

## **The Greater Victoria School District Challenge Program at**

### **Esquimalt High School's Application for 2019**

Challenge Coordinator: Mrs. Jennifer Wignall – [jwignall@sd61.bc.ca](mailto:jwignall@sd61.bc.ca)

#### **Application Process**

**The Challenge Program application includes four pieces:**

**1) Part One of the application: Due January 24<sup>th</sup>, 2019**

- a. This page is below and can be hand delivered, emailed, or faxed to Esquimalt High.
- b. It can also be picked up and filled out at the Information Night, held at Mount Douglas High School, on January 15<sup>th</sup>, 2019

**2) District Testing Session: February 1<sup>st</sup>, 2019**

- a. In order for students to be considered for the Challenge Program they must be tested. The testing is used in conjunction with the student's application to create a student profile.
- b. A test schedule will be sent to each applicant (via e-mail) during the latter part of January. This notice will specify scheduled testing dates and times. The student must come to the testing location, which is to be determined, at the date and time specified.
- c. If your child cannot attend on the dates scheduled, please call or e-mail the school to re-schedule your child's testing session. If your child is ill on the day of his/her test, please call the school in the morning to arrange for an alternative date.
- d. If your child has already completed testing within the last three years and has received a Gifted Designation, they may be exempt from the testing process. In order to be exempt from testing, please contact Jennifer Wignall by January 24<sup>th</sup>, 2019 at Esquimalt High School.

**3) Student Portfolio: Due February 1<sup>st</sup>, 2019 – please bring to the district testing session**

- a. Should fit within a binder, which can be decorated or left plain but should include the name of the applicant on the spine
- b. Should include the following formal forms:
  - i. A letter from applicant stating why they wish to be a part of Esquimalt High's Challenge Program
  - ii. Part Two of the application package (found below)
  - iii. The latest transcript of marks or copy of the most recent report card
  - iv. At least two reference letters from educators, at least one reference letter from a community contact, and one reference letter from parents/guardians
- c. May include (but not limited to) the following personal pieces of information represented in a variety of ways:
  - i. Projects, work samples, music samples, sports, creative writing, art pieces, hobbies, work habits, awards, travel experience, family time, community clubs/groups – these should be pieces that reflect the applicants best work, show their passions and interests, and give the selection committee a clear sense of the applicant themselves.
  - ii. We are looking for depth, breadth, and passion. The goal is to showcase how the applicant is exceptional.
- d. Please do not submit Fresh Grade. While there can be aspects of the portfolio that are digital, we expect most of the portfolio to be submitted within a binder.

#### **4) Interview: February 4<sup>th</sup> – 8<sup>th</sup> 2019**

- a. Our selection committee will let each applicant know their interview time and place
- b. Each applicant should be prepared to talk about themselves – their learning, their passions, and their challenges

### **Screening**

#### **1. Once all information is received and collated, the screening committee will meet and decisions will be made to:**

- i) accept the applicant into the program; or
- ii) place the applicant on a wait list pending available seats in the program; or
- iii) notify the applicant of non-acceptance

#### **2. Esquimalt High School will:**

- i) hold all student work and materials, for two weeks post-screening process, for pick up at Esquimalt High School after the selection process is complete
- ii) communicate to parents/guardians regarding the decisions of the screening committee
- iii) establish and maintain a roster of recommended students

#### **3. Appeal Procedure**

- a. The Committee will discuss the decision with the parents and with the student, if appropriate.
- b. Upon request of the parents and student, the Screening Committee will reconsider previously and newly submitted information on a student who has not been placed in a gifted program.
- c. The appeal must be received in writing within two weeks of placement notification.

**The information on the attached forms is collected under the authority of the School Act and will be used solely for the purpose of establishing eligibility for the District Challenge Program. It will be kept secure and confidential in accordance with the Freedom of Information and Protection of Privacy Act.**

**Any questions concerning the collection or use of this information may be directed to your School Principal.**

## ***Common Questions Re: the Challenge Program***

### **Q: What is the Greater Victoria School District's Challenge Program at Esquimalt High?**

A: The Challenge Program is a district program that serves the unique needs of gifted, talented, and creative students. It was established at Esquimalt High School in 1979.

### **Q: Who are the students who typically thrive within the Challenge Program?**

A: These are gifted, talented, and creative students who see the world around them in unique ways. They have a true love for deep learning. Often, our challenge students are imaginative, insightful, and have excellent memories. They may be emotionally intense and may question authority. They typically seek out new and interesting material and knowledge. When asked a question, these students will think carefully and provide in-depth answers. Most of our challenge students have the capacity to learn quickly – they process information quickly and apply their learning easily. Usually these students are or have been avid readers.

### **Q: Why use the cohort model for classes?**

A: The research shows that for gifted, talented, and creative students, the cohort model of grouping like-minded thinkers together increases success. Sometimes our students within the Challenge Program have struggled to connect with their peers in their past – they may have felt different or out of place. Sometimes, they haven't sought to achieve their full potential for fear of standing out or of being labelled.

Within a cohort model, students are given the opportunity to build both their academic success and their social – emotional well-being. The cohort can become a safe and supportive environment for students and often these are peers who form close and lasting friendships. As students move through their grades, they spend less time with their cohorts and the intention is that they have the social skills they need to be successful in other classes.

### **Q: Are Challenge students always high achieving students?**

A: No, not always. We have very diverse cohorts of students who excel in different areas. For example, sometimes a student in the Challenge Program may be incredibly talented in music but struggle in social studies. We find that our cohorts are filled with like-minded students who have a passion for learning – but that area of passion is not the same for every student. Furthermore, some students who enter our Challenge Program have been underachievers and / or disruptive students in the past due to being in learning situations where their educational needs have not been met.

The intention of our program is to maximize the opportunity to enrich students learning and support their social and emotional growth. The curriculum is enriched and, sometimes, accelerated. The intention is not to give harder work or more work but rather to provide depth and breadth in their learning process.

### **Q: What does the application process entail?**

A: Student will submit Part One of the application, submit a portfolio, sit a session of testing, which includes a written portion, and sit an interview. The Challenge Coordinator will work with a team of educators, including counsellors and administration, to select a cohort.

Please Return this page (PART 1) by January 24th, 2019 to Esquimalt High School

## PART 1

FAX, MAIL or DELIVER TO ESQUIMALT HIGH SCHOOL  
FAX: 250-361-1263 E-MAIL: [esquimalt@sd61.bc.ca](mailto:esquimalt@sd61.bc.ca)

Esquimalt High School  
847 Colville Road  
Victoria, B.C. V9A 4N9

### GREATER VICTORIA SCHOOL DISTRICT #61 CHALLENGE PROGRAM REGISTRATION STUDENT INFORMATION (Please print)

SURNAME: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_  
(YEAR) (MONTH) (DAY)

PRESENT SCHOOL: \_\_\_\_\_

CURRENT GRADE: \_\_\_\_\_ CONTACT/TAG TEACHER: \_\_\_\_\_

PARENT/GUARDIAN CONTACT NAME: (Mr. Mrs. Ms.) \_\_\_\_\_

ADDRESS: \_\_\_\_\_

POSTAL CODE: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ WORK PHONE (if applicable): \_\_\_\_\_

CELL PHONE (if applicable): \_\_\_\_\_

PARENT/GUARDIAN E-MAIL ADDRESS: \_\_\_\_\_

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### Parent/Guardian Consent:

I / we give consent for \_\_\_\_\_ to apply to Esquimalt High's Challenge Program

• I / we accept responsibility for ensuring that this application is complete and all items listed in the check list are included and submitted by the deadline. (Program personnel will not assume responsibility for calling for missing items.)

•• I / we give consent for group and/or individual intellectual and/or academic tests to be administered. I / We understand that we must assume responsibility for the transportation to / and from Esquimalt High School and the testing location for the purposes of admission testing.

\_\_\_\_\_  
(Parent / Guardian Signature)

\_\_\_\_\_  
(Student Signature)

## PART 2

### Esquimalt Challenge Program

*(To be completed by student and submitted by February 1<sup>st</sup> in portfolio)*

Name: \_\_\_\_\_

Present School: \_\_\_\_\_

- 1) List your past and present involvement with **clubs and organizations** and/or extra-curricular activities. Include length of involvement, positions held, and recognition received.

LENGTH OF TIME	CLUB / ORGANIZATION	POSITION / AWARD

- 2) List **hobbies and interests** including sports, family activities, collections, games, traveling, etc. Outline the extent and duration of your involvement.

LENGTH OF TIME	HOBBIES / INTERESTS	INVOLVEMENT

- 3) Describe what you like **most** about school and subjects and why.

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- 4) Describe what you like **least** about school and subjects and why.

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- 5) In what area or what topic do you feel you are knowledgeable? Please explain.

Area/Topic of Knowledge	EXPLANATION