

DOGWOOD DISTRICT/AUTHORITY AWARDS, 2016-2017 (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** (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 <http://www2.gov.bc.ca/gov/topic.page?id=D312007CD1DE48028CCAE5F1C9C8CA03> 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. 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.
3. 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	Information &
Creative Writing	Musical Theatre	Analog Systems, Digital Systems	Communications Tech.
Dance	Photography	Business Computer Applications	Internet Applications
Film & Video	Popular Music	Business Information Management	Journalism /Yearbook
Studio Arts: Fabric and Fibre		Computer Programming	Leadership
Studio Arts: Printmaking and Graphic Design		Debate/Public Speaking	Technical Education
Studio Arts: Ceramics and Sculpture		Electronics and Robotics	Textiles
Studio Arts: Drawing and Painting		Food Studies	
Theatre Performance		INDIGENOUS LANGUAGES AND CULTURE	
Theatre Production: Technical Theatre			
Visual Arts: Media Arts			
PHYSICAL ACTIVITY & SPORTS	SECOND LANGUAGES		
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	
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 Dogwood District/Authority Scholarship Coordinator

the one page application form, indicating for which specialty area he/she is applying.

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.)

- 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
- a Letter of Support from a school administrator or counsellor
- 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.)

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 (Wednesday, April 19, 2017). In some focus areas, you are specifically required to submit work in advance.

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 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/student must have the application package delivered to the appropriate FISA representative (listed below) **before 4:00 p.m., Friday, April 7th, 2017.**

Metro Vancouver Schools
C/O Administrator – DDAA Awards
FISA BC
4885 Saint John Paul II Way, Vancouver, BC V5Z 0G3

CHECK LIST

Have you included the following in your application package? *(see pages 4 – 11 for details)*

- One page Application Form
- Personal Letter of Application – typed, one page
- Transcript of Marks
- Marks Release Statement
- Letter of Support – school administrator or counsellor
- Letter of Recommendation – teacher in chosen field

*Metro Vancouver candidates need not provide a **written** description of their projects but must be prepared to interact with the assigned adjudicators on the evening of **Wednesday, April 19, 2017**.*

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 six years after submission of the information.
(one year past the five year validity of the Dogwood District/Authority Award)

APPLICATION FORM

PERSONAL INFORMATION

Name: _____ Ministry PEN: _____

Address: _____ SIN #: _____
 (Must submit their SIN #)

City: _____ Birthdate: _____ / _____ / _____

Postal Code: _____ day month year

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 AREA OF SUPERIOR ACHIEVEMENT in school/community

Please check off only one Specialty Area ***and*** list the specific area of focus:

<u>Specialty Area</u>	<u>Focus Area</u>
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>

2017 POST SECONDARY PLANS

Are you planning on attending Post Secondary next year? Yes No

If so, which post-secondary institution? _____ Program? _____

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

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LETTER OF SUPPORT
FROM SCHOOL ADMINISTRATOR OR COUNSELLOR

To be completed by applicant
Applicant's Name: _____
Chosen Field of Excellence: _____

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): _____

I support this applicant as a Dogwood District/Authority Award candidate.

Signature: _____ **Date:** _____

This letter of support must accompany the application, which is due

Friday, April 7, 2017.

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 Friday, April 7th, 2017.

EVIDENCE / PRESENTATION REQUIREMENTS (this is not an exhaustive list)

DVD Requirements: Students submitting a DVD as part of their portfolio must do so in standard PC DVD format which must be playable in a standard DVD player. Adjudicators should also be able to access content from their personal computer.

Power Point Requirement: *Students submitting a Power Point must submit a presentation that is playable on a PC.*

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.

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.

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.

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.

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

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, a software manual which highlights the key aspects of the program including code listings and/or the project on some form of electronic media. The applicant should also submit a one-page summary describing the project. Examples of a major project could include games, phone applications, simulations, genetic algorithms and cellular automata. Projects submitted should be of a relatively advanced technical nature and should include at least one of the following topics: inheritance, recursion, data structures. Students are free to incorporate topics of a comparable degree of difficulty.

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 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

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.

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 Category

Students will be required to submit one main project that they will have begun and completed during their Grade 12 year. Along with their finished product (should be on DVD format –testbefore 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 (ie journal, preliminary sketches / brainstorming ideas, photos, shot list / storyboard, etc.)
- a self-evaluation 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).

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

Information and Communications Technology

Applicants should submit evidence of a major project in one of the branches of ICT such as database design, networking, and 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.

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 8th, 2015.** 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 (Applied Skills)

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, which 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.

Music Composition (Classical and Popular)

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

Music, Musical Theatre, Drama

Presentation of two contrasting pieces. Sponsor teachers are encouraged to assist students with the selection of pieces appropriate to their talents and provide some critical assistance with regard to presentation. Examples might include:

- i) Drama: 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
- ii) Music: Baroque versus Romantic
Traditional Jazz versus Folk
- iii) 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.

Performance in Sport: Individual

Applicants should provide evidence of a high level of performance and superior commitment to an individual-based sport. They should include how their current accomplishments compare to the highest possible achievement for their age group (junior national team, provincial team, Paralympic Sport, B.C. 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. 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, B.C. 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.

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 7, 2017.

Visual Arts

- i) A portfolio of eight original works made up as follows:
 - a) 4 works should represent one major concentration.
 - b) 2 minor areas of exploration should be represented with two works in each.

** All eight submitted works must be clearly labeled as a **concentration work** or **exploration work**.*

- 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.

NOTE: Portfolio presentation - use Mayfair Matt; professional framing is discouraged.

- ii) *A SKETCH BOOK - TO SHOW EXPLORATION AND INVESTIGATION. THE SKETCH BOOK NEEDS TO SHOW EVIDENCE OF VISUAL PROBLEM SOLVING FOR A MAJORITY OF THE WORKS IN THE SUBMITTED PORTFOLIO; THUS, THE SKETCHBOOK MUST BE CLEARLY LINKED TO THE SUBMITTED PORTFOLIO. IN ADDITION, THE SKETCHBOOK MUST SHOW THAT THE ARTIST IS USING IT ON A REGULAR BASIS.*

Metropolitan Vancouver Students Only

N.B. Students in the Metropolitan Vancouver Region should familiarize themselves with the specific requirements below of the adjudication evening scheduled for Wednesday, April 19th, 2017.

In addition to the Presentation Requirements outlined on the previous page, all Metropolitan Vancouver candidates with the exception of Business candidates **must** attend the Dogwood District/Authority Award Scholarship Adjudication Evening hosted by St. George's School on Wednesday, April 19, 2017. On that occasion, students will provide examples of their work in their chosen discipline, e.g., fine arts, musical or dramatic performance, display of needlecraft etc.

A. 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.

B. Please note the following timelines:

1. Application documents due on **Friday April 7, 2017** by 4:00 p.m.
2. Students must provide (2 copies) of their music for music and musical theatre presentations to: Administrator -DDAA Awards – c/o FISA BC, 4885 Saint John Paul II Way, Vancouver, B.C. V5Z 0G3 by 4:00 p.m. on Tuesday, April 18th, BEFORE the Adjudication evening on **Wednesday, April 19, 2017**.
3. Art and Textiles Projects will be displayed on Wednesday, April 19, 2017 in the Dining Hall at St. George's School.
4. Candidates presenting works in Music and the Performing Arts should arrive for a 7.00 p.m. start (unless otherwise stated) at St. George's School on Wednesday, April 19, 2017.
5. Candidates presenting work in PE/Leadership will be advised, closer to the Adjudication Evening, what time they should arrive at St. George's school for the Adjudication Evening.
6. Candidates presenting works in the Visual Arts and Needlecraft/Textiles should be prepared to set up their work at St. George's School on the 19th after school. After they have set up their display they are free until 8.00 p.m. Interviews with adjudicators start at 8:00pm Wednesday, April 19, 2017. (PLEASE NOTE adjudicators begin judging presented works at 6:00 p.m. so all candidates have to have completed their set-up by that time.) No student is permitted to be in McLean Hall after 6:00 pm.

C. Further Information:

1. A definitive program of events will be mailed to sponsor teachers after the deadline for submission of application documents which are due on Friday, April 7, 2017. We will then be in a position to know exactly which disciplines will be represented.