

Edmonton Public Schools'  
DISTRICT RECOGNITION  
2012 - 2013

HONOURS  
AND REWARDS  
FALL TO THOSE  
WHO SHOW THEIR GOOD  
QUALITIES  
IN ACTION. — ARISTOTLE



# Program

## **Greetings**

Master of Ceremonies  
Board Chair Sarah Hoffman

## **Feature Performance**

Vimy Ridge Dance Program  
Student Choreographed Dance

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Solo Contemporary Dance – Heather McNicoll  
Choreographer – Dixie DeVries  
Dancing to Hallelujah

## **Opening Remarks and Introductions**

Board Chair Sarah Hoffman

## **Presentations for District Recognition of Service**

## **Presentations for District Recognition of Teams**

## **Presentations for District Recognition of Merit**

## **Sponsor Acknowledgement**

## **Unveiling of District Recognition Plaque**

## **Closing Remarks**

Board Chair Sarah Hoffman

## **Reception**

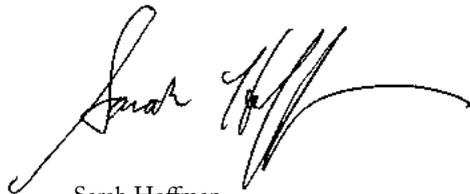
Atrium, Centre for Education

# Message from the Board of Trustees

For close to two decades, the District Recognition Program has shined a well-deserving spotlight on the quiet heroes in our District – those individuals who bring out the very best in our students and in the people they work with.

Tonight, the Board of Trustees welcomes the opportunity to honour our remarkable group of award winners. We realize that you may have different experiences in supporting teaching and learning, but you each share a similar set of qualities that exemplify the true spirit of public education. To your classrooms, you bring an energy and enthusiasm that encourages our learners to realize their potential; to our many offices and school communities, you motivate, guide and inspire colleagues to surpass expectations. Your work is far reaching – infused with passion, talent and dedication, and makes a true difference in the lives of our students and their families.

On behalf of the Board, I would like to thank our award recipients for upholding the tradition of excellence for which our District is known. I wish you continued success and a wonderful, memorable evening.



Sarah Hoffman

Board Chair

Edmonton Public Schools benefits greatly from the considerable contributions made by students, staff, parents and community members. Many people volunteer time, talent and energy that not only exceeds our expectations, but also sets an example for others to follow. These outstanding achievements and important contributions to our District are recognized through the annual District Recognition Program.

There are three types of District Recognition:

**RECOGNITION OF SERVICE** honours an individual's outstanding professional and/or volunteer contributions to the life of the school or community. Three recipient categories are recognized each year: parents or community members, secondary students and staff members. Nominations are made based on a number of criteria, such as: quality service, commitment and the relationship of the individual's activities to schooling and/or the enhancement of public education.

**RECOGNITION OF TEAMS** honours the outstanding contributions or achievements made by groups through collaborative efforts. Three recipient categories are recognized each year: groups of parents or community members, groups of secondary students and groups of staff members. Nominations are made based on a number of criteria, such as: significant contribution, the achievement of excellence through teamwork and the relationship of the group's activities to schooling and/or the enhancement of public education.

**RECOGNITION OF MERIT** honours the outstanding achievement of individuals who have demonstrated a standard of excellence in an area of endeavour. Three recipient categories are recognized each year: parents or community members, secondary students and staff members. Nominations are made based on a number of criteria, such as: meritorious, innovative, creative or inspiring achievements, and/or endeavours that have brought distinction to the individual, the school, the community and Edmonton Public Schools.

IT IS EASY TO  
SIT UP AND  
TAKE NOTICE.  
WHAT IS DIFFICULT IS  
GETTING UP AND  
TAKING ACTION.

– AL BATT

# Recognition of Service

CRITERIA: *To recognize the contributions made to the District by parents, community members, secondary students, and staff through professional and volunteer service. Focus is on quality service and significant commitment to the life of the school and/or the education community by an individual.*

## STAFF

### **Sharon Ashmore, Administrative Assistant, M.E. LaZerte**

Through a combination of personal qualities and exceptional skills, Sharon has made a significant contribution throughout her career to Edmonton Public Schools and in particular to M.E. LaZerte School. She provides support to the International Baccalaureate (IB) co-ordinator and is the main support for Student Services. Excellence is Sharon's habit. She has exemplary communication skills and extraordinary patience. She is a loyal and trustworthy colleague who readily offers assistance and encouragement to others.

Over her many years of service, she has stored all the miniscule pieces of information about every happening within the school. Sharon is the go-to person with the information that allows events to successfully materialize. She is an invaluable resource for everything from awards night and graduation commencement, to post-secondary registration and IB program support. She is always willing to step up and help in whatever way she can. Sharon recognizes where there are needs and always takes the initiative to help before she is even asked. She gets in early and stays late to help out with volunteer activities when necessary. "It is easy to notice how much she cares about our kids, our school, her colleagues and precision. Our staff and students don't just appreciate her, they truly LOVE her!" says IB co-ordinator Diane Fischer.

Sharon's work ethic is awe-inspiring and her dedication is consummate. "At one time there were three support staff working in student services and now there is one. That one is Sharon and that one is amazing," says Heather Parrish, Department Head of Student Services.

### **Pat Baker, Work Experience Coordinator, Harry Ainlay**

Pat currently works in the Student Services department and her colleague Dale Poon says, "Pat exemplifies the school motto 'in omnibus excelsior – in all things excellence'." She epitomizes quality service and commitment in everything she does, and always looks for teachable moments to help staff and students enrich their learning experiences.

With her work experience partner, Pat has grown the work experience program into the largest in the city. She has shepherded thousands of students over the past several years and local businesses are grateful for the assistance she provides.

For the last 15 years, Pat has been the head staff graduation advisor, working with over 20 student and staff members on the committee. In over 30 years as a teacher in the District, she has also worked tirelessly in the background of many major school activities – whether coaching, helping to organize tournaments and provincial finals, working on charity activities or serving on the social committee – her unselfish dedication is legendary. In whatever initiative she is involved with, she creates an environment that encourages organization, collaboration, leadership and hard work to achieve a collective goal of a great experience for everyone.

She is held in high regard by both students and staff for her untiring demeanour to provide service to students and staff.

### **Lloyd Bloomfield, Department Head - CTS, Harry Ainlay**

Lloyd is the department head for Harry Ainlay's Career and Technology Studies (CTS) program. He has done everything from mentoring young student teachers to working with the other members of the CTS department. His motto is, "Assume the best intent."

He dedicates countless hours to creating opportunities for student learning success and is part of numerous clubs and committees. He formed the Robotics Club, allowing students to learn about advanced electronics and then apply them to real world activities. As a result, Harry Ainlay will play a leadership role in expanding robotics in northern Alberta as part of a First Robotics initiative (a registered charity with a mission to inspire Canadian high school and elementary school students to pursue further studies and careers in science, technology and engineering). He also created the Ainlay Skills Club to help prepare students for Alberta and Canada Skills competitions.

As an Aboriginal teacher, Lloyd serves on the Aboriginal Liaison Committee and has been a positive mentor for and within the FNMI population at the school. He encourages CTS department heads to meet regularly and has also been involved in the organization and provision of professional development at Teachers' Convention. His efforts to build bridges to the outside community have netted his students access to equipment, like 3D printers, that no other high school has.

Teacher Wayne Lavold says, "I truly know of no other teacher more deserving of this type of recognition."

### **Shelley Kofluk, Teacher, M.E. LaZerte**

"Mrs. Kofluk has been an outstanding role model for me and continues to be for other students," says student Sandra Su. She creates a positive and stimulating environment that allows students to recognize their impact and provides ways in which students can enhance their school and community.

She has initiated numerous projects with her leadership students: 175 paper and beverage recycling bins throughout the school (which get collected by students each week); an eco-station for recycling batteries and small electronics; Project Porchlight (educating community about CFL light bulbs); district symposium and tri-city symposium; water bottle filling stations and reusable plates in cafeteria; composting program for Foods program; and the going green of the Alberta Student Leadership Conference the school hosted.

Shelley, with her leadership students, took the initiative to apply for the prestigious Staples grant, and the result for M.E. LaZerte was outstanding. Newspaper headlines read, "M.E. LaZerte gets a new computer lab with \$25,000 Recycling for Education grant." The grant money was used to set up an Apple computer lab. With this lab, students have access to programs like iMovie and GarageBand to enhance projects. They will now be able to develop applications for the iPhone and iPad and they can now use iOS-based programs for programming and design skill enhancements. Due to Shelley's tireless efforts, numerous opportunities have opened up for students using the lab.

"The environmental leadership she has provided is a legacy that will never be forgotten," adds Sandra.

**Kristen Moon, Teacher, M.E. LaZerte**

Kristen is an impressive individual who strives for excellence in all of her endeavours. Her energy and passion for educating students and staff at M.E. LaZerte is inspiring.

Kristen is the school's fitness and wellness consultant. She transformed the fitness centre into a clean, organized and safer environment. She is the in-house first aid instructor and teaches Grade 10's first aid and CPR, as well as certifying staff and CTS students. She is an invaluable resource to the physical education teachers, helping with lesson plans and instruction. She also creates individualized fitness programs for staff and organizes group fitness activities like yoga, fit chicks and morning circuit training.

As one student explained, when he started Grade 10, he had never touched a gym in his life but Kristen welcomed him with open arms and taught him how to use the equipment properly. He became addicted to working out. At the school's Healthy ME Week that Kristen spearheads, she helped him see what smoking was doing to his lungs when she had him participate in an exam to test his lung strength. Now in Grade 12, this student is part of the Healthy ME committee. Through this committee that Kristen has chaired for the past six years, she has helped change the food and drinks offered at the school, posts weekly nutrition and health facts and holds annual health fairs. As a result of all the events and activities spearheaded by the Healthy ME committee, the school was honoured with an Award of Distinction for the Healthy School Communities Award. Troy, a student, says, "She has left an imprint on me and on many others, to live a healthy lifestyle every day."

Assistant Principal Marion McIlwraith says, "Kristen has changed the way staff and students view health and well-being."

**Darrin Park, Teacher, Dan Knott**

Darrin will not let his students underachieve. He will cajole, coax and eventually convince them that they are capable of accomplishing goals they thought were unattainable. He invests a great deal of time and energy looking for cross-curricular ties that run between each core subject. In this way, he can make connection to ideas and topics students can relate to and then understand.

Darrin's extended field trips pull together curricular ties and reel students in. Dr. Stephen Leppard, assistant principal of Killarney School, says, "Darrin is a transformational field trip planner who has been making science matter to junior high students for 17 years. Darrin has planned, overseen and successfully executed weeklong, out-of-country, multi-location field trips for 30 junior high students at a time. Whether escorting students to explore rainforest ecosystems or going to Florida to investigate the technology that makes space exploration possible, Darrin creates authentic learning experiences where students can touch, observe, smell or feel a part of their learning. The participants do pre-research reports and presentations and Darrin arranges a myriad of fundraising opportunities so each student has equal opportunity to reach their fundraising goal. Hundreds of students are now better informed, better equipped and better prepared to advocate for the stewardship of our earth's natural resources. Peer Wes Craig says, "Darrin can best be described as a role model for excellence in teaching that all of us should emulate."

**Mary Poole, Secretary, Human Resources**

"Caring about and for people comes naturally to Mary," says the Edmonton Public Schools' Foundation's fund development associate, Alva Shewchuk.

Since the launch of the Edmonton Public School's Foundation (EPS Foundation) in 2010, Mary has played a very important role as a friend of the Foundation. She has been instrumental as an ambassador to the Foundation, helping to engage other staff members and get them involved as well. She recruited many individuals to attend 'show and tell' sessions to learn about the benefits of full-day Kindergarten. As a result, many of those staff members have become volunteers with the Foundation as well.

She is not only a donor, but also she volunteers in many capacities. Whether greeting guests, helping buy event materials, selling tickets or baking goodies, Mary volunteers at all Foundation breakfasts, fashion shows and Kingsway Mall's Wrap and Roll and plant sales. The Foundation has received many accolades about her – from students, parents, staff and community members.

Dr. Louise Hayes, the chair of the Foundation's Board of Governors, says, "Mary is a treasured and invaluable resource for the Foundation. Her energy and positive attitude is engaging; she serves as a role model for other volunteers." Kingsway Mall's Marketing Director John Chwyl says, "Mary is amazing in many ways. She is consistently there to offer support and has no off switch."

**Cindy Pulfer, Educational Assistant, Hazeldean**

"Mrs. Pulfer is a talented individual who is truly passionate and dedicated to all students. She genuinely cares for and is concerned about each child," says teacher Jacqueline Kupsch. Cindy has worked at Hazeldean for almost 20 years, with the past 11 years spent supporting the Early Education Program.

Working in an early education classroom consisting of 2 ½ to 5 year olds with a variety of moderate to severe delays, she has a way of connecting with them and drawing them in. Students are mesmerized by her storytelling with accompanying props or with the amazing craft and bulletin boards she creates monthly. She even comes up with creative snacks like fishing with pretzels. Cindy also engages children and enhances their learning through the creative use of the iPad and Smart Board.

She is confident, professional and always willing to share the knowledge and experience she has gained from working with children. Parents enjoy talking with her and know their child is loved and cared for while at school. She has worked with a student who has Fragile X syndrome and continues to have a relationship with him to this day. She accompanies him to an annual camp and sometimes visits him on weekends to give his family a little relief.

As Assistant Principal Tana Donald says, "Cindy is an invaluable member of our early education team, school and community."

### **Adrienne Rankin, Librarian, Queen Elizabeth**

Former student services department head Larry Tibble says, “Simply put, Adrienne is unfailingly supportive and will do whatever she can to assist with locating curricular materials and resources – whether on site, in the District or other locations.” Adrienne exhausts all possibilities in researching and locating information and always with a smile. She also keeps the library up to date.

Her open arms and unconditional passion for her job makes the library a constant hub of activity and is one of the busiest rooms in the school. At any given time, she oversees about 75 students in the library and makes a point of getting to know about 1,100 students a year. Adrienne always has time to talk and to answer questions from students, whether with homework or computer help, she always goes above and beyond. Adrienne’s interactions with students are very unique and students often say, “She is so nice.” Her co-workers say, “She is well respected by students and was voted Support Staff Member of the Year by the students.” This is testimony to her engaging, warm personality and the daily support she provides them in their work. Many graduated students come back to visit and most of them want to see Mrs. Rankin.

Adrienne is an invaluable support to students at Queen Elizabeth and her influence is an important part of the positive culture at the school.

### **Lisa Richter, Department Head - Inclusive Learning, M.E. LaZerte**

Lisa puts her heart and soul into ensuring that students of all abilities have a real sense of belonging and that they receive a quality education in a high school setting. Her tireless efforts to create an accepting environment, empowers students well beyond high school. She has a significant amount of responsibilities – whether arranging academic, behavioral and psychological testing or solving transportation issues or educational assistant timetables – Lisa always makes these decisions based on what’s best for the students. She approaches everything with a positive outlook, amazing spirit and a great sense of humour.

Alberta Education selected the District to ‘act as a change agent for the Action on Inclusion Initiative’ to share information about best practices to welcome, include and support students’ needs in the classroom and community. As Assistant Principal Tammy Tchir says, “They could pick no better teacher-leader to showcase inclusive best practices than Lisa and the work she has done at M.E. LaZerte.” Lisa was also involved in the creation of a video highlighting how students of various abilities are included in and outside the classes in a large high school.

Lisa leads by example and is a valuable resource for her colleagues, both from a knowledge sharing point of view and with physically helping out. She will gladly jump in to help out with anything – no job is beneath her. “I am always impressed by this quality as it speaks to her character and the kind of person she is,” says colleague Erin Niawchuk.

### **Annette Smith, Teacher, Avalon School**

Grade 9 students joined together to nominate this ‘incredible lady’ for a special award deserved by few; this was their way of saying thank you. They say, “Mrs. Smith is a great mentor, teacher and person.” “Madame Smith has made a world of difference to not only the community around her but to people around the city,” says student Jacob D. Every year, she does a coat drive for those less fortunate and collects food hamper items at Christmas. She also organizes the school’s annual United Way carnival, Grade 9 farewell and has twice shaved her head bald to raise money for cancer research. Each year, Annette gives the Grade 9 students the opportunity to visit her homeland, France. She plans all of the details and arranges fundraising opportunities throughout the year. She also puts on an annual French play, bringing together not just Avalon’s French community, but members of the greater French community around the city. She also has a great sense of humour and students look forward to working on school and community projects with her.

Madame Smith pushes students to do their best. Her strict, no nonsense, fair teaching style ensures everyone learns. She gives challenging projects and tasks, accompanied by thorough explanations. She also helps develop the Grade 9 Provincial Achievement Tests.

Her patience and dedication doesn’t stop in the class. Student Jacob shared that he had a kidney disease which led to him missing a lot of school, Madame Smith kept him as caught up as possible, sending him only important curriculum information to review so as not to overwhelm him. She set up links and contacts to help him out as well.

“She is overall the best teacher that anyone could wish or even ask for in the entire world,” says student Bill B.

## PARENT/COMMUNITY

### **Tim Adams, Community volunteer, multiple school sites**

Tim has gone above and beyond to provide life changing extra-curricular opportunities for students in the city centre through the after school Free Footie Soccer League. He does weekly scheduling and communications on the league’s website, and recruits corporate sponsors and volunteers to help run the league. Students don’t pay fees, and they also receive free jerseys, socks, shin pads and busing to and from games. Many of these students would likely have gone without the opportunity to play if it wasn’t for this league.

Students experience the feelings of camaraderie, sportsmanship, goal setting, increased confidence and coping with wins and losses. A great rule such as the first goal rule, where a girl on the team has to score the first goal, encourages team play and confidence. The program also draws together students who otherwise would not connect or relate to each other – it has created some common ground.

Tim has expanded this league to include 25 schools from both the public and separate school systems and also arranged a tournament last year. He even provided a certified coaching clinic for the coaching staff at each school.

Soccer coaches say, “Tim Adams is a true example of a community advocate who is passionate about empowering others to be better and to improve the well-being of the community as a whole. His passion for children and sports is demonstrated by his dedication to this program.”

**Haruko Hashimoto, Parent volunteer, Coronation**

Haruko is a parent council member who took over the school's hot lunch program three years ago. She transformed the monthly hot lunch from typically a pizza lunch to more international flavors like Greek souvlaki or burritos. To further the hot lunch program and build on healthy eating, Haruko approached a local Real Canadian Superstore Wholesale Club. Her idea was a monthly healthy appetizer program.

Haruko was able to secure donations of various fruits, vegetables, dips and sauces each month – enough to provide a single serving to each of the 130 students. Students learned about healthy eating choices and learned to take more risks with the different foods they tried. On hot lunch days, students were even encouraged to dress up in clothing that reflected their culture.

She organized volunteers to help prepare the snacks and older students delivered the appetizers to each classroom. Students eagerly anticipate what each month's appetizer will be – will it be guacamole and cucumbers or cheese and grapes? Not all students enjoyed all the appetizers but at least they tried something new and something healthy.

A student says, "If we were going to give advice to another school, we would say to try the appetizers because they're fun, taste good, are very healthy and delicious!"

**Denise Hugman, Parent volunteer, M.E. LaZerte**

Over the last seven years, Denise has spearheaded revamping the Music Parent's Association of LaZerte (MPAL). She transformed an association that was struggling both financially and structurally, into a significant support system for the growth of M.E. LaZerte's music program.

As the president, she orchestrated grants, casino revenue, general fundraising for music equipment, guest lecturers, festival adjudication and development criteria for hiring clinicians. Since 2008, Denise has secured over \$80,000 in grants for the music program. She was also a key player in organizing casinos that raised over \$230,000. Under Denise's guidance, MPAL has bought choral risers, stage and sound equipment, new instruments, computers for electronic music composition and much more. Band festival costs have been minimized, ensuring access to more students and families.

Students say, "Without the MPAL group, the LaZerte music program would definitely not be able to reach such a high standard of excellence." They also say, "The whole music program is blessed to have Denise and with the music we play, we will shower her with love and generous amounts of thanks and gratitude."

**Nausheen Khan, Community volunteer, Lillian Osborne**

"Nausheen is a woman of vision, dedicated to making a positive difference in the lives of others," says teacher Coreen Hudec.

Nausheen had an idea for a program to help autistic children develop communication and social skills through student mentors. She trains the students and teaches them how best to work with autistic children, while consistently demonstrating care, empathy and insightful lessons. With the help of speech pathologists and countless hours of hard work, she created CHATTER, an incredible peer mentorship program. In five years, the program has evolved from eight Lillian Osborne student volunteers helping out at one weekly session, to over 40 student volunteers and seven different sessions on the southside.

The program is an integral part of Lillian Osborne's volunteer program and students line up to give of their time. The way the inclusive experience changes lives is awe-inspiring – it is a win-win for all students involved.

One student shared, "I've had many parents approach me to thank me and the program, noticing significant changes in their children."

**Kiandra Wagar, Community member, J. Percy Page, Dan Knott and Edith Rogers**

Kiandra is an exceptional community leader and role model for many students. She has been involved with numerous initiatives.

She was part of The Way In Project, working with teens and families to build on their strengths, deal with issues, and help them to get involved in activities that help them learn skills to be successful. For the past three years, in connection with her work at Boys and Girls Clubs Big Brothers Big Sisters of Edmonton & Area (BGCBig), she has interviewed/screened, trained and facilitated 120 J. Percy Page high school students to mentor 120 junior high students from Dan Knott and Edith Rogers. She plans activities for both schools, monitors and tracks connections being forged, and helps improve any struggling relationships that may arise.

Last year, Kiandra also started an initiative at J. Percy Page called Transitions. She recognized some junior high students needed a bit more help in making the move to high school. She once again recruited, trained and set expectations for 15 high school students to mentor the junior high students. She ran activities and information sessions to help make the students feel more comfortable and be more successful. This initiative immediately involves them in their new school.

"Kiandra consistently demonstrates her belief in the value and potential of youth," says the success coach at Dan Knott. "Students recognize she is someone they can trust to care about them and she is widely respected and valued."

Thank You.

**Scott Wilson, Parent volunteer, Queen Elizabeth**

Scott is a member of the school council. He is committed to his children, the school and fellow members of the parent community.

Scott is the father of two high school children, one of which has Autism Spectrum Disorder. When their son David started Grade 1, the Program Unit Funding (PUF) to help children with severe disabilities/delays was not available. As they waited for him to be assessed, they began to see a noticeable decline in all of the progress their son was making in early education. By mid-Grade 2, Scott wrote up a detailed proposal for the formation of a “Children with Special Needs Advisory Board” and forwarded it to his MLA. This proposal went on to be included as an information source for the Family Supports for Children with Disabilities (FSCD) Act.

As a result of his experiences and challenges, Scott is dedicated to enhancing educational opportunities for all students and he has provided invaluable insight into how best to assist families of children with a disability. His active involvement in his son’s education has allowed him to become a strong advocate for effective programming not only for his son, but for all students. He has often said, “It takes a village to raise a child but quite often the child ends up raising the village.” Principal Blackwell explains how relevant this statement has been at Queen Elizabeth as Scott’s son has become a valuable resource in their learning community, helping them to grow as educators. His dedication is evident with his son David who is now preparing to study computers at NAIT, something that didn’t seem possible even just a couple years ago.

Through Scott’s support and enthusiasm, the first Council of School Councils was organized and hosted by Queen Elizabeth, creating outreach connections from Queen Elizabeth to its K to 9 feeder schools. Parents were able to engage in dialogue about how parents can be involved in their children’s education.

NOTHING GREAT  
WAS EVER  
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WITHOUT  
ENTHUSIASM.

– RALPH WALDO EMERSON

**Michelle Young, Parent volunteer, Coronation**

Michelle is a mother of three and an active school council member and school volunteer. She has been the key organizer for two of the school’s major events.

She plans and organizes the annual welcome back barbecue which gives established student families the chance to reconnect and new families the opportunity to meet and become a part of the Coronation community.

“The idea of having a Coronation School Arctic Winter Games (AWG) event in tandem with the Arctic Winter Games was brilliant,” says Principal Dolores Kowalchuk. Michelle thought the friendly competition would honour the school’s diverse student populations, foster international mindedness and global citizenship, and directly align with the school’s International Baccalaureate program. She co-ordinated volunteers to teach various games specific to the Dene and Inuit culture to make the experience authentic. She obtained a mini-games resource package from Whitehorse for teachers to provide information about cultural and physical aspects of the AWG. She even organized an opening ceremony complete with an Inuit presenter and throat singer! As a result of her work, the school successfully obtained an Alberta Arts and Education grant to further develop the knowledge and skills of the AWG for this coming year through the Trickster Theatre troupe to help students explore personal histories and culture.

“The amount of time Michelle spends organizing these two events is staggering,” says the chair of the school council.

STUDENT

**Zachary Moore, Student, Lillian Osborne**

Zachary provided the school with extensive service in the area of theatre and event technology. Over the course of his three years at the school, he assisted nearly every student or teacher at the school in some capacity. Teacher Coreen Hudec says, “It’s hard to describe how important he became and how much he will be missed.”

He spent countless hours planning and supporting nearly every event that was hosted during his three years at Lillian Osborne – everything from school musicals and fashion shows to culture fest and Remembrance Day celebrations. He would even stay late many nights to help set up technology to livestream events and video feeds, or merely to help set up chairs.

He stood out for his professionalism and dedication to get things right. He had a keen sense of mastery over all of the technologies available to him. He clearly wanted to be a leader and saw service as an automatic facet of his educational experience. He mentored other students and has left a new generation of tech crazy students to fill the void he has left. As teacher Chris McNeill says, “While the school will never be the same without him, it is nice to know that he has left a legacy of service in the school.

# Recognition of Team

*CRITERIA: To recognize the contributions made to the District by a group of parents and community members, the achievement of a significant goal through co-operative group efforts by secondary students, and the excellent contributions made to the District by staff through collaborative group efforts. Focus is on co-operation, participation and excellence in performance by a group of people. Achievement or contribution has brought distinction to the group, the school, and/or the District.*

## STAFF

### Aspen Teaching Team

This team consists of two teachers and three educational assistants: Jennifer Taylor, Lyle Watling, Carolina Diaz, Kristy Baskey and Gerry Gabrielle. The team of five exemplify resiliency, commitment and innovation. Collaboratively, they built a world-class program that provides supports and services for some of Edmonton Public's most challenging students.

These students attend the program because they been through the expulsion process and the majority are involved in some aspect of the justice system. They often present a range of social, personal, psychological and behavioural issues. The team is very skilled in relationship development and conflict resolution.

Service learning and community engagement are a large part of the programming. Through innovative and creative instructional strategies, students gain life skills and build their self-esteem. They also develop a sense of pride by getting out into the community and working on projects.

The president of McCauley Community League says, "The Aspen High School staff is truly one of a kind. They exhibit extraordinary abilities in working with high risk students while serving as a model of innovation and creativity for colleagues in other schools."

All members of the team remain dedicated to making positive change in the lives of these students. They continue to provide students with the direction and guidance to become contributing members of the community and experience academic success.

### Avalon Administrative Assistants

The Avalon administrative assistants are Carolyn Johnston and Karen Zatylny. At Avalon, the busy office is compounded by the running of two schools under one budget. Avalon and Lendrum have been twinned for seven years and both schools have grown significantly over the past year. As Lendrum has been faced with a large turnover in administrative staff, "Carolyn and Karen have been masterful in guiding, encouraging and mentoring seven new people in this process," says Assistant Principal Judy Darroch. She goes on to say, "If it wasn't for them backing me up, I would not have survived." With the increased student population and need to support both schools, they have a lot on their plates.

Karen helps train new staff in matters of school finance and transportation and Carolyn teaches PowerSchool administration and general office duties. Between the two, they would take turns going over to Lendrum to teach the new administrative person everything they needed to know – this was in addition to their regular duties at Avalon.

They handle their jobs with professionalism every day. They both have a keen eye for detail and will spot concerns and areas of improvements before they ever reach Administration. Their initiative and problem-solving skills are hugely appreciated by Administration. "They are truly a gem for our school," says Assistant Principal Carla Kennedy.

Principal Butlin says, "Karen and Carolyn, we value you, we appreciate you, we need you and we want to recognize you."

Thank You.

### **Bridges to Achievement Teaching Team, Argyll**

This team consists of teachers Richard Beale, Neela Bell, Michele Kelly and Steven King. The work this team has done and continues to do for many of the District's highest at-risk students is exceptional.

The name Bridges to Achievement was chosen to delineate the 'bridge' provided to enable students experience greater success. The concept began when a junior high teacher was hired to support 20 students who arrived at school with huge gaps in their learning and from a variety of backgrounds. The main goal was to form strong, supportive relationships with at-risk students. Enrolment doubled and students began to come from junior highs where they were experiencing only a limited amount of success (from low academic success and high absenteeism due to extreme anxiety, peer pressure, bullying etc.). The flexibility of the online delivery was then expanded to include small group drop-in support times at Argyll, providing additional support and interaction with other students. This led to increased achievement. The success of the junior high program led to a significant increase and realization of the need to begin a senior high Bridges to Achievement which was implemented in 2012-2103.

Critical to the success of Bridges is the hiring of teachers that are the 'right fit.' The teachers on this team are skilled at building positive relationships with the students. The Bridges classrooms are welcoming and loving, while still expectant of academic achievement. These teachers provide students with flexibility and individually customized programming to enable them to experience success. They also help students set and monitor goals, and follow-up regularly to ensure they stay on track. Success in this program may look differently for each student but retention rates and feedback from many students and parents say it all. "The Bridges program helped me get back on track. It has also helped me figure out what I want to do after I graduate and the teachers are really helping me get there." "I feel that with every assignment, my son is finally learning and understanding...without the Bridges program, this would never have happened."

Each teacher brings tremendous individual strengths and collectively they are strong team players who share and network with each other and other Argyll staff. Assistant Principal Daylene Lauman says, "Without the support of these teachers, many of our District's most at-risk students would not complete high school or be provided with the opportunity to see that they too have a future that is bright and promising."

### **English Language Learners (ELL) Team, Queen Elizabeth**

The members of this team are Michael Kennedy, Sarah Lees, Tiffany Reed, Sherri Ritchie, Leanne Soll Hesterman, Daisy Veloso, Ann Yasinski, Bette Yelich and Owen Young.

A notable number of students at Queen Elizabeth are newcomers to Canada, many of which have come as refugees and most of which have experienced violence, fear and loss. Learning English is just one of the many challenges facing them. The ELL team goes above and beyond to ensure student success through individualized programming, self-assessment and creation of classes to address gaps in learning. The team's focus on the whole student – on wellness, belonging, self-efficacy and academic achievement – has a significant impact on student growth and on their successful transition to the core high school program. Student wellness is the foundation of their work. Some of the initiatives they have employed are:

- Using physical education to strengthen conflict resolution and team work skills;
- Encouraging students to participate in extracurricular and leadership opportunities within the school and community;
- Using a team approach to support and intervene for students and families in need of personal and settlement assistance; and
- Introducing classrooms innovations and assessment practices to enhance learning.

The team works together to identify needs and to ensure supports are in place. Whatever role each team member may have, they excel in their efforts to take ELL students beyond simple inclusion. By promoting leadership opportunities, students discover and explore their many strengths and skills, adding to their resilience. The team members not only support each other, they also collaborate with staff from other departments to ensure successful transition to mainstream core subjects.

Assessment practices have also shifted from a 'pass or fail' focus, to a 'ready to move forward or continue learning' focus. Students use 'I can' statements and assess when they are ready to take a summative assessment on a particular skill, and set goals for learning. Students take ownership for their learning and share their expertise with other students.

Principal Blackwell says, "Together, students and staff in the ELL program learn to believe in themselves, and to celebrate and use their many gifts in support of learning, compassion, engagement and citizenship."

# Thank You.

## Recognition of Team CONTINUED

### Harry Ainlay Catchment Professional Learning Day Committee

The members of this team are Joanne Aldridge, Iris Ciona, Dee Elder, Dan Gorgichuk, Shaun Hall, Dean Hess, George Hoyt, Dave Jones, Powell Jones, Sami Muamar, Kyril Mueller, Lorna Nyitrai, Darren Oskoboyny and Cheryl Storie.

This committee was made up of representatives from several schools in the Harry Ainlay catchment. They devoted countless hours creating, organizing and administering an amazing one day professional development (PD) conference, in support of the superintendent's vision of enhancing student achievement and increasing collaboration and transitions within catchment areas. The conference engaged 600 teachers and support staff with a motivating guest speaker and timely relevant breakout session topics with experts in each catchment area. Approximately 70 breakout sessions were available, ranging in topic from Zumba to strategies for supporting language learning – there was something for everyone.

Not only did the team plan and co-ordinate the event, they set up the facility, the luncheon and the acknowledgments to presenters after the event. Principal Kope shared the following comments from staff: "This is one of the best PD days I have attended." "All of the sessions I attended were informative and practical." Principal Kope adds, "This was an example of educational partners working together to achieve student success." Teacher C. Eaton says, "My sessions were excellent and full of useful information that I implemented immediately into my classroom." Administrative Assistant L. Huffman says, "I felt connected with other district staff and connected to a bigger community than just my school, Richard Secord."

The committee took collective responsibility for the success of all students in the catchment area and the luncheon was a further opportunity to connect with colleagues.

### Interactions Teaching Team, Tipaskan

Teacher Ashley Robinson and educational assistant Darla McFadyen are being recognized for their success in transforming the behavior of a particular student at school. Together, they have demonstrated hard work and dedication to help a Grade 4 Somali boy with autism overcome several learning obstacles and receive specialized supports.

This young boy was new to the District and had difficulty integrating into school life. He was hostile to staff and students, both verbally and physically. No matter how difficult the situation became, Darla and Ashley never gave up and remained committed to building meaningful educational experiences for the student.

They both worked tirelessly to modify his behavior by implementing a special program to replace negative behavior with positive behavior and enhance learning. In order to effectively make a difference in the life of the student and his family, they had to make this a collective effort and reach out to the community for support. They worked with an autism expert, family support workers and behavioural consultants. Programming was developed in partnership with the Autism Center and supported by the family at home. Now, the young boy enjoys school, connecting with his peers and staff.

Principal Belyea says, "Critical work was done to establish a safe, caring, inclusive and equitable learning environment that aimed to make him and his family feel welcomed, accepted, and supported. I can't express enough how inspiring the work of these two individuals has been to me as an educator and administrator."

### **Literacy Leadership Team (LLT), Avalon/Lendrum**

This team consists of department lead teachers from each division and from all four core subjects as well as physical education and French language arts; the members are Avalon teachers Brent Bauer, Janet Murphy, Chris McElroy, Lorna Gaunt, Allison Mauer and Annette Smith, and Lendrum teachers Norma Meng and Carol Anderson.

The LLT has become an integral part of the administration team. They demonstrate strong leadership skills and have been instrumental in implementing a professional learning community (PLC) within the school, focusing on three big ideas: learning, results and collaboration. Teams work together to establish the best learning environment for students. Every teacher has a voice in decision-making and accountability for decisions is very high as everyone was involved. New teaching staff are also well supported and guided. Principal Butlin says, "Implementation of the PLC could not come from the Principal down, it would never have stuck. The credit for buy in goes to the Literacy Leadership Team."

Through intense participation and ever-increasing dedication, they helped develop a pyramid of interventions used to identify and support at-risk students, helping them to achieve and succeed. They provide instructional leadership and direction by regularly connecting with members in their departments. They analyze results and make plans based on the results. "The LLT is an amazing group of people to work with. They have worked together to improve the school's culture and to make it a more enjoyable place to work," says teacher Barb Corbett.

They maintain solid teaching in their own classrooms while contributing to the entire school by participating in a collaborative management structure. Many hours of their own time have been spent developing plans and learning resources, explains Assistant Principal Judy Darroch.

## STAFF AND PARENT/COMMUNITY

### **Alberta Student Leadership Conference (ASLC) Steering Committee, Strathcona**

The ASLC Steering Committee is composed of Strathcona teachers Tom Yonge and Jane Grant and volunteers Kyra Cusveller and Grace DeJong. This team demonstrated exemplary teamwork, organizational skills and attention to detail in planning and hosting the action packed three-day conference for over 1,200 student leaders from across Alberta.

They came together to organize student leader training, graphic design, opening and closing ceremonies, breakout sessions, leadership workshops, entertainment and meal planning. Not only did they work tirelessly as a team, they also co-ordinated a significant amount of volunteers, including 36 Strathcona teachers, 286 students and 50 members of the school's alumni. The Committee then blended their own creative ideas with those of the students and staff and delivered the "Expect the Unexpected" conference.

Canadian Student Leadership Association President Nicole Haire who has attended many provincial and national conference says, "I feel confident in saying that the ASLC conference this team ran last May was one of the best. The presenter quality, workshop variety, opportunities for reflection and personal growth as well as the lasting impact the conference had on its delegates has set the bar extremely high for future conferences."

The tone and spirit of the conference was one of teamwork and pride. As Assistant Principal Fuller says, "The conference exceeded all expectations and the energy in the school was palpable. Congratulations to Tom, Jane, Grace and Kyra for bringing such an amazing and successful experience to our school community."

Thank You.

### **The Moodle Team, Strathcona**

Through the close collaboration of Mark Babin, Patrick Thibaudeau and Norm Sieweke, the Moodle Language Laboratory System (MLLS) was implemented at Strathcona School in 2012 and then later rolled out to the District as the software program of choice for supporting the teaching of international languages.

Back in 2008, Strathcona School's Department Head of International Languages Mark Babin began to search for a replacement system for the school's outdated International Languages laboratory which was built in the 1970s. Mark's search led him to the Campus Saint-Jean and to Patrick Thibaudeau, who introduced him to the Moodle Language Laboratory System (MLLS). Unfortunately, MLLS was not compatible with the District's computer system nor was the cost within the school's budget. Undeterred, Mark approached the Strathcona Education Foundation for funding while Patrick volunteered his expertise to help set up and support the system.

MLLS brought the International Language program into the 21st century. Teachers and students were thrilled by the new facility and the opportunities the new software presented. Students were able to record, listen and view language instruction not only from school but from home as well, while teachers were able to create a variety of digital language exercises, exams, auditory assignments and oral practice with greater ease than before.

The next step was to introduce MLLS to other schools, a process that was shepherded by Norm Sieweke and the Institute for Innovation in Second Language Education. Through Norm's work and promotion through organizing conferences, professional development sessions and face to face contact with teachers and leaders, MLLS became recognized by the District as an important platform to support second language learning.

German teacher Eckhard Strelau says, "Through their vision, technological savvy, leadership, collaboration and plain hard work, this three-man team has collectively made the International Languages digital laboratory at Strathcona the district standard."

## PARENT/COMMUNITY

### **Killarney Student Support Team**

This team consists of Danny Allen from the Family Centre, Lana Lalonde and Denise VanDomselaar from YOUCAN Youth Services, Melanie Murtha from the YMCA, Abdallah Kulmiye of the Somali-Canadian Cultural Society and Abdul Hussein from the Centre for Race and Culture. Together, these caregiving professionals work with a "whatever it takes" attitude behind the scenes at Killarney School to address both emergent and ongoing challenges for many of the school's most vulnerable students.

Killarney Principal Brent Zmurchik explains that much of the praise the school has garnered over the last few years in regards to identifying and addressing students' social and academic needs can be directly attributed to the outstanding contributions this group of caring adults has made to the school community. The Student Support Team has also given the staff of Killarney a valued perspective into the cultural uniqueness of many of the students they are entrusted to educate.

By creating a safe place and a sympathetic, non-judgmental ear, the team has provided students with an invaluable service - whether through arranging off campus experiences during the summer months, advocating for and providing advice to students of all cultural backgrounds, engaging students in relationship building activities, serving as a valuable bridge between home and school or by contributing to the school's culture of inclusion by taking students new to Canada skiing and snowboarding for the first time.

Principal Zmurchik adds, "We thank each of these valued members of our team for helping pave the way for our students continued social and academic growth. You have brought care and compassion to our school and for that, we thank you."

### **Kingsway Mall**

Kingsway Mall, led by Marketing Director John Chwyl, created numerous creative initiatives that promote positive growth for students. As part of its ongoing commitment to children and youth, Kingsway Mall chose to support the work of the Edmonton Public Schools Foundation, which provides full day Kindergarten programs for schools in socially vulnerable areas of the city.

Two events that are shining examples of this unique partnership are *Ready to Shine* and the *Penny Gallery* project. First held in 2011, the Ready to Shine student fashion show not only raised money for the Foundation, but it also bridged the gap between fashion studies students, the community and the fashion industry. Now an annual event, it prides itself on giving up-and-coming high school designers a non-competitive environment to showcase their work.

Meanwhile, the Penny Gallery Project provided Mount Royal School students with an opportunity to create penny sculptures – which were displayed at the mall and later auctioned off with the proceeds going to the Foundation. One of the students says, “I love my sculpture so much and wish I could take it home, but I like that I am helping others, so I guess I can give it away.” The City of Edmonton later recognized Mount Royal, the Foundation and Kingsway Mall for their community service.

As a result of this successful partnership, the Foundation was able to increase the number of full day Kindergarten programs from three in 2012 to five as of this September. Kingsway’s administrative staff collectively agreed to designate the Foundation as their charity of choice and committed to raising \$100,000 this year for a full day Kindergarten program.

In the words of Foundation Chair Dr. Louise Hayes, “Kingsway Mall is an exemplary steward of the community and of public education.”

NO MATTER  
WHAT ACCOMPLISHMENTS  
YOU ACHIEVE,  
SOMEBODY  
HELPS YOU.

– ALTHEA GIBSON

### **PARENT/COMMUNITY and STAFF**

#### **Brander Gardens ROCKS, Brander Gardens**

This team consists of 21 people who make up the collaborative group of community partners reaching out to community kids. This team gives children and youth an opportunity to build leadership, athletic and academic skills.

The group started with a couple of Brander Gardens community members around a kitchen table with the goal of helping youth. Now, this group has grown into a team of parents, community members and business partners. By working together, they have put ideas into action and created a model of collaboration. The team embodies co-operation, participation and excellence in community service.

They provide educational and recreational activities for youth. They also connect youth with one another to celebrate learning and recreation outside of school hours. These leaders are combining resources to make a positive impact in their communities. They offer a range of services, including after school programs, summer programs, family and youth field trips and back-to-school backpacks.

MLA Dave Hancock says, “Brander Gardens ROCKs is becoming well known for its community distinction and the positive work and achievement results.”

The community now has greater social cohesion, rich in diversity and skill sets. The inclusive and collective team model has enabled members to further expand their reach and resources.

#### **Harry’s Garden Team, Avalon/Lendrum**

The team leaders consist of Kate and Terry Guey, Caroline Wagenaar, Dan Tarney, James Stewart, Peter Stewart, Lance Adamson, John Nicoll and Gary Holroyd. This team is being recognized for demonstrating their commitment to inclusion. They have taken initiative to build a garden in honour of a special boy and for the entire Avalon community to enjoy.

In the spring of 2011, a boy named Harry, along with his educational assistant, planted sunflowers seeds. Every day, they came and cared for the plants. They even came in the summer. Staff and students decided to rename the courtyard Harry’s Garden. This was the very beginning of the renovation of that entire space.

Staff, community members and Harry’s parents were so inspired that they all helped to create a lasting gift for Avalon School. As a team, they have worked hard to renovate and beautify the garden.

One of the special needs co-ordinator says, “Through the efforts of the team, a beautiful haven was created to welcome students and give them an area to enjoy, rejuvenate and reflect. The courtyard garden is much more than a space for growing plants. For Harrison, and the many students and staff of Avalon, it is representative of an extension of their educational experience.”

## STUDENT

### **Connect 2, Queen Elizabeth**

The members of the Connect 2 team are Abraham Almouie, Haiqa Cheema, Akeel Khan, Ali-Reza Salehi and Derek Wong, a group of young people committed to having a positive impact on their community, country and planet.

The team's focus, vision for change, and eager spirit allows them to accomplish goals others would find insurmountable. They were instrumental in the success of the Senate Standing Committee on Energy and the Environment's National Virtual Town Hall on Energy. This event brought together over 400 youth from across the country for over 2000 hours of collaboration with the purpose of providing the Senate with their vision for the future of sustainable energy.

These individuals also made up the core of the international youth executive responsible for the creation of a white paper on Canada's position for the United Nations Climate Change conference. In addition to facilitating international events, Connect 2 were lead researchers and co-wrote the paper that one of their classmates would later present at a youth pre-conference (COP18) in Doha, Qatar.

This past year, the students have brought together hundreds of youth from across the province to write the first draft of the province's new Climate Change Strategy in collaboration with Alberta Environment and Sustainable Resource Development.

In early 2014, the team's work on a project called DeforestACTION, which addresses the effects of deforestation in Borneo, will be featured in a documentary called "Rise of the Eco-Warriors" directed by Emmy Award winner Cathy Henkel.

Terry Godwaldt, International Co-ordinator of the Centre for Global Education at Queen Elizabeth School, says, "They are an exceptional group of young people, committed to creating change, possessing a passion for the environment and a unique ability to mobilize their peers on a local, national and international scale. It is with great honour that I nominate them."

### **Culture Fest Executive Committee, Harry Ainlay**

Shaha Yousafzai, Samiha Khandker, Jelena Bogdanovic and Elena Istomina make up Harry Ainlay's Culture Fest Executive Committee - a student-oriented multicultural festival with the aim to create awareness, understanding and appreciation of the cultural diversity at Harry Ainlay. The event, which was held over three lunch periods, was planned, organized and promoted for months by Executive Committee members. The Committee also worked co-operatively and collaboratively with teacher advisors, student volunteers, students' families and community organizations to ensure that everything was in place, from tickets sales and audio-visual equipment to ethnic food dishes and entertainment. In total, fifteen countries and their food, music and dance were featured at Culture Fest.

Department Head of Languages Marnie White says she was incredibly impressed with the professionalism of the students involved in Culture Fest, adding that the well-attended event was not only creative and educational but was also hugely successful in increasing the sense of community in the school.

Students have said that as a result of Culture Fest, they felt more confident in themselves, displayed pride in their ethnicity and developed stronger relationships with their schoolmates. In addition, proceeds from the sale of food items helped to raise \$1,550 for the Youth Empowerment & Support Services (YESS), which helps local youth facing difficult situations.

Teacher Megan Kirk adds, "The Culture Fest Executive Committee deserves to be recognized for all of their hard work, time and dedication in enhancing the quality of student life in the school."

**The Minions, Lillian Osborne**

The Minions came together nearly three years ago with the goal of helping plan the first handball tournament at Lillian Osborne School. By the end of their second year in existence, this dedicated and enthusiastic group of students had volunteered countless hours of time organizing and planning all of the sporting events the school hosted – including scheduling the scorekeeping, organizing hosts and security for tournaments, running concessions and assisting with many fundraising events.

Assistant Principal Corrie Yuspchuk says, “These selfless students embody the school’s commitment to give back to the world. They have become a distinct group of school leaders and organizers that have grown into an integral part of student life at Lillian Osborne.”

The Minions contributions were especially evident during last year’s successful ASAA Tier 1 Provincial Handball Tournament, with many of the visitors to Lillian Osborne commenting on the high quality of the event. Because of their professionalism, several members of the group were recognized by parents and nominated for sportsmanship awards during the Tournament.

In the words of a teacher, “The amazing contribution of the Minions to our school culture will live on for many years to come. Because of their commitment to volunteerism and to making the school a better place, they have inspired a new group of students to volunteer and learn as much as they can.”

DUTY IS A VERY  
PERSONAL THING.  
IT IS WHAT COMES FROM  
KNOWING  
THE NEED TO  
TAKE ACTION  
AND NOT JUST  
A NEED TO URGE OTHERS TO  
DO SOMETHING.

— MOTHER TERESA

STUDENT and STAFF

**Tech Crew 2012-2013, Strathcona**

The Tech Crew at Strathcona School is made up of thirteen students who are led by staff member Amy Clarke. This group of hardworking and enthusiastic set builders and technical operators consistently went above and beyond in supporting all of the school’s activities, productions and events.

Unwavering in their commitment, the Crew operated lights, sound and action on pep rallies, conferences, fundraisers, dance shows, large scale musicals, one act plays, Christmas concerts for inner city youth and elementary schools, Remembrance Day ceremonies and Awards Night.

The group also provided support to junior high school programs without hesitation and would help clubs and teachers with their events throughout the school year. They would often arrive as secret super heroes to help repair a microphone, a lighting board or to carry a set piece. Described as the backbone of all things Strathcona, the students who make up the Tech Crew exemplify the school motto, Ut qui Ministrat (As one who serves).

One of the parents had this to share, “Over his three years in technical theatre, my son was afforded the opportunity to challenge himself socially, develop leadership skills, understand the importance of taking ownership of a project (and the responsibility that comes with ownership), and ultimately feel the pride of accomplishment and success.”

Department Head of Fine and Performing Arts Linette Smith says, “These behind the scenes magicians enable their actor peers and fellow students to do their best work and we are more than appreciative. They are an integral part of our Arts Program and have enriched the level of performances and community work at Strathcona. We are so fortunate to have them.”

# Recognition of Merit

*CRITERIA: To recognize the outstanding achievement or exemplary performance of an individual parent or community member, secondary student, or staff member who has demonstrated a standard of excellence in an area of endeavour. Focus is on achievements or contributions that are meritorious, innovative, creative, or inspiring and have brought distinction to the individual, the school, the community and the District.*

## STAFF

### **Chad Bartsch, Teacher, Queen Elizabeth**

Chad's leadership with instructional technology, vision for global education and dedication and love for his students, is always evident. As one of his colleague's attests, "From the day that Chad joined the team at Queen Elizabeth School, he has been a force for transformational change and a leader in the delivery of 21st century learning opportunities for his students."

As soon as you walk into Chad's classroom, it is apparent that technology is an everyday tool. From the SMARTboard to cell phones and videos conference to laptops, he uses technology on a daily basis to engage and inspire his students to reach their goals and potential. Chad not only works tirelessly in his own classroom, he is also essential to the integration of technology throughout the school. As a dedicated member of the Technology Integration Team, he has mentored and encouraged many of his colleagues to look beyond the textbook to see the relevant, meaningful and authentic links technology can add to learning.

Chad is an inspiring educator who is breaking down the walls of traditional education by opening the world to his classroom and his classroom to the world. In the last year alone, Chad has introduced his students to learning opportunities on every continent on earth. From child soldiers in Africa to reef diving in Australia, Chad's classroom is a place where students go beyond "learning about" other countries to "learning from" people living in those countries.

A staff member shares, "Chad has created an incredible environment in his classroom. It's a place where the learner is celebrated and relationship building is key."

Thank You.

### **Monique Trepanier, Educational Assistant, Avalon**

Monique is the Educational Assistant for the Literacy and Behavior Learning Assistance (BLA) programs. "She has the wonderful gift of connecting with students in a meaningful way," says teacher Jaime Foster. By being consistent, caring and observant, Monique is able to break down barriers and help students both emotionally and academically.

She is instrumental in providing students with instruction appropriate to their learning needs and to the curriculum being studied. She is able to support teachers with suggestions to modify assignments or assessments to ensure success. She works closely with a wide variety of students in tutorial settings and is always there to help guide, support or help students catch up. She is a master of maintaining consistency and firm expectations. Teacher Janet Murphy says, "I respect her professionalism and admire her unwavering conviction that a student's challenges are not limits to his or her potential."

Monique plays an important role with the school's student leaders and is involved in every aspect of the school. She monitors and tracks points for the school's friendly house team challenge, volunteers on the school's awards committee and helps out with the student council. She also is a staff advisor for the First Nations, Métis, Inuit (FNMI) club where she mentors FNMI students and organizes outings and field trips. On top of that, she co-heads the school's Occupational, Health and Wellness work.

"Monique, what would we ever do without you?," says Principal Butlin.

### **Berni Yakoweshen, Business Manager, Queen Elizabeth**

Berni is described by her workmates at Queen Elizabeth as a business manager with determination and commitment. For more than six years, she has successfully managed an effective maintenance department, led the support staff team, worked closely with the custodial staff and has overseen all aspects of the school's budget.

Berni's prowess with managing money was clearly evident when she helped to eradicate the school's deficit in three years. As Principal Blackwell says, "This was a herculean task, but the goal was achieved with Berni's masterful ability to stretch our budget dollars and distribute resources in a fair and equitable way." The school also had a surplus during a tight financial year (2012-13), which is a true testament to Berni's expertise in managing resources effectively.

Always a team player, Berni works effectively with the maintenance staff co-ordinating their efforts and keeping them accountable while still ensuring they know how much they are appreciated. Maintenance staff often tell administration about how much they enjoy the opportunity to work at Queen Elizabeth. Berni is skilled in leading the school's support staff team, recognizing their talents and skills and ensuring that they are acknowledged for their contributions. In addition, Berni has an exceptional relationship with the school's custodial staff. She goes out of her way to make sure that they have the proper equipment to clean and maintain the building to the highest standard, which results in happy and healthy staff and students.

Teachers are quick to praise Berni for her support of their work in the classroom. When teaching staff identify a need, Berni is always ready to help. In the words of a colleague, "I have found her to be most helpful and accommodating. When it comes to Berni, I always get service with a smile and no favour is too big to ask of her."

# Message from Sponsor

At Scotiabank, we believe education is the most significant developmental tool for the world's future leaders. That's why we support initiatives that enhance education and provide learning opportunities to our children.

In that spirit, we have been very proud to sponsor the Edmonton Public Schools' District Recognition Program for the past eighteen years.

The initiatives undertaken by the district's staff, students, parents and other community members have a positive impact on our children and our community, and help to create the leaders of tomorrow.

We acknowledge all of the nominees for their contributions and achievements. Individually, you are both inspiring and accomplished. Collectively, you are helping to build a brighter future.

Brian O'Neill  
*Director*  
*Edmonton and Alberta North*  
*Scotiabank Commercial Banking*

Chris Bruce  
*Vice President and Market Lead*  
*Edmonton and Alberta North*  
*Scotiabank Commercial Banking*

## Commercial Banking



Thank You.

# Thank You.

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