

2021 / 2022

## DISTRICT/ AUTHORITY SCHOLARSHIP PROGRAM

**\*\*\* APPLICATION DEADLINE - FRIDAY, April 29<sup>th</sup>, 2022 @ 3:00pm \*\*\***

Email Electronic Submissions to: [contact-sd54@sd54.bc.ca](mailto:contact-sd54@sd54.bc.ca)

The District/Authority Scholarships recognize graduating BC students for excellence in their chosen area of interest or expertise. These scholarships are intended to provide tuition assistance to students who will be pursuing a post-secondary education.

Winners receive a \$1,250 scholarship voucher that can be used within five years toward post-secondary education tuition at a designated institution or authorized trades training provider.

To win a scholarship, a student must apply to the district scholarship committee and meet the following criteria:

- To be eligible for the Provincial Scholarships Program, you must:
  - Be a Canadian citizen or permanent resident (landed immigrant) at the time of registration in the school year for which the scholarship is awarded
  - Be a B.C. resident
  - Be or have been in school the year for which the scholarship is awarded:
    - Enrolled in a British Columbia public school (including Distributed Learning schools), or
    - Enrolled in a Group 1, 2, or 4 British Columbia Independent School, or
    - Enrolled in a Continuing Education Centre, or
    - Registered as a homeschooler with a public, independent, or distributed learning school in B.C.
  - Meet the selection criteria for each scholarship
- Meet criteria determined by the local scholarship committee, including demonstration of outstanding achievement in one of the areas listed below.
  - Indigenous Languages and Culture (INDLC)**, demonstrated at school or in the community
  - Fine Arts (FINE)** (e.g., Dance, Drama, Visual Arts)
  - Applied Design, Skills, and Technologies (APLSK)** (e.g., Business, Technology, Home Economics, Media Arts, Tourism, 4-H)
  - Physical Activity (and Health) (PHYSAC)** (e.g., Athletics, Dance, Gymnastics)
  - Languages (INTLNG)** from the Languages Curriculum or External Assessments, including AP and IB courses.
  - Community Service (COMSERV)** (Volunteer Activity) Includes awareness of local, global, and cultural issues
  - Technical and Trades Training (TRADES)** (e.g., Coding, Culinary Arts, Mechanics, Robotics, Woodwork Arts)
- Complete all BC graduation requirements, and be on record as having graduated, by August 31 of the scholarship awards year.

## **How to apply**

A completed application for the District/Authority Scholarship must include the following:

- Completed application form.
- Communication of your learning journey through a Background Reflection (one of the following) – up to two typewritten pages, a video up to 10 minutes, an electronic presentation, or a scrapbook. (Please see Part 1 of the “Evaluation for the District Scholarship Submission” to make sure you have met the given criteria.) Also include an interim transcript of grades.
- Evidence of student expertise or achievement in the area of excellence. (Prizes, awards, created items, etc.) Photographs or 2-D evidence may be submitted with the application - 3-D evidence, demonstrations or videos of demonstration must take place during the adjudication process.
- Reference letter from sponsoring teacher.

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# APPLICATION FORM

## 1) Personal Information

Name \_\_\_\_\_  
(Surname) (Given Names)

Date of Birth (month/day/year) \_\_\_\_\_ PEN Number \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

School that you will graduate from \_\_\_\_\_

- I am a Canadian Citizen\*     I am a permanent resident (landed immigrant)\*

**\*Related note:** Under the Income Tax Act, the Ministry of Education must issue scholarship recipients a T4A for the taxation year in which the scholarship cheque is issued. When redeeming a scholarship, recipients will need to provide a Social Insurance Number (SIN) for this purpose. Temporary SINs, beginning with '9', cannot be accepted.

## 2) Focus Area

Please check the one area of interest or strength for which you are making this application (please see page 1 for category definitions):

- Indigenous Languages and Culture (INDLC)**
- Fine Arts (FINE)**
- Applied Design, Skills, and Technologies (APLSK)**
- Physical Activity (and Health) (PHYSAC)**
- Languages (INTLNG)**
- Community Service (COMSERV)**
- Technical and Trades Training (TRADES)**

## 3) Post-Secondary Plans

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What are your long-term career plans?

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**4) Please list any school courses and/or extracurricular activities related to your area of interest**

**Grade 11 and 12 Courses**

**Teacher/Sponsor**

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**Extracurricular Activities**

**Sponsor**

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**5) Evidence of Achievement**

**a. Background Reflection**

This application requires you to reflect on the learning journey through a background reflection regarding your area of interest: This reflection may be submitted in a written essay format (approximately 2 pages), or a video, or an electronic presentation, or a scrapbook style journal.

- When did you first become interested in this particular topic?
- How have the skills you have learned transferred into other areas of your life? How will these skills be helpful to you in the future?
- How has your interest area enhanced your life and those around you?
- Can you identify any adults or influential people who have helped you develop your skills?
- What activities, courses, or extra learning did you do to improve your skills in this area?
- Did you overcome any challenges or struggles on your journey? How has that helped/hindered you?
- Will your interest area lead into a career for you? If not a career, has it helped shape your future educational or career plans?
- Can you identify any core competencies that demonstrate your growth in your chosen area?

**b. Presentation / Demonstration**

This application requires that you provide evidence of outstanding achievement in your chosen area of interest. The presentation / demonstration will be approximately 15 minutes in length with 10 additional minutes allocated for “set-up and take down”. Please tell us where you would like to hold your presentation (theatre, gym, classroom etc.).

Your presentation of evidence may be through electronic examples (video, images), 3-dimensional objects (awards, creations), or live demonstration (performance, speech, etc.).

Any 2D evidence (copies of certificates, pictures, awards etc.) can be included with your application as can links to video or electronic presentations. Please bring any 3D evidence with you to the presentation.

Presentations/demonstrations will be scheduled during the week of **May 16<sup>th</sup>-20<sup>th</sup>, 2022** and will showcase the student’s superior achievement in their chosen area of excellence. If using any technology, students are encouraged to do a “dry run” to make sure their tech is compatible at the location where they are presenting.

(For students presenting at the School Board Office, they will be notified when the board office is available for them to test the tech.)

**c. Sponsor Teacher**

As a part of the application process, the student must find a teacher sponsor to vouch for the suitability of the applicant and to help guide them in determining the most appropriate format and content of the presentation/demonstration.

**6) References**

Sponsor Teacher \_\_\_\_\_ Signature \_\_\_\_\_

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**FINAL REMINDER!**

**Completed applications are due into the  
School Board Office by**

**Friday, April 29<sup>th</sup>, 2022 at 3:00pm\***

*(Late applications will NOT be accepted)*

## Suggestions for Student Planning

| Objective:   | Considerations:  |
|--|--|
| <ul style="list-style-type: none"> <li>• What are the objectives of your project?</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Keep it simple.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Make regular contact with your sponsor teacher.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Respond to suggestions.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Keep a regular record of your progress.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Evaluate and reflect on your progress.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• History or background of your project or skill.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Research and document everything.</li> </ul>  |
|  |  |
| Reason for selecting this project:   |  |
| <ul style="list-style-type: none"> <li>• How does this project or skill relate to your future?</li> </ul>                    | <ul style="list-style-type: none"> <li>• Is there a future connection to a job, education pursuit or personal area of interest?</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• Is it original?</li> </ul>  | <ul style="list-style-type: none"> <li>• Is it creative, interesting, innovative, challenging?</li> </ul>  |
|  |  |
| Self-Evaluation of Progress:   |  |
| <ul style="list-style-type: none"> <li>• What special skills are needed?</li> </ul>  | <ul style="list-style-type: none"> <li>• Don't be afraid to take a risk.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Are there possible technical problems?</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Be prepared to change or adapt.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Do you need special equipment?</li> </ul>   | <ul style="list-style-type: none"> <li>• Start preparing early.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Should you make changes in plans or timelines?</li> </ul>                           | <ul style="list-style-type: none"> <li>• Discuss progress with sponsor.</li> </ul>   |
|  |  |
| Timeline:  |  |
| <ul style="list-style-type: none"> <li>• How much time will you spend on your project?</li> </ul>                            | <ul style="list-style-type: none"> <li>• Keep a record.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Establish critical dates and work toward them.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Use your action plan.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Make effective use of your time.</li> </ul>   | <ul style="list-style-type: none"> <li>• Monitor to keep on track.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• How much time was spent on each area of the project?</li> </ul>                     | <ul style="list-style-type: none"> <li>• Document your progress.</li> </ul>  |
|  |  |
| Display:   |  |
| <ul style="list-style-type: none"> <li>• Consider what will be the best format to display your area of expertise.</li> </ul> | <ul style="list-style-type: none"> <li>• Posterboard, Electronic Presentation, Video evidence, Live demonstration</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>• Plan ahead.</li> </ul>  | <ul style="list-style-type: none"> <li>• Anticipate possible problems.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• What tools will you need?</li> </ul>  | <ul style="list-style-type: none"> <li>• Duct tape, stapler, masking tape, hammer and nails, felt pens, backing to cover display boards, paper, cloth</li> </ul> |

**\*\* Plan your lighting, electrical needs, extension cords and audio-visual requirements well before your presentation time. \*\***


Judging:

- If using the same topic as your Capstone, consider that presentation as a dry run to learn from for your scholarship presentation.
- Rehearse your upcoming interview with the adjudication panel. Anticipate questions and prepare responses.
- Attend to the physical set-up of your booth or display.

Research:

- What is the history of the project? What was the flame that ignited this interest?
- What are the current trends in this area of study or skill?
- Are there any transferable skills relevant to post-secondary education? Are there transferable employment skills?
- In what ways does this project/demonstration enhance your life now or how can it enhance it in the future?

(Adjudicator Sheet) Evaluation for the District Scholarship Submissions



| Proficiency Scale | Emerging  | Developing   | Proficient  | Extending  |
|-------------------|---|--|---|--|
|                   | Student demonstrates an initial understanding of required elements. | Student demonstrates a partial understanding of required elements. | Student demonstrates a complete understanding of required elements. | Student demonstrates a sophisticated understanding of required elements. |

PART 1

BACKGROUND REFLECTION/ (Essay, Electronic Presentation, Video)

Required Elements:

- Identify skills which can be transferred to future education or career
- Identify how developed skills will enhance one's life in the future
- Identify where one might continue to develop through training/practice
- Identify the starting point/catalyst for this learning journey
- Identify mentors or experts who influenced/supported the journey
- Identify activities that contributed to the development of this skill/expertise

PART 2

PRESENTATION (Clarity, Engagement, Finish)

Required Elements:


- Student presents skill/expertise in a clear and relevant manner
- Student selects mode of presentation that is engaging and informative
- Student has practiced presentation such that it is effective and confidently delivered

PART 3

EXPERTISE (Knowledge, Skill Development, Craftsmanship)

Required Elements:

- Student demonstrates a level of knowledge beyond average
- Student demonstrates level of skill development or craftsmanship beyond average



| Proficiency Scale | Emerging  | Developing   | Proficient  | Extending  |
|-------------------|---|--|---|--|
|                   | Student demonstrates an initial understanding of required elements. | Student demonstrates a partial understanding of required elements. | Student demonstrates a complete understanding of required elements. | Student demonstrates a sophisticated understanding of required elements. |