

Dogwood District Authority Award

Application 2010

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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/0910_Handbook.pdf

and go to pages 100 - 103

DOGWOOD DISTRICT/AUTHORITY AWARDS, 2009-2010

(Group 1, 2 and 4 Independent Schools)

INFORMATION AND GUIDELINES

Definition of the Dogwood District/Authority Award

- The purpose of the Dogwood District/Authority Awards is to acknowledge superior achievement in the following speciality areas (see sub-categories below):

- Fine Arts**
- Applied Skills**
- Physical Activity and Sports**
- Second Languages**

Each qualifying candidate is to receive a **Dogwood District/Authority Award** of \$500.00 during the month of October or November 2010. In addition, toward the end of November, a **Dogwood District/Authority Award Voucher** of \$500.00 will be awarded to Dogwood District/Authority Award winners who proceed to a designated post-secondary institution. See www.aved.gov.bc.ca/studentaidbc/welcome.htm for a complete list of designated institutions.

To obtain the Dogwood District/Authority Award tuition 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.

- Applicants will 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 four Speciality Areas and the Focus Areas within them. Students can apply in more than one Specialty OR Focus Area but 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.

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

SELECTION CRITERIA

A. To be considered for a Dogwood District/Authority Award applicants must:

- be a Canadian citizen or Permanent resident (Landed Immigrant) – foreign students staying 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

B. An applicant must submit the following to his/her school Dogwood District/Authority Award 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 Transcript of Grade 10 and 11 marks and interim Grade 12 marks
- a Marks Release Statement – see page 14
- a Referee's Statement from a school administrator or counsellor – see page 15
- 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 16

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

C. Evidence of superior achievement in the applicant's chosen specialty/focus area must be presented on the night of the adjudication (April 27, 2010). In some focus areas, you are specifically required to submit work in advance. Please see pages 5 – 11 for details.

Evidence of superior achievement in the specialty/focus area, must be clearly presented. Presentation methods may include:

- Performance
- Portfolios
- Descriptive photo albums
- Video/DVD tapes
- Record Logs, documenting hours of involvement in chosen field
- PowerPoint presentations

MAILING OR DROP-OFF INSTRUCTIONS

The school counsellor must ensure that the application package is delivered to the appropriate FISA representative, listed below, by Friday, April 9th, 2010.

Vancouver Island Schools <i>Application due: April 9th, 2010</i>	Mr. John Slofstra Pacific Christian School 654 Agnes Street Victoria, B.C. V8Z 2E6 sloffee@pacificchristian.ca
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CHECK LIST

Have you included the following in your application package?

- Two page Application Form
- Personal Letter of Application
- Transcript of Marks
- Marks Release Statement
- Referee's Statement
- Letter of Recommendation

It is important that the above documentation be completed **accurately and thoroughly**. Failure to do so may result in the disqualification of your application.

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 5 – 11), 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, and Second Languages. Portfolios, DVDs, PowerPoint presentations, trophies and awards that support your presentation/performance for all other Focus Area categories **should be brought on the night of the adjudication.**

FISA abides by the provisions of the Personal Information Protection Act. Information provided is used solely for adjudicating Dogwood District/Authority Award. Information is shredded one year after submission of the information.

DOGWOOD DISTRICT/AUTHORITY AWARDS, 2009-2010
(Group 1, 2 and 4 Independent Schools)

EVIDENCE/PRESENTATION REQUIREMENTS

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

1. 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.

2. 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.

3. 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.

4. 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.

5. Creative Writing

The following Writers' Resume should be submitted in advance (with the application):

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?

6. 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.

7. Debate and Public Speaking

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:

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

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 topics should be clear cut topics and can be garnered from the Manitoba Speech and Debate Association "general resolutions" list at <http://www.sjr.mb.ca/Debate/debres.htm>. Applicants should submit an outline of the progression of their experiences and successes in debate and/or speech. As well, the applicant should indicate topics and positions spoken of or debated in competition.

8. Film/Video

Students will be required to submit one main project 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/favorite part of the project as well as what was learned from the entire process (including what you might do differently next time).

9. Food Studies

Applicants should submit evidence of a major project in food studies. This should include (but is not limited to) evidence of:

- Adaptation of ingredients and methods to create original recipes
- Presentation skills
- A variety of cooking methods
- Preparation of a multi-course, nutritious meal
- Cost and nutritional analysis

10. 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.

11. 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 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.

12. 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.

13. 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.

14. 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.

Both CDs and hard copies should be submitted with the Dogwood/District application.

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

15. 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.

16. 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.

17. 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.

18. Photography

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.

19. 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.

20. Second 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.** For oral evidence, applicants should be prepared to speak and answer questions in their second language during the adjudication process.

21. 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

22. 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.

23. Visual 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, trifolds 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.
- Works larger than 4' X 6' will not be accepted.

APPLICATION FORM

PERSONAL INFORMATION

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 check off one SPECIALTY AREA **and** list the specific FOCUS AREA:

- | <u>Specialty Area</u> | <u>Focus Area</u> |
|---|--------------------------|
| <input type="checkbox"/> Fine Arts | _____ |
| <input type="checkbox"/> Applied Skills | _____ |
| <input type="checkbox"/> Physical Activity & Sports | _____ |
| <input type="checkbox"/> Second Languages | _____ |

SCHOOL/COMMUNITY COURSES TAKEN RELATED TO SPECIALTY AREA

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

2010 POST SECONDARY PLANS

Are you planning on attending Post Secondary next year? Yes No
 If so, which post-secondary institution? _____ Program? _____

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

MARKS RELEASE STATEMENT

I hereby give my permission for my grade 12 results to be released, in confidence, by the Ministry of Education to the FISA Dogwood District/Authority Awards Committee.

Signature of Applicant

Date

FISA abides by the provisions of the Personal Information Protection Act. Information provided is used solely for adjudicating Dogwood District/Authority Award. Information is shredded one year after submission of the information.

REFEREE'S STATEMENT

(from school administrator or counsellor)

To be completed by applicant

Applicant's Name: _____

Specialty and Focus Area: _____

To be completed by School Administrator or Counsellor

Name: _____ **Position:** _____

School: _____ **Group** (please circle): **1** **2** **4**

Applicant's PEN: _____

The applicant is a (please circle): **Canadian citizen** **Permanent resident**

The applicant should meet B.C. Ministry of Education requirement by June: **Yes** **No**

Please evaluate the following as demonstrated by the applicant:

Characteristics	Excellent	Good	Satisfactory	Unsatisfactory
Attitude				
Co-operation				
Motivation				
Work habits				
Punctuality				
Respect towards others				

Additional Comments (optional): _____

Signature: _____

Date: _____

This referee's statement must accompany the application, which is due on Friday, April 9th, 2010.

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 the school counsellor with the application, which is due on Friday, April 9th, 2010.

Vancouver Island Adjudication Information

In order to qualify for a Dogwood District/Authority Award (DDAA), all Vancouver Island candidates must attend the DDAA Scholarship Adjudication Evening hosted by St. Michael's University School on Tuesday, April 27th, 2010. 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 Friday, April 9th, 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 Visual Arts are encouraged to display their work starting on Monday, April 26th at SMUS between 3 and 6 pm. School representatives must email Rea Casey at rea.casey@smus.bc.ca by April 22 to book a time when individual schools may set up the student work and to outline the school's Art applicants' display needs.
3. All other students who have displays are required to set up their work as soon as possible after 3:00 pm on Tuesday, April 27th. 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 Friday, April 9th, 2010. 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 sloffee@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)
- Transcript of Marks (see page 3)
- Marks Release Statement (page 13)
- Referee's Statement (page 14)
- Confidential Letter of Recommendation (page 15)

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 6)
- Music Composition (page 8)
- Second Languages (page 10)

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.