Activity	Position Held	Grade(s) involved

CONFIDENTIAL LETTER OF RECOMMENDATION

(from specialty area teacher/coach/instructor)

NOTE: Remember that, to get a letter of recommendation from someone other than a teacher, you need to get permission from your school counsellor.

The Confidential Letter of Recommendation must include the following:

1. Name of Specialty Area teacher/coach/instructor
2. Name of applicant
3. Applicant's chosen field of excellence
4. Information regarding:
 - the applicant's ability and achievements within and beyond classroom assignments and expectations in the chosen career field
 - the indicators that the applicant's work in this field can be considered superior
 - the applicant's attitude, cooperation, motivation, work habits and punctuality
5. A description of any specific projects or endeavours that would support your assessment

**This letter of recommendation must be submitted directly to the school counsellor OR be provided to the student in a sealed envelope for submission to school contact person with the application, which is due on
Monday, April 9, 2018.**

Vancouver Island Adjudication Information

In order to qualify for a District/Authority Scholarship (DAS), all Vancouver Island candidates must attend the DAS Scholarship Adjudication Evening hosted by **St. Michael's University School on Thursday, April 19, 2018**. On that occasion, students will provide examples of their work in their chosen discipline. In the event that a Focus Area is not adjudicated on that night at SMUS, applicants will receive advance notification of the alternate time and location.

The objectives served by the Adjudication Evening are:

1. To showcase the work of students.
2. To provide a forum for excellence in which students, parents, and recognized experts learn from each other.
3. To provide a team of adjudicators with actual examples of student work in order to determine superior achievement.
4. To determine who will receive the awards.

Please note the following timelines:

1. A completed application is due on Monday, April 9, 2017, by 4:00 p.m. to John Slofstra at Pacific Christian School. Individual schools will set their own deadlines for student submission of their applications to their counsellors, allowing for the time it takes to forward the applications to Mr. Slofstra. Students must ensure that all required documents are included in the application package. Failure to do so may result in disqualification.
2. Students in Studio Arts must display their work starting on Monday, April 19 at SMUS between 3:30 and 6 pm. School representatives should email Kate Knight at kate.knight@smus.ca to book a time when individual schools may set up the student work and to outline the school's art applicants' display needs.
3. **NOTE: Display of all work must be completed by 6:00 p.m. on Thursday, April 19.** Students involved in interviews and/or performances will receive a schedule indicating the time they will be adjudicated. Failure to be on time may result in disqualification.

Further Information:

1. A definitive program of events will be mailed to sponsor teachers **after** the deadline for submission of application documents on **Monday, April 9, 2018**. We will then be in a position to know exactly which disciplines will be represented.
2. Students should direct enquiries to their school representatives. School representatives can contact the district representative, Mr. John Slofstra, at john.slofstra@pacificchristian.ca (250-857-0752).

Document/Evidence Checklist

APPLICANT:

Please give this check list to the school counselor/teacher who will be submitting this application form.

SCHOOL COUNSELLOR/TEACHER:

Please use the following checklist to determine that this application form is complete. **Affix this page to the front of the completed application form before submitting it.**

- Application Form (pages 11/12)
- Typed, one-page personal letter of application (see page 3)
- THIS CHECKLIST with the School Authority Signature (page 3 and below)
- Confidential Letter of Recommendation (page 14)

It is important that the above documentation be completed **accurately and thoroughly**. Failure to do so may result in the disqualification of your application. Please do not submit in sealed envelopes.

Any documentation IN ADDITION to the above (an additional letter of support or recommendation, for example) **will not be accepted** and may disqualify your application.

Unless the focus area you have chosen clearly states otherwise (see pages 4 – 10), please do not include the evidence portion when you submit your application at this time. Focus areas that DO ask for evidence in advance are: Creative Writing, Music Composition, Second Languages and Theatre Production.

If the student is applying in the following focus areas, please indicate that the evidence requested has been submitted with this application.

- Creative Writing (page 5)
- Film and Video (page 6)
- International Languages (page 7)
- Music Composition (page 8)
- Theatre Production (page 11)

Portfolios, DVDs, PowerPoint presentations, trophies and awards that support your presentation/performance for all other Focus Area categories may be brought on the night of the adjudication. **There is, however, no guarantee that adjudicators will ask to see this evidence during your presentation.**

I, _____, **certify that, to the best of my knowledge, the information given in this application is correct and complete and that the applicant is in a position to graduate at the end of this school year.**

(Position of School Authority)

(Signature of School Authority)

Thank you for your assistance in this process. We trust that this experience will be of great benefit to all of our students as they seek to demonstrate their abilities and giftedness, and to us as we celebrate with them.