

Fraser Valley/Interior District Authority

Scholarship Application 2021

Table of Contents
INFORMATION AND GUIDELINES

Page 2	Information and Guidelines
Page 2	List of Specialty Areas and Focus Areas
Page 3	Selection Criteria/Application Instructions

EVIDENCE/PRESENTATION REQUIREMENTS

Page 4	Accounting/Business Studies
Page 4	Agricultural Sustainability
Page 4	Business Computer Applications/Business Information Management
Page 4	Carpentry/Joinery
Page 4	Classical Music: Vocal and Instrumental
Page 4	Community Service
Page 5	Computer Programming
Page 5	Creative Writing
Page 5	Dance
Page 5/6	Debate and Public Speaking
Page 6	Drafting &
Page 6	Entrepreneurship/Intrapreneurship
Page 6	Film/Video
Page 6/7	Food Studies
Page 7	Indigenous Languages and Culture
Page 7	Information and Communications Technology
Page 7	Innovation/Invention
Page 7	Leadership
Page 7/8	Leadership in Health and Physical Activity
Page 8	Leadership in Sport
Page 8	Model UN/Model Commonwealth
Page 8	Music Composition (Classical and Popular)
Page 9	Musical Theatre
Page 9	Performance in Sport: Individual
Page 9	Performance in Sport: Team
Page 9	Photography: Reality
Page 9/10	Photography: Altered
Page 10	Popular Music (Jazz and Contemporary): Vocal and/or Instrumental
Page 10	Second Languages
Page 10/11	Studio Arts
Page 11	Textiles
Page 11	Theatre Performance
Page 11	Theatre Production: Technical Theatre

APPLICATION DOCUMENTATION

ONLINE	Application Form
Page 12/13	Evidence and Documentation (to be completed by applicant)
Page 14	Instructions re: Confidential Letter of Recommendation
Page 15	Vancouver Island Adjudication Information
Page 16	Document/Evidence Checklist (for School Coordinator)

DISTRICT AUTHORITY SCHOLARSHIPS, 2021

(Group 1, 2 and 4 Independent Schools)

INFORMATION AND GUIDELINES

Definition of the District Authority Scholarship

1. The purpose of the District/Authority Scholarships is to acknowledge superior achievement in the following specialty areas (see sub-categories below):

- Fine Arts**
- Applied Skills**
- Physical Activity and Sports**
- Second Languages**
- Community Service**
- Technical and Trades Training**
- Indigenous Languages and Culture**

Each scholarship recipient will receive a \$1250 **voucher** to use towards 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.

2. The chart below delineates the seven **Specialty Areas** and within each, the specific **Focus Areas**. Students can apply in one category only. Students are advised to choose the area they are able to demonstrate the highest level of achievement in through their portfolio and/or interview.

Specialty Areas and Focus Areas			
FINE ARTS		APPLIED SKILLS	
Classical Music	Music Composition	Accounting & Marketing	Model UN/Model Commonwealth
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 Mgmt	Leadership
Studio Arts: Printmaking and Graphic Design		Computer Programming	Textiles
Studio Arts: Ceramics and Sculpture		Debate/Public Speaking	Sustainable Agriculture
Studio Arts: Drawing and Painting		Electronics and Robotics	Entrepreneurship
Theatre Performance		Food Studies/Cooking	
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	Other
COMMUNITY SERVICE		TECHNICAL AND TRADES TRAINING	
Volunteer Activity		Automobile Technology	Drafting and Design
		Carpentry/Joinery	Metal Fabrication and Machining
		Welding	

SELECTION CRITERIA/APPLICATION INSTRUCTIONS

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. The application process has two parts:

(1) electronic application submission deadline: **March 5, 2021**. Access the Google [Registration Form](#) from here: <https://bit.ly/379yaKa>.

(2) Application submission deadline: **April 9, 2021, 4:00 pm**. An applicant must submit the following to his/her school District/Authority Scholarship Coordinator:

- A copy of the confirmation of the electronic application that was submitted by March 5th.
- A typed, one-page **personal letter of application**, introducing himself/herself, superior achievement in his/her chosen specialty/focus area, and future and career goals.
- A typed, one-page **Letter of Recommendation** from an adult familiar with the applicant's superior achievement in the specialty area – see page 14 (***N.B. To avoid conflict of interest, letters of support and recommendation should not be written by relatives of the applicant. Consult with school coordinator for clarification if needed.***)
- the Document/Evidence Checklist signed by the School Coordinator

All above listed documents must be submitted by the School Coordinator to Chris Blesch by April 9, 2021, 4:00 pm.

C/O Chris Blesch (cblesch@holycross.bc.ca)

Holy Cross Regional High School 16193 88th Ave. Surrey, BC. V4N 1G3

C. Evidence of superior achievement in the applicant's chosen Specialty/Focus Area will be presented virtually at the adjudication (May 5-14, 2021). Some Focus Areas specifically require the applicant to submit work in advance in the form of digital evidence (please read descriptions below). However, some descriptions may require a DVD or other hard copy versions. As this year's adjudication is virtual applicants **must wherever possible use a web link**, (short version). Applicants must be prepared to share the digital portfolio to their assigned adjudicator within approximately **2 weeks of notification from the adjudicator**. This is a tight timeline for delivery of hard copies. There are a few categories that may require hard copy submissions, these details will be shared by the adjudicators in advance. Applicants should then be prepared to deliver those materials in the required time frame as directed by the adjudicator.

PLEASE NOTE: There is no guarantee that all your evidence (excluding required portfolios submitted in advance to the adjudicator) will be considered during your presentation. Some adjudicators prefer a conversational style presentation.

Please direct inquiries to either: cblesch@holycross.bc.ca or h.bulthuis@credochs.com

EVIDENCE/PRESENTATION REQUIREMENTS

This is not an exhaustive list and the adjudicators for each category will have specific requests for the interview process, which will be requested 1-2 weeks in advance of the adjudication dates.

Accounting/Business Studies

Accounting and Business Education lend themselves to creative project opportunities. Students are to submit evidence of a major project. Applicants are to provide journal entries that detail their challenges and successes. They should also provide evidence how the project exceeds related course requirements.

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 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 regarding 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

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 have on hand 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 regarding 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 ten-minute 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 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.*

Drafting and Design Technology

Drafting and Design Technology courses lend themselves to creative project opportunities. Students are to submit evidence of a major project in the form of a web link providing video, drafting blueprint and/or pictorial portfolio. Hard copy submissions need to be arranged with adjudicators. Applicants are to provide journal entries that detail their challenges and successes. They should also provide evidence how the project exceeds course requirements. Note: 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.

Entrepreneurship

Applicants should provide evidence that they show entrepreneurial spirit and have set up their own business venture. 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

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 a web link – 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. The first component will be a prerecorded video submitted in advance on a web link. The video should clearly demonstrate the process used and follow the directions below. The second component will be comprised of live questions on the process and meal demonstrated in the video as well as related topics.

1. They will prepare and video record, without assistance 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

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.

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 Commonwealth

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) through a web link to the adjudicators. For popular music, lyrics and chord charts will suffice and can be emailed to the adjudicator. 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 presentation.

Students should be prepared to discuss compositions with the adjudicator at the adjudication evening.

Musical Theatre

Students will present two selections on a web link, 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 regarding presentation. Props can be used and costumes, if applicable, are encouraged.

Performance in Sport: Individual

Applicants should provide evidence both in a live interview and through a digital submission, 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. ***(** A portfolio submitted in advance is required for this category. Requirements for portfolio submission below the Photography: Altered).***

Photography: Altered

Applicants are to submit in advance a portfolio of 20 photographs to the adjudicator. 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:***

- 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 submitted photographs

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 regarding presentation.

Second Languages

Evidence (listed below) should be submitted in advance to the adjudicator. Successful applicants in this category will demonstrate fluency in a language OTHER than their mother tongue or language of academic instruction (i.e., the student attends school in English, though English may not be the mother tongue**). Applicants should submit written evidence revealing language expertise (e.g., creative writing pieces, short stories, documentaries, interviews, novels and/or drama script). For oral evidence, applicants should be prepared to speak and answer questions in their second language during the adjudication process.

****This category is intended to recognize achievement in the learning of a *foreign* language, not to assess ability in a first/native language or to consider achievement in a second language if that second language is also the main language of instruction where the student currently attends school.**

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.

Studio Arts**

A portfolio of eight original works will be submitted in video format. The adjudicators in this category may require the applicants to send hard copies of the artwork in advance. The portfolio should be 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.
- Your work may be displayed on a table in a video format or on easels, trifolds or display boards to elevate your work.
- 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 digital portfolio submitted in advance to the adjudicator; must include of six pieces showing evidence of the following: Hard copies may be required in advance in this category.

- 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 video evidence of 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 regarding presentation.

Theatre Production: Technical Theatre

This digital portfolio must be submitted in advance to the adjudicator. 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.

EVIDENCE AND DOCUMENTATION (Due April 9, 2021 by 4:00 pm)

Name: _____

BC Ministry PEN: _____

Please ensure you have submitted you on line registration by March 5, 2021.

SCHOOL/COMMUNITY COURSES TAKEN RELATED TO SPECIALTY AREA		
Grade 10	Grade 11	Grade 12
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 (club, councils, events) 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

2021 POST SECONDARY PLANS

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

If 'yes', what is your intended program of study? _____

The DAS voucher is valid for 5 years from time of graduation. If you answered 'no' to the above question, please briefly describe your post-secondary plans.

Please affix these pages, a printed copy of your electronic application, along with your *personal letter of application* (one page, typed), sealed *confidential letter of recommendation* and submit to your School Coordinator.

INSTRUCTIONS Re: CONFIDENTIAL LETTER OF RECOMMENDATION

(from Focus 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 coordinator.

The Confidential Letter of Recommendation must include the following:

1. Name of Focus Area teacher/coach/instructor
2. Name of applicant
3. Applicant's chosen Specialty/Focus Area
4. Information/evidence 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 confidential letter of recommendation must be submitted in *a sealed envelope*.

Fraser Valley/Interior Adjudication Information

To qualify for a District/Authority Scholarship (DAS), all candidates **must attend** the **DAS Scholarship Virtual Adjudication Evening** on May 5 through May 14, 2021. On that occasion, students will provide examples of their work in their chosen discipline which typically includes an interview with an adjudicator. In the event that a Focus Area is not adjudicated on these nights, applicants will receive advance notification of the alternate time and location. **Due to Covid 19 the adjudications will be done virtually, and the schedules will be sent to individual applicants by their designated adjudicator.**

The objectives served by the Adjudication Evening are:

1. To showcase student work/achievement.
2. To provide adjudicators the opportunity to interview and/or adjudicate student performance/achievement.
3. To determine who will receive the awards.

Please note the following timelines:

1. A completed online registration is due on **March 5, 2021.**
2. Individual schools will set their own internal deadlines for student submission of their applications to the School Coordinator, allowing for the time it takes to forward the applications to Mr. Blesch. Students must ensure that all required documents are included in the application package, due on **April 9, 2021, 4:00 pm.** Failure to do so may result in disqualification.

Further Information:

1. A definitive schedule of online adjudications will be sent to applicants who have met all requirements by April 27th. At this time applicants should be prepared to forward advance materials where required to their adjudicator directly .
2. Students should direct inquiries to their School Coordinator.
3. School Coordinator can contact the DAS Committee: Mr. Chris Blesch, (604-581-3023), cblesch@holycross.bc.ca or Helen Bulthuis at, (h.bulthuis@credochs.com)

Document/Evidence Checklist

APPLICANT:

Please give this check list to the School Coordinator 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.**

- THIS CHECKLIST with the School Authority Signature
- Application Form (copy of the online application form)
- Typed, one-page personal letter of application
- Confidential Letter of Recommendation (in sealed envelope)
- Additional evidence as required per Focus Area **

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.

**** If the student is applying in the following Focus Areas, please indicate that the required evidence requested is ready to be sent to the adjudicator on request.**

- Creative Writing
- Film and Video
- Music Composition
- Photography (both Reality and Altered)
- Second Languages
- Theatre Production

Where evidence is not specifically required, portfolios, DVDs, PowerPoint presentations, trophies and awards that support the presentation/performance *may* be displayed on the night of the adjudication. **There is, however, no guarantee that adjudicators will ask to see this evidence during the presentation.**

The affixed Documents/Evidence are submitted to support the application of

_____ (student name) BC Ministry PEN: _____

School Name: _____

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 Coordinator)

(Signature of School Coordinator)

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 demonstrate their achievements, and to us as we celebrate with them.