



REMEMBER  
LEAD VISION  
ACHIEVE distinction  
CELEBRATE awesome  
INSPIRE honour  
PERSEVERANCE  
REACH integrity  
ENJOY MERIT  
EXCELLENCE

2018

District Student Awards

HONOURING STUDENT EXCELLENCE



EDMONTON PUBLIC SCHOOLS

# ACADEMIC EXCELLENCE AWARD

The District Academic Excellence Award is open to Grade 12 students who demonstrate exceptional academic achievement in a range of subjects in International Baccalaureate, Advanced Placement or regular programming.

## **Kayla Levesque** *Braemar School*

Kayla was an intelligent, responsible, determined, focused and resilient student who met all learning expectations. She was appreciative of scholastic experiences and took pride in her studies. She found reward in hard work. Kayla maintained an average above 90 per cent in all her courses, while also being a dedicated young mother. Teachers said it was a privilege to teach Kayla. She was a supportive and positive peer. She accomplished a remarkable amount both personally and academically in a short time. Principal Love-Walsh said, "I am confident that Kayla will fulfill her tremendous potential, and will provide the best life possible for her and her child."

## **Ksenia Voronina** *Centre High Campus*

Ksenia achieved top marks in Chemistry 30, Math 30-1 and Biology 30, as well as earning high marks in calculus, Physics 30, and English 30-1. She said developing a strong relationship with her chemistry and biology teachers was integral to her success. She was so grateful for her teachers' support of her future goals to become a doctor and researcher. She was always dedicated to completing homework and assignments on time. Ksenia also developed a sense of teamwork and would help explain difficult concepts to classmates. She realized how much she loved helping her peers with their academic endeavours so after diploma exams, she began tutoring math part-time.

## **Sarah Lefebvre** *Eastglen School*

Sarah was an Advanced Placement student who excelled in all subject areas. She was a dedicated student who not only strived for top marks, but also showed leadership by helping her peers. Sarah showed a passion for learning, and was a proponent and participant of the University of Alberta's WISEST (Women in Scholarship, Engineering, Science & Technology) program. Eastglen staff said, "Sarah will, without a doubt, contribute to her community and our society in many important ways, as she continues her work in post-secondary and throughout her life."

## **Bethany Snaterse** *Edmonton Christian High School*

Bethany pursued excellence in all areas of her schooling. She worked hard and was an engaged learner at all times. She was also willing to help others out when they were in need. She always went above and beyond.

## **Xu Hong Chen**

***Harry Ainlay School***

Throughout high school, Xu Hong strived for the highest standards of excellence. He always took advantage of opportunities to learn. Every day for an hour before school started, he participated in HALO (Harry Ainlay Learning Opportunity) sessions, to ask questions or study before his classes started. Learning together with his peers helped him reinforce his knowledge through teaching and listening to others. He excelled in math contests, scoring in the top 25 per cent in Canada (for Group V) for the Hypatia Math Contest. He also wrote reviews that were published in the *Edmonton Journal* as part of the Cappies program. Through both his successes and failures, he adopted the proactive mindset required for constant improvement.

## **Matthew Zita**

***J. Percy Page School***

Matthew maintained Honours with Distinction standing throughout high school. He attained averages of 100 per cent in Math 10 AP, 20 AP and 30 AP, Math 31 AP and Computer Science 10, 20 and 30, an average of 99 per cent in each of Physics 20 AP and 30 AP, and an average of 98 per cent in each of Chemistry 20 and 30. Matthew also achieved Honours with Distinction in Computer Technology 20 and 30. Matthew was not only an outstanding student and problem solver, he was a great leader. He was supportive of his fellow students. He explained his process and logic to others in order to help them better understand the work and he was a constant source of encouragement to peers. He was someone who saw criticism as a way to move forward and be more innovative. Matthew was willing to accept input from both students and teachers. He looked at problems from various points of view and loved bringing a group together to solve a task.

## **Adam Carscadden**

***Jasper Place School***

Adam was exceptionally focused, worked well both independently and collaboratively, and consistently achieved at a high level. One of his teachers said that Adam had an unmatched enthusiasm for his studies. He ran his own math and physics tutoring business, had nearly perfect grades in physics, and consistently demonstrated interest and talent in science literacy and research. He was part of the University of Alberta's AlbertaSat program, and assisted in both building radio telescopes and designing and constructing a weather balloon that would gather data for high altitude science. He was also involved in the Jasper Place physics oral assessment project through a co-presentation of his team's attempt to build a gravitational torsion balance. Adam was a good communicator, and was kind and respectful to everyone. He was respected by his peers and was always willing to help his fellow students in preparation for quizzes and exams. Adam is pursuing an honours astrophysics degree at the University of Alberta.

## **Rachel Lotzgeselle**

***Lillian Osborne School***

Rachel achieved the top academic average at Lillian Osborne in Grade 11 and achieved several Legends Awards throughout high school. She was consistently committed to academics. Throughout high school, Rachel volunteered with Brander Gardens Rocks, an after-school program for Brander Gardens School kids; every Tuesday after school, she did many activities with the kids including science, math, reading and writing. She also participated in Festival of Trees, Art in our Park and was a volunteer for the Big Brothers Big Sisters weekly lunch activities.

## **Madeline Crichton**

### ***M.E. LaZerte School***

Throughout high school, success in academics and making a difference in the community were key areas of focus for Madeline. She was an engaged learner, and practiced the processes of research and effective study; these skills helped her as a student in the International Baccalaureate (IB) program. Being in an IB class environment also allowed her to engage her entrepreneurial spirit; it encouraged her to become a well-rounded student through volunteer and community improvement projects. She was awarded the highest academic achievement in Grade 11 and was selected as a winner of a scholastic distinction scholarship from the University of Alberta, where she is continuing her studies. In addition to academics, she actively volunteered in her community, helping out with meals in a continuing care centre and volunteering at the North East Community Health Centre.

## **Astrid Krueger**

### ***McNally School***

In Grade 12, Astrid achieved near perfect grades in all her courses, some of which were in the very challenging International Baccalaureate program. Astrid exemplified a well-rounded student. She was personable, industrious, a great leader and community-minded. Astrid served as one of McNally School's Student Senators, and she was also elected to serve as one of the District's Student Trustees. She was also a facilitator for the Student Commission of Canada's national conference, Canada We Want Conference. Astrid fully participated in school life. She captained the senior women's volleyball team, was club president of the McNally Model United Nations team, and was vice-president of the McNally Global Opportunities Club. Astrid also co-ordinated fundraisers for specific causes such as the Syrian Refugee Crisis, Hurricane Irma relief and youth homelessness in Edmonton. Principal Lisa Wright said, "Astrid's commitment to academics and extracurricular endeavours was exceptional."

## **Jessica Fox**

### ***Millwoods Christian School***

Jessica achieved the highest overall average for students in her Grade 12 cohort and served as class valedictorian. Jessica's dedication to her studies enabled her to attain averages of over 90 per cent in all of her core courses, including a teacher awarded score of 100 per cent in Math 30-1. Jessica demonstrated consistency and rigor in all of her academic pursuits. She was also involved in a wide variety of areas including major roles in drama, musical theatre and lead critic for the Cappies program.

## **Mark Nie**

### ***Old Scona School***

Mark had an incredible work ethic and passion for learning. He was a full International Baccalaureate student and was one of the school's top academic students. Throughout high school, he earned Honours with Distinction and for his last two years, he carried at least two courses over the normal load. Mark was one of the founding members of the Old Scona Academic Math Society and helped create a constitution that ensured the sustainability of the club. Club members benefited from the practice and challenges Mark provided for competition, as well as his weekly peer tutoring. Mark was also on the Reach for the Top team. He led his team for two consecutive years, helping win gold or silver medals at the local and provincial level. He was an accomplished, self-taught musician. Mark founded the Alberta Cubers in 2013 and competed at the Cubers World Championships in 2017. He was not afraid to take on challenges and strived to better himself and the community he belonged to.

## **Ibraheem Maita**

### ***Queen Elizabeth School***

Ibraheem maintained exceptional averages in many courses. He was an engaged learner with the goal of becoming a doctor. He believed nothing was impossible as long as he remained determined to excel. He spoke both English and Arabic and volunteered in many places, helping fellow students and newcomers. He faced and overcame a lot of challenges in his life, and worked hard to achieve his goals. Ibraheem hopes that one day he can share his experience and knowledge with students in his home country.

## **Chloe Martynuck**

### ***Ross Sheppard School***

Despite facing the challenges of a concussion in Grade 11, and being forced to withdraw from multiple courses, Chloe returned the next year to perform exceptionally across all her subjects. She sought to create positive change on the smallest and largest levels. Chloe epitomized ethical and judicious thought and practice, acting with engaged and well-considered citizenship. She looked for every opportunity to better herself and her environment. Chloe was a leader in the classroom and supported her peers unequivocally on every level. Spending most of her early high school experience as a student athlete tempered a resilience that will serve her into the future. Ross Sheppard staff said, "Chloe has the capacity to change the world."

## **Solvin Sigurdson**

### ***Strathcona School***

Solvin's academic record was outstanding. He was enrolled in a full Advanced Placement program and had an average of 99 per cent. In the classroom, Solvin was the first to understand difficult concepts. He was always humble and he never drew attention to his academic excellence. He was a success-oriented individual with boundless determination. He set high goals for himself and then worked diligently to achieve them. He continually strived to understand "why," not just "how," and always searched for practical applications for his knowledge. This is evidenced by his desire to study the scientific aspects of engineering. Solvin chose this branch of engineering as he is not only interested in using existing technology and knowledge to make a positive difference in the world, but also in developing new and more advanced technology. Strathcona staff said, "Entrepreneurial leaders like Solvin are never satisfied with the status quo, they are always striving for better."

## **Jenna O'Neill**

### ***Victoria School of the Arts***

Jenna was a motivated learner, contributed to the learning environment and was a critical thinker. She was involved in school activities such as peer tutoring and helping promote the sciences at the school's open house. She communicated well when teaching others about what she had learned and was passionate about helping them to succeed. Throughout high school, she also pursued dance training on an extracurricular basis and learned to balance her time and energy, maintaining Honours with Distinction standing each year. Jenna is pursuing sciences in university.

## **Jillian Engen**

### ***Vimy Ridge Academy***

Jillian was an Honours with Distinction student at Vimy Ridge, who was committed to academic excellence. Throughout high school, Jillian continuously challenged herself in all courses (sciences, math and humanities) to maintain her insatiable thirst for knowledge. While maintaining Honours with Distinction academically, Jillian also maintained honours in the Vimy Dance Academy (Solo Seal). Due to her strong work ethic, time management and dedication to academics, Jillian was both a positive influence on her peers and a teacher's dream student.

## **Rollie Street**

### ***W.P. Wagner School***

Rollie was a student who excelled in a variety of subject areas. He achieved honours and Honours with Distinction throughout high school. In 2015, he received the French language award. He was involved in volunteer activities at school as well as in the community. Some of his activities included sports (captain of the football team, coach's award for leadership, volunteering), drama and Root for Trees volunteer. Rollie's positive attitude and willingness to help were much appreciated during his time at W.P. Wagner.

# CAREER AND LIFE PATHWAYS AWARD

The District's Career and Life Pathways Award is open to Grade 12 students who demonstrate exceptional academic achievement in one or more of the following areas: Business, Administration, Finance and Information Technology (BIT), Health, Recreation and Human Services (HRH), Media, Design and Communication Arts (MDC), Natural Resources (NAT), Trades, Manufacturing and Transportation (TMT), and Career Transitions (CTR).

## **Deacon Cummings**

*Academy at King Edward*

Deacon persevered to be successful in the courses he would need to get into the University of Alberta forestry program. He was a natural leader and a well-rounded student who enjoyed hunting, fishing, camping and playing rugby. He applied to, and was interviewed for, the Government of Alberta Junior Forest Rangers program for the summer of 2018. He was constantly working and taking advantage of opportunities that would help lead him to his ultimate career as a forest ranger.

## **Chantel Meyn**

*Braemar School*

Chantel had an inquiring mind, yearned to learn something new every day and demanded perfection in everything she attempted. Her high honour-level marks were the result of her dedication to her principles. In Grade 11 and 12, she chose to explore subjects in Career and Technology Studies—courses such as agriculture, community care services, environmental stewardship, health care services, human and social services, information processing, legal studies, recreation leadership and tourism.

## **Gaib Glatiotis**

*Eastglen School*

Gaib excelled in two Career and Technology Studies employment areas at the highest level: communications technology and mechanics, taking a total of 25 courses in those specialties. Gaib produced numerous videos in support of Eastglen programs, and was a regular contributor and technical team member for the Eastglen News Network. As an assistant theatre technician, Gaib offered sound and lighting support for many school productions. In the automotive shop, he performed extremely high-level customer service work. He twice competed at Skills Canada events in mechanics. With his generous nature and technical expertise, he helped out many individuals at the school; he regularly volunteered at charitable events and continued to be the person in charge of the electronic sign boards. He was confident, trustworthy and measured, and was highly regarded by all that knew him. Gaib's record at school was a testament to his inquisitive nature, ability, dedication and willingness to both take a risk and give back.

## **Abdul Syed**

*Harry Ainlay School*

Abdul was a fulltime International Baccalaureate student who maintained honours standing. He was a design studies student throughout high school. He took on many class and community projects around the school. One of the projects Abdul took on was remapping the entire school through all of its renovations. He helped take detailed measurements of every space in the school. This took countless hours and was all completed as an extra-curricular project. Abdul is attending MacEwan University in the faculty of mechanical engineering. He plans to transfer to the University of Alberta to complete his undergraduate degree, and then complete a master's degree in nano-engineering. His ultimate goal is to design a battery that will provide large amounts of stored energy. His motivation is the well-being of the impoverished and their struggle to become middle class.

## **Matthew Zita**

*J. Percy Page School*

Matthew earned Honours with Distinction throughout high school. He attained averages of 100 per cent in Math 10 AP, 20 AP and 30 AP, Math 31 AP and Computer Science 10, 20 and 30. He achieved an average of 99 per cent in Physics 20 AP and 30 AP, and an average of 98 per cent in Chemistry 20 and 30. He also achieved Honours with Distinction in Computer Technology 20 and 30. Matthew was an outstanding student, and a great problem solver and leader. He would look at problems from various points of view and loved bringing a group together to solve a task. He was a constant source of support and encouragement to his peers. He explained his process and logic to others in order to help them better understand the work. Matthew was always willing to accept input from both students and teachers; he saw criticism as a way to move forward and be more innovative.

## **Kaycie Perret**

*Jasper Place School*

Kaycie excelled in the cosmetology program. She demonstrated ethical citizenship and an entrepreneurial spirit through her willingness to help others in the classroom. Her dedication to the program, school and community were admirable and she had a strong sense of leadership throughout. She was keen to learn new skills, thrived on new challenges and took responsibility for her own learning. Her motivation to learn was evident through her questioning and problem solving abilities. Kaycee's former teacher said she believes Kaycee will continue to be an engaged learner throughout her life. Kaycee plans to complete her cosmetology apprenticeship and attain her journeyman licence.

## **Keanna Yu**

*Lillian Osborne School*

Keanna was a fastidious planner who believed strongly that today's youth have the potential to become the future leaders of our nation. She attended the SHAD (the name of a creek in Aurora, Ontario where the first program began) month long summer program, which provides top-performing high school students with the opportunity to experience higher learning with a focus on science, technology, engineering, arts and math. She was able to meet other students from across the nation with the same mindset. Keanna was focused on networking with a group of students committed to becoming prominent scientists, doctors and business people. She plans to either become a doctor who uses genetic modification to save lives, or a medical doctor who works in unusual environments such as in space.

## **Leo Suen**

*M.E. LaZerte School*

Leo's desire for knowledge in the sciences constantly empowered him to seek higher level education. As a full International Baccalaureate student, he was able to complete more advanced assignments in a wide variety of topics, and gained a deeper understanding in all his academic courses. Despite his large workload, he consistently used his leadership and collaboration skills to contribute to the community—like public speaking at large events. Due to his tenacity in pursuing academic success, he was granted admission into the honours in pharmacology program at the University of Alberta.

## **Jonathan Kryvenchuck**

***McNally School***

Jonathan's time in computer science developed his zest for learning, ethical citizenship and entrepreneurial spirit. Jonathan created a meaningful and real-world gaming project in Grade 12. He spent countless hours in and out of class completing his project and students who played his game were thoroughly engrossed. He was also very ethical and committed to helping other learners in his community. He demonstrated this by volunteering to assist and lead a children's programming camp for six years. Finally, Jonathan demonstrated his entrepreneurial spirit by taking risks. He plans to release the final version of his game to the Google Play store for the public to purchase, download and enjoy.

## **Ayo Akindele**

***Millwoods Christian School***

Ayo utilized his interest and skill in computer programming to develop a unit, complete with lesson plans, activities and assessments, to meet the curricular outcomes of CSE 1110 (introduction to computing technology). He demonstrated a keen desire to encourage others to expand their knowledge of computer programming, a career he will be pursuing at either the University of Alberta or University of British Columbia.

## **Rudransh Kumar**

***Old Scona School***

Rudransh demonstrated outstanding effort in exploring his career possibilities. He was an entrepreneur and led many different student initiatives. He served on Students Union for three consecutive years; he started in Grade 10 as a room representative, served as the treasurer in Grade 11 and was president in Grade 12. As the treasurer, he introduced data collection and analysis to reduce waste and improve fiscal accountability. He was president of two student clubs: the Society for Engineering and Technology, and the Society for Surgical Innovation and Medicine. Rudransh applied many principles he learned independently from the area of business management, to the work that he did. He brought in guest speakers and activities that enhanced the education, skills and knowledge of the school's learning community. He started a software business over the summer, which was featured in the *Edmonton Journal*. In his personal life, Rudransh helped his family run two very successful franchise businesses. He has not ruled out any career possibilities.

## **Joshua Sackney**

***Ross Sheppard School***

Joshua began with the Registered Apprentice Program in December 2017, working as an apprentice carpenter with Chandos Construction Ltd. At first, he worked holidays and weekends while balancing this labour intensive job with his school work. Joshua was also an important member of Ross Sheppard's senior football team. What is particularly impressive is that Joshua managed all of this while living on his own. He was self-reliant and understood how important it was to save money for his technical training at N.A.I.T. Joshua is currently focusing on completing his first year apprenticeship. Someday, Joshua would like to have his own construction company.

## **Henry Wang**

***Strathcona School***

Henry was extremely active in the computer science program at Strathcona. In Grade 11, he initiated and led Strathcona's first ever network security competitive team and was one of the two founding members of Strathcona's programming club. He represented Strathcona at numerous events including the University of Waterloo's Canadian Computing Competition, multiple University of Alberta computing competitions and was part of the University of Alberta's computing science department's high school internship program. Henry also attended StartUp Edmonton's Student Developer Conference and was asked to be one of only two high school students to sit on their advisory focus group. Henry was an excellent ambassador for Strathcona and showed his enthusiasm by regularly volunteering at open houses and other promotional events.

## **Emily Martin**

***Victoria School of the Arts***

Emily's dream is to become a female director in the film and media industry. She was actively involved in helping other students learn to operate the equipment being used, how to behave and how to work efficiently on a film set. Working and volunteering over 1,100 hours at Fort Edmonton made her aware of how important it is to value diversity and teamwork, and to collaborate and communicate through fairness, humility and open mindedness. As her career choice is mainly male dominated, she recognized she needed an entrepreneurial spirit to be a successful director in the film industry. She proved she was motivated, resourceful, self-reliant and tenacious.



## **Alyssa Joe**

### ***Vimy Ridge Academy***

Alyssa demonstrated skills in photography that would exceed most professors' expectations at the university and college levels. Her knowledge of the cameras, studio lighting and software were second to none and will, without a doubt, give her a major head start at university. Her willingness to help her fellow classmates made everyone around her better, and the respect level she displayed for both her peers and instructors made her a pleasure to have in class.

## **Sachin Pundir**

### ***W.P. Wagner School***

Sachin was a highly engaged student, whose passion for Career and Technology Studies courses was obvious. He excelled at all three levels of communication technology, computer science and photography. In addition to those nine classes, he took Design Studies 10. His leadership and initiatives in class allowed him to serve as a role model for his peers. Sachin continually challenged course expectations and looked for ways to make his work even better than before. His attention to detail, dedication and passion led him to enter the Skills Canada Alberta competition as W.P. Wagner's first photography student in many years.

# FINE ARTS AWARD

The District's Fine Arts Award is open to Grade 12 students who demonstrate exceptional academic achievement in one or more of the performing and visual arts, including subjects pertaining to music, art, dance and drama.

## **Martina Desjarlais**

### ***Braemar School***

Martina demonstrated excellence in all levels of art, achieving the highest grade in Art 30. She had a unique and thoughtful approach to every task and completed every assignment with an impressive level of craftsmanship. In addition to being a talented artist, Martina was a key member of the school community. She demonstrated a remarkable maturity by helping fellow students when needed and by being a role model in all of her classes. She participated in many extra-curricular and cultural activities. For example, she helped organize and lead a ribbon skirt class where she shared her expertise in regalia-making with both students and staff. Martina was extremely knowledgeable about her Cree traditions; she regularly attended ceremonies and round dances, and is currently working on a project where she records the stories of Elders.

## **Shanna Desmarais**

### ***Eastglen School***

Throughout her time at Eastglen, Shanna was passionate about all things art. A talented artist in her own right, she was never reluctant to share her gift and her love of art with others. She was an enthusiastic ambassador for the school and the art program at every junior high open house. She participated in the Create in 8 high school collaborative art experience and volunteered to teach digital drawing techniques to the Drawing 15 students. Her goal is to attain a fine arts degree and a combined art and English education degree. In further pursuit of that goal, she spent her after-school time practicing teaching techniques while teaching art to the school's success coach. Her former teacher said, "There is little doubt she will continue to love, and inspire others to love art, in the future."

## **Joy Azer**

### ***Edmonton Christian High School***

Joy was an explorer in the arts, fine arts, drama and literary art; she pursued creativity with passion and chased after it for the enjoyment of uncovering its mysteries. In Art 10, 20 and 30, Joy consistently went beyond the requirements of assignments. She took risks and pushed her own boundaries. She also engaged others and encouraged them in their work. In drama, she moved from the assistant stage manager to the stage manager for Grade 11 and 12. She put in many hours learning about, preparing for and running the show; this was an absolutely crucial but relatively unnoticed job. Joy plans to pursue education in either psychology or medicine.

## **Anna Sorochan**

### ***Harry Ainlay School***

Anna has loved all aspects of drama ever since she started taking it in Grade 7. She joined the Improv club in Grade 10 and then went on to run and help coach the club in Grade 12. She participated in all the main stage performances, acted in three One-Act plays and even directed one of her own. In Grade 12, she was the teacher's assistant in a Grade 10 drama class; this helped further her education in drama and provided experience with teaching, as she wants to become an English and drama teacher. She worked hard with other students to ensure that all students who stepped into the drama room, or any aspect of theatre, felt safe and welcome. She aspires to become a teacher and use the skills she developed to make a warm, happy environment for her students.

## **Zoe Whincup**

### ***J. Percy Page School***

Zoe was involved in fine arts programs at J. Percy Page throughout high school, attaining an exceptional level of success all along the way. She participated in musical and technical theatre and also took art through the 30-level, demonstrating a very personal style and a willingness to take risks. Zoe held two team lead positions, as a props master in Grade 10 and set designer in Grade 12. She was a main cast member in the productions of *Big Fish* and *She Loves Me*. She proved to be consistent, organized, prepared and incredibly reliable all the time. Zoe consistently demonstrated excellence and commitment to everything she did.

## **Christian Fotang**

### ***Jasper Place School***

Christian created exceptional projects in drama classes, as he portrayed nuanced characters in three major productions, participated in the Improv club, and contributed as an actor, director and technician in three annual One-Act Festivals. Christian was a generous leader within the drama community and was a positive role model and guide for less experienced students. He helped host open house activities, assisted with fundraising initiatives and represented the school at city events. In addition, Christian maintained a high academic standard. As a natural and positive leader, he was committed to the pursuit of excellence and made a remarkable contribution to both the drama program and Jasper Place School as a whole.

## **Ryan Drews**

### ***Lillian Osborne School***

Ryan dedicated his high school years to the performing arts at Lillian Osborne. He acted in various productions and had the honour of being the lead role for two shows—Charlie in *A Charlie Brown Christmas* and Stanley Yelnats in their adaptation of *Holes*. He also spent three years on the Improv team, participating in the Wildfire Festival and Northern Alberta Improv League. In Grade 12, he co-directed the One-Act play *A World without Memory* for a community audience. He also served as a stage technician for many shows. He took the opportunity to shadow and work with professional stage managers and lighting designers in order to further both his knowledge and the quality of shows at the school. With the opening of the school's new theatre, he took it upon himself to design and implement the house lighting hang for future shows.

## **Tamara Semunovic**

### ***M.E. LaZerte School***

Tamara was an extraordinary dancer and an all-round outstanding student. She actively participated in dance as a leader at school but was also an accomplished competitive dancer through her dance studio. She was always willing to volunteer her time to help those around her. Tamara volunteered to help with the Grade 10 dance classes, including students with special needs, and demonstrated great patience and empathy. She was willing to take risks in the classroom by choosing more challenging steps when given options or by volunteering to demonstrate difficult choreography in front of her peers. She was also willing to take larger risks by choosing to choreograph several times for the semi-annual showcase. She was able to create beautiful pieces by combining intricate choreography, costumes and lighting design. Staff said they are confident Tamara will make a significant contribution as a leader.

## **Christina Gillanders**

### ***McNally School***

Christina was passionate about both music and dance, performed with exemplary skills and strived to go above and beyond in each class. She excelled as the lead alto saxophone in the McNally jazz band and concert band, participated in honour band opportunities within the District and at the University of Alberta, sang with the Edmonton Youth Choir and spent many hours in the dance studio working on choreography. She collaborated and recruited student colleagues to prepare performances for a variety of school events such as coffee houses and showcases. In addition, she took lead roles in organizing the McNally Tiger Squad orientation day for new students, the pancake breakfast and the bike-a-thon fundraising event. She worked tirelessly to fulfill her responsibilities for events and helped make them engaging and enjoyable for the participants. Christina was dedicated to both her extracurricular activities and her academic studies. She was as an exemplary role model for the school.

## **Jubert Famador**

### ***Millwoods Christian School***

Jubert was actively involved in the school's band program, both as a participant and a mentor for Grade 8 students who were just entering the program. He was also actively involved in the drama and musical theatre programs. Throughout high school, he volunteered to provide guitar accompaniment in student chapels, an activity which required excellent leadership and collaborative skills. During his time at Millwoods Christian, Jubert was a strong role model for his fellow students and was a positive contributor to the overall school community.

## **Scott Selland**

### ***Old Scona School***

Scott was an inspiring young man with astonishing musical gifts. He enriched the learning environment of his music class through his advanced playing and intelligent contributions, combined with a positive attitude towards solving any problems. He was a diligent worker and succeeded to the best of his ability on any task put before him. Scott was an aspiring composer and actively participated in his community as a member of the Edmonton Youth Orchestra. He was always ready for the next challenge. Old Scona staff said they were very proud of his accomplishments.

## **Liza Molokoiedova**

### ***Queen Elizabeth School***

Liza was consistently an honour student, and her passion for the visual and graphic arts was obvious. One of her strengths was using art as her voice and creating work around issues in the world. Her work was increasingly more complex as she progressed through art classes. Throughout high school, Liza consistently demonstrated growth in her abilities, sought extra feedback to help her understand, and then applied constructive criticism from teachers. She was eager to learn about new media and techniques, did not back down from challenges, and wasn't afraid to take risks. She conducted herself in a positive, professional, concise manner and had the respect of her peers and teachers alike. Students often turned to Liza for feedback and tips on their own art.

## **Yuyang Yan**

### ***Ross Sheppard School***

Teachers said, "Yuyang was an exceptional artist, student and human being!" Her artwork demonstrated remarkable technical art skills, creative solutions to problems and diversity of media and interests. She wanted to learn everything she could, and had the work ethic and organizational skills to do so. She was a full International Baccalaureate (IB) student with a predicted grade of seven out of seven in both IB art and the extended essay in art. Yuyang was a leader amongst her peers. She was always helping others with a variety of things like designing t-shirts for IB, creating posters for events, hosting a pancake breakfast, or creating a peer support and study group for IB students. Every week there was a different teacher or student group Yuyang was helping out in some capacity.

## **Romar Neil Dungo**

### ***Strathcona School***

Romar was a stellar arts student at Strathcona. In Grade 10, Romar joined the cast of *Rent*, the award winning Scona production. He also joined drama that year and began his incredible journey through the arts at Strathcona. In Grade 11, he was a supporting actor for *Bring it On*, he joined the Canadian Improv Games team and the Improv class, was the lead in the Drama 20 production of *Nevermore* and danced in the Pathways dance showcase. The summer between Grade 11 and 12, he volunteered at the Fringe Festival. In Grade 12, Romar played the lead role of Ren in *Footloose*, studied Drama 30, Dance 35 and Improv 35. He also directed the One-Act play *Here Lies Henry* for both the Scona festival (awarded an outstanding director) and the city festival. In addition, he was on the gold medal Scona theatre sports team and performed with Rapid Fire Theatre. Romar joined the Citadel Young Company program and was awarded the lead in their production of *Bat Boy*. He is currently attending theatre school.

## **Sage Jepson**

### ***Victoria School of the Arts***

Since the age of six, Sage knew he wanted to be a performer and ultimately end up on Broadway one day. For the past almost 16 years of his life, he took dance classes in every genre, private and group vocal lessons, and auditioned for professional theatre gigs ever since he could talk. He was in over 45 productions, and experimented with stage management last year. Sage was dedicated and passionate, and embraced any opportunity thrown his way. He was accepted into top tier musical theatre programs in the United States. Musical theatre is what he sees himself doing for the rest of his life.

## **Keanne Kessler**

### ***Vimy Ridge Academy***

Keanne was an extremely talented and dedicated dancer. She had a wonderful sense of humor, and showed a genuine love for dance. She was thoughtful and kind in relationships with her peers. Outside of dance class, Keanne was very responsible and successful in her academics. She balanced her studies and her training in such a way that she excelled at both. She was very driven to pursue a dance career and attended many summer programs to further her training. She is a very ambitious young woman with a bright future in the dance world.

## **Julia Gesshe**

### ***W.P. Wagner School***

Julia loved drawing, painting, collage making, sculpting, pottery and calligraphy. She took Art 30, Pottery 25 and worked on an Advanced Placement art portfolio outside of school time. She was very involved in the W.P. Wagner art club that met twice a week after school. Julia helped with a summer art camp at her church and did face painting at community events. Julia was also involved with a group of art students who received a grant for a project called *Start with Art*, introducing art to underprivileged kindergarten children. Julia demonstrated a lifelong love for art, and continually strived to better herself and those around her with the beauty and joy of art.

# HEALTH AND WELLNESS AWARD

The District's Health and Wellness Award is open to Grade 12 students who demonstrate exceptional academic achievement and/or model leadership in one or more of the following areas: physical education, school athletics, health and life skills, and overall wellness, such as healthy life choices.

## **Agathe-Mae Steinhauer**

### ***Braemar School***

Agathe-Mae was an exceptional leader and role model in physical education classes. Her skill set, positive attitude and active participation in all areas of physical education helped her reach her potential. Her success was the result of her commitment, teamwork and willingness to learn and motivate classmates.

## **Blaynah Morris**

### ***Centre High Campus***

Blaynah demonstrated the qualities of perseverance, responsibility and respect. She was a very reliable and mature student who took her studies very seriously. She was willing to explain her thinking to other students during group work, thereby demonstrating a propensity for collaboration. Throughout her studies at Centre High, Blaynah set concrete goals for herself and worked extraordinarily hard to achieve them. She also demonstrated leadership capacities within the school on a broader level. She was a student tutor within the Centre High Academic Mentorship Program (CHAMP). She was also involved in other initiatives that promoted a more inclusive and welcoming environment within the school.

## **Samantha Brown**

### ***Eastglen School***

Samantha not only led an active lifestyle and enjoyed physical wellness herself, she also promoted it within the school and community. Samantha was a huge advocate for team sports and played both basketball and handball at Eastglen. In Grade 12, she took on a larger leadership role within her respective teams—from encouraging new players, to helping them and giving them feedback. In addition to team sports, Samantha was a vital part of Eastglen's dance program and the dance showcase. She took pride and encouraged her friends to join the dance program and participate in extra choreography projects. In the community, Samantha was a swim instructor at a local pool and taught participants as young as six months old. Health and wellness was an important aspect of Samantha's everyday life.

## **Bethany Snaterse**

### ***Edmonton Christian High School***

Bethany was self-motivated and actively contributed to the health, wellness and school spirit at Edmonton Christian. She was an engaged learner and leader who applied herself in all areas of life including academics and athletics. Not only did she excel in extracurricular activities, she was a real leader within the physical education program and the sports performance courses. Throughout high school, she played volleyball, basketball and handball, and was a major contributor in leadership, skill and teamwork. Bethany was an exceptional athlete; she was voted in as an *Edmonton Journal* basketball all-star in Grade 11 as well as a Big Kahuna volleyball all-star in Grade 12.

## **Palehswan Chitrakar**

### ***Harry Ainlay School***

Palehswan was an International Baccalaureate student who achieved Honours with Distinction. She was enthralled with leadership and served as vice-president of athletics on student council. She created and managed events to promote student participation and spirit. She was head of football homecoming, a charity hockey game raising money towards KidSport and an enormous 300 student dodgeball tournament. She created a connection between leadership and athletics, and encouraged others to do the same. She was also on the school's cross-country running and swim teams, and played soccer intramurals. She was focused on staying fit and healthy by swimming during her spare classes and also coached children. Palehswan believed athletics provided a relaxing outlet to deal with stress.

## **Dawson Wiebe**

### ***J. Percy Page School***

Dawson Wiebe was an integral part of the J. Percy Page physical education and athletics programs throughout high school. Dawson provided leadership on the school's athletics council, and was a member of the school's volleyball, basketball and handball teams. Dawson also played an active role in planning and running the school's annual senior volleyball and basketball tournaments, as well as the annual junior high feeder school's volleyball and basketball tournaments. He did an excellent job balancing sports and volunteerism at school, all while maintaining an Honours with Distinction academic standing. He was a fantastic leader and role model not only at J. Percy Page but also in the Mill Woods community.

## **Cam Kern**

### ***Jasper Place School***

Cam was an outstanding ambassador for both Jasper Place and Edmonton Public Schools. Not only was he one of the highest achieving physical education students in the school, he was also an extremely high level volleyball player who will be playing with the University of Alberta Golden Bears Volleyball program. What made Cam special was the amount of volunteer work he did in the community and the world abroad. He travelled to Haiti and worked with athletes in underprivileged areas. He also ran several clubs within the school and played a major role in almost every school event. Staff were proud of Cam and what he brought to the school.

## **Jillian Nieberding**

### ***Lillian Osborne School***

Jillian pursued and demonstrated excellence in health and wellness on a daily basis. She understood the intricacies of healthy eating balanced with an active lifestyle. She was an integral part of the cheer team, was often seen as a leader within the team and inspired her fellow cheerleaders to pursue excellence as well. She was also an active part of the athletics council, improving athletics at the school as well as organizing events such as the annual charity football game. Jillian persevered in the face of challenges and encouraged and inspired others to pursue a healthy lifestyle as well.

## **Irina Ilic**

### ***M.E. LaZerte School***

Irina excelled throughout high school, averaging over 90 per cent in her core subjects, 95 per cent in Physical Education 10, 20 and 30, playing three or more sports each year, and was an integral part of the athletics department with her ongoing support and volunteerism. Irina also found time to volunteer at catchment schools, teaching basketball skills and helping organize activity days promoting wellness, movement and a healthy lifestyle. Irina led by example in all areas of her life. She grew from a quiet Grade 10 student into a vibrant and strong young lady. Irina was tireless in her volunteerism and her character most definitely met and exceeded the qualities of an engaged learner, ethical citizen and entrepreneurial spirit.

## **Halen Knoll**

### ***McNally School***

Halen demonstrated exceptional academic achievement and modelled leadership in physical education, school athletics, health and life skills, and in overall wellness. Throughout high school, he embodied the ideal physical education student who excelled in all areas of the subject—especially with his sportsmanship, leadership and fellowship. Halen played on the volleyball and badminton teams where he was an excellent teammate and captain. He was consistently respectful of his teammates, the opposition, coaches and officials while remaining fiercely competitive. Outside school, he was highly competitive in hockey and baseball. Halen had high expectations for himself, had a caring nature towards others and understood the importance of overall health and wellness.

## **Brett Meeberg**

### ***Millwoods Christian School***

Brett was involved in a variety of athletic teams and pursuits, including football and basketball. He served as a mentor for younger students and provided an excellent example of commitment to physical fitness combined with dedication to academic pursuits.

## **Pouria Torabi**

### ***Old Scona School***

Pouria was an outstanding leader and strong proponent of health and wellness in Old Scona. In Grade 12, he served as a leadership student in the Grade 10 physical education class. In this role, Pouria was responsible for creating and teaching lessons in different sports and activities, providing constructive and positive feedback to the students. He did an outstanding job and was an excellent role model and mentor in terms of health and wellness. Pouria was the president of the athletics council. As president, he did a tremendous job creating and overseeing many different activities and events at the school, provided consistent and encouraging communication to students, and rebranded and re-imaged the athletics image. Students had more pride and interest in athletics than ever before. Pouria was also a championship athlete and leader in volleyball and team handball.

## **Hana Rahime**

### ***Queen Elizabeth School***

Hana was very dedicated to her own health and wellness. She played soccer for the school's indoor and outdoor teams throughout high school. She could often be found working out or attending fitness sessions during her flex time. Hana was part of many school committees and functions such as grad committee and Eid dinner. She was dedicated to her academics and maintained honours standing in the Advanced Placement program. She maintained all of that while participating in club, community and school soccer. Hana had many friends and positive relationships; she was always respectful, kind and willing to help others. Hana was accepted into the kinesiology program at the University of Alberta.

## **Cassandra Paterson**

### ***Ross Sheppard School***

Throughout high school, Cassandra played on the senior girls' volleyball team and was one of the team captains in Grade 12. Playing on the school indoor and beach volleyball team gave her a sense of pride in her community, and she always made a special effort to make everyone on the team feel included. She volunteered at numerous volleyball tournaments hosted by the school and played club volleyball during the school's off-season. She prided herself on her ability to balance athletics and academics. In addition to maintaining Honours with Distinction throughout high school, she received honours in physical education in Grade 10 and Honours with Distinction in Physical Education 20 and 30. When she was not busy with volleyball, she volunteered extensively with the school's interact club, for which she was the vice-president of in Grade 12.

## **Tristan Sinnatamby**

### ***Strathcona School***

Tristan was a member and captain of Strathcona's cross-country, indoor track and outdoor track teams for the past three years and actively recruited students to participate in those sports. She was a city and provincial medalist in all four of her track events. In Grade 11, she was a member of the Alberta team and won a medal at the national level. Tristan volunteered with Strathcona's Community Learning Skills and Behaviour Learning Assistance students for the two years. She was also a member of the City of Edmonton Youth Council's health and wellness subcommittee. In Grade 10, Tristan initiated and led a review of teens' physical activity, dietary habits and mental health in Edmonton. She was invited to sit on the City of Edmonton's Cannabis Coalition as the youth representative. Tristan lived, encouraged and promoted health and wellness on a daily basis. She is attending the University of Alberta and is a member of their varsity athletics team.



## **Kyle Mah**

### ***Victoria School of the Arts***

Kyle participated with a positive attitude in physical education class and the many teams he played on at Victoria from Grades 7 to 12. He was captain of the indoor soccer team, and a member of the outdoor soccer and track teams. He was part of the Bloomsday running club, the badminton club, and participated in recreational leadership throughout high school. Kyle was always the first to any team practice and brought a willingness to learn and lead by being engaged in all activities. He was an extraordinary role model who fellow athletes looked up to. Kyle always tried his best in physical education class and his passion for physical activity extended to the community with lacrosse and club soccer.

## **Ethan Forgrave**

### ***Vimy Ridge Academy***

Ethan was a focused and determined athlete who excelled in the fitness centre, on the lacrosse field and in the classroom. He constantly pushed himself not only to be the best athlete he could be, but to also be a great teammate. Ethan worked hard and stood tall in the face of adversity; he always looked to find the positive, no matter the situation. A true competitor, Ethan understood the success of the team outweighed that of an individual. He was coachable and earned the respect of his teachers, coaches and classmates by doing things the right way, all the time.

## **Ryan Baran**

### ***W.P. Wagner School***

Ryan was an exemplary student. He was committed and mature, achieved academic excellence, and showed a unique leadership and passion in his physical education and sports performance classes. He was a tireless worker, excellent communicator and a leader among his peers. In physical education classes, he challenged himself and encouraged others, and was modest and humble when he was successful. Ryan also volunteered as an official and scorekeeper for Wagner's athletic tournaments. He demonstrated impressive maturity and adept people skills when working with visiting teams. Teachers said it was a pleasure to see this young man's responsible, enthusiastic and collaborative character in action. He was an outstanding contributor to the greater school culture.

# HUMANITIES AWARD

The District's Humanities Award is open to Grade 12 students who demonstrate exceptional academic achievement in one or more of the following subject areas: English, social studies and languages.

## **Emilie Michaud**

***Braemar School***

Rarely does an educator encounter a student so intrinsically motivated, dependable and hard working as Emilie Michaud. Emilie consistently displayed a genuine love of learning and commitment to her studies. She showed courage and tenacity by taking risks with her writing and improving upon work purely for the desire of becoming a better writer. Emilie's assignments were completed to the highest of standards, and she always conducted herself in a manner that both provided and commanded respect. She had the ability to set goals and take the necessary steps to see those goals through to completion. She always displayed the utmost respect for her work, classmates and the staff at Braemar.

## **Brayden Shopland**

***Eastglen School***

Brayden was an exemplary student in all three areas of the humanities. His consistent effort and participation in discussions contributed not only to his success, but to the success of the entire class. Through discussions, interactions with classmates and his coursework, Brayden showed a deep concern for the plight of people facing adversity and the choices they faced. He had a passion for extending his knowledge beyond the textbook, looking for how or why people who face difficult situations make the decisions that define their outcome. He was a storyteller and enjoyed recounting the turning points in history that shaped how societies changed and adapted. These qualities helped him see success in media arts. He was instrumental in the production of the school's weekly news broadcast, the Eastglen News Network, both in front of the camera in his weather reporter role, and behind the camera as the show's producer and manager. His leadership contributed greatly to the production becoming highly enjoyable for students and staff. His willingness to improve and excel showed Brayden's commitment to a higher standard.

## **Jake Thorsteinson**

***Edmonton Christian High School***

Jake was conscientious and critical in his approach to humanities; he sought to find more information to inform his world view. Whether it was seeking out the role of the human condition as it connected to novels and plays, or finding out how his role in the world was influenced by his values and beliefs, Jake was always willing to state an opinion. He would also wait and listen to other ideas to build consensus and understanding.

## **Francis Rweyongeza**

***Harry Ainlay School***

Francis maintained an excellent academic average while taking a full International Baccalaureate course load, with particular achievement in social studies and English. He tried to engage himself and his classmates in discussions and took pleasure in offering help to classmates who needed it. He also participated in the Junior Achievement Company Program in 2016 and 2017, as well as the first two editions of the MacEwan Business Challenge (2017 and 2018), placing third and second place respectively. Francis plans to complete a bachelor of commerce before attending law school.

## **Zoe Whincup**

***J. Percy Page School***

Zoe was an exceptional student in Advanced Placement English, French and social studies. She was insightful, diligent and hardworking. Her teachers unanimously agreed that she contributed to a strong classroom community because she maturely engaged in thoughtful discussions. Zoe's involvement in school extended beyond the core academic areas. She was heavily involved in fine arts and was a key player in the musical and technical theatre programs throughout high school, both on stage and behind the scenes. Zoe's school-wide impact, impressive grades and community involvement across the humanities made her an excellent choice for this award.

## **Shannon Brown**

***Jasper Place School***

Shannon always held the feminist movement close to her heart. She was raised to believe in the power of women. It wasn't until she started the English Girlhood course that she realized she had a voice. Shannon embraced the origin stories, saw the martyrs, grew her vocabulary, explored the subtext of the female history, and came out on the other side with a passion that had been unlocked by her classes—she had the opportunity to study humanities through a widened point of view. Shannon also grew alongside a community of other young women who shared her experience; it gave them the space to shed their skin and become vulnerable, empowering each other with every word. Shannon is currently majoring in women's and gender studies at the University of Alberta.

## **Fares Mandour**

***Lillian Osborne School***

Fares was a full International Baccalaureate (IB) student who spoke three languages (English, Arabic and French). The humanities wasn't always Fares' strongest suit, however he worked hard and challenged himself to get better. In Grade 12, he achieved averages of 90 per cent in IB English 30-1 and Social Studies 30-1, and 95 per cent in IB French 30-9Y. He was very engaged and loved to be involved in classroom discussions. Fares believed in the importance of teamwork, being inquisitive, and of being ethical and conscientious when making statements.

## **Evan Eng**

***M.E. LaZerte School***

The first step into his entrepreneurial career began at the age of seven when he bought and sold virtual items in a video game called Maplestory. He learned to effectively budget his time, logically negotiate prices and actively fulfill the insatiable desires of people, all while making a profit. The continuation of his education in the humanities gave him a broader context and understanding of society's foundations, and helped him refine his business acumen while achieving academic excellence. The social studies curriculum inspired his passion to pursue business in the hopes of achieving environmental sustainability, while allowing people to prosper.

## **Astrid Krueger**

***McNally School***

Astrid Krueger was an exemplary Grade 12 student, who not only excelled in academics and leadership at McNally, but also throughout the District. As a Student Senator, she was involved in planning and organizing events such as conferences for students. Within the school, she maintained the highest average in English language arts class (98 per cent) as well as in social studies, both in the challenging International Baccalaureate program. Her spoken communication skills were exceptional, as shown by her representation of McNally in Poetry in Voice competitions, in which she competed in both French and English. Her written work was also exceptionally eloquent and insightful. She demonstrated leadership as an engaged thinker in classroom discussions, and ethical citizenship through her Senate and Board work. Her entrepreneurial spirit was evident in her instigation of initiatives such as a poetry conference for junior high students.

## **Ayo Akindele**

### ***Millwoods Christian School***

Ayo demonstrated excellence in written work and analysis in both Social Studies 30-1 and English 30-1. He achieved 98 per cent on the written component of the Social 30-1 diploma exam and achieved similar results in English 30-1. Ayo was reflective and insightful in his writing and was able to communicate his thoughts in a compelling way.

## **Rebecca Hicks**

### ***Old Scona School***

Rebecca was an extraordinary writer and was well-read. She excelled in International Baccalaureate English, social studies and French, and was one of the top students in the humanities. She was able to apply her experience, knowledge and skills. She was very politically aware and advocated for social justice in her community. She served on the executive for the speech and debate team, writing club and Model United Nations. Rebecca provided significant leadership and mentorship through peer editing, which was a service widely used by more than half of the student body. On the speech and debate team, she helped new debaters learn and prepare for competitions, which were highly successful. Rebecca won numerous awards throughout high school in the both speech and Model United Nations locally, provincially and nationally. She served as an Alberta Legislative Page. Rebecca did an amazing job of balancing school work, working as a Page, volunteering and as an athlete. This was a direct result of her outstanding work ethic and passion for excellence.

## **Jenny Lam**

### ***Ross Sheppard School***

Jenny was gentle, dedicated and compassionate to the people around her. She maintained a friendly and mature demeanor in her interactions with fellow students, and was unfailingly courteous and encouraging, treating both students and staff with respect and kindness. She was always willing to help students and staff with both curricular and extracurricular activities. One thing that set Jenny apart from others was her willingness and desire to mentor those around her. Jenny was the type of individual who stayed behind until the last person on her team or committee finished. She continually pursued personal growth and exhibited exceptional leadership qualities.

## **Paige Miller**

### ***Strathcona School***

No study of the humanities would be complete without the pursuit of language, and in this regard, Paige excelled. She stood out for her proficiency in all aspects of communication in French, and garnered a significant level of grammatical accuracy and sensitivity to culture. What was most extraordinary is that Paige's zeal for French and the humanities seemed so natural. Her written work, often beautifully crafted in her second language, combined notions that flowed between various curriculums. In social studies and English, Paige was outstanding at writing, debating, research and analysis. Paige also demonstrated admirable character. She was genuinely curious, had a commendable work ethic and was resilient in the face of adversity. Paige took responsibility for her own learning and was not afraid to ask for help or clarification. She also worked well with others across a broad range of projects and assignments.

## **Phoenix Du**

### ***Victoria School of the Arts***

In Grade 11 Phoenix completed a self-driven language portfolio as part of the International Baccalaureate Career-related Program (IBCP) in Vietnamese. She demonstrated dedication, reflection and incredible growth in her learning. She resumed learning French in Grade 12, taking both French 20 and French 30-9Y. Phoenix worked tirelessly and exhibited excellence in all her pursuits. She could always be counted on to participate actively in all class discussions and activities. Her work demonstrated an acute interest in the French language and exhibited great attention to detail. Phoenix was heavily involved in the school leadership program, and her positive attitude and engagement were second to none. In English classes, Phoenix was very precise with language and had a sharp mind for critical analysis. She was humble and kind, and was committed to learning, leadership and self-growth.

## **Raegan Olsen**

### ***Vimy Ridge Academy***

Raegan was an articulate, well-read and thoughtful young woman. She demonstrated initiative, intelligence and responsibility in her dedication to learning, expressed through a strong work ethic and drive to continually improve her skills. Raegan would ask, "How can I improve this?" and responded to feedback enthusiastically. She would rework an essay or a project until she was satisfied with the results. Teachers were highly impressed with her maturity, positive spirit and ability to build relationships with those she met and worked with.

## **Llyr Kay**

### ***W.P. Wagner School***

Llyr always had an affinity for the beauty of language; words always came easy to her. In fact, she taught herself a new language in Grade 10. She was highly self-motivated and pushed herself to the next level with every assignment. In addition to being an academic, she also enjoyed performing and improvising. Llyr felt that to be eloquent in speech was to captivate an audience, and it was one of her favourite things to do. Teachers appreciated Llyr's hunger for knowledge and her peers were drawn to her compassion for others.

# MATH/SCIENCE/TECHNOLOGIES AWARD

The District's Math, Science and Technologies Award is open to Grade 12 students who demonstrate exceptional academic achievement in a subject area related to math, science or technologies.

## **Falene L'Hirondelle**

### ***Braemar School***

Falene was an excellent student and a respectful, friendly young woman. She maintained an average of over 90 per cent in math. She met learning expectations and demonstrated the maturity and responsibility required to be a successful student. She was hard-working and advocated for herself in a respectful manner. Falene was punctual, focused and appreciative of the scholastic supports she received to help surpass her potential. She worked diligently to increase her capacity as an independent and critical thinker. Staff members believe her determination and resiliency will keep her on a path of positive choices, leading to a happy life for her and her child.

## **Ksenia Voronina**

### ***Centre High Campus***

Ksenia achieved top marks in Chemistry 30, Math 30-1 and Biology 30. She also achieved high marks in calculus, Physics 30 and English 30-1. She was dedicated to completing homework and assignments on time. She said developing a strong relationship with her chemistry and biology teachers were integral to her success, and she was grateful for their support of her future goals of being a doctor and researcher. She was a team player who would often explain difficult concepts to fellow classmates and help them with their assignments; this led her to an even more heightened intellectual awareness. She also tutored math part time.

## **Sarah Lefebvre**

### ***Eastglen School***

Sarah was Eastglen's top math and science student. She loved to apply herself and problem solve. She accurately and thoroughly analyzed experimental data and drew insightful conclusions to complicated and detailed problems and processes. She effectively communicated her knowledge and rationale, and she presented herself and her ideas in an organized, clear and thorough manner. She anticipated next steps and extensions, and was proactive and thoughtful. Sarah's passion for math and sciences will continue into post-secondary studies and into her life beyond.

## **Gavin Schalk**

### ***Edmonton Christian High School***

Gavin was a natural math student. He had a keen ability to ask questions about what comes next in terms of learning the material. He earned near perfect marks in all his high school math classes and had excellent marks in his science classes. He was always eager to learn, listen to different explanations and came up with unique ways of solving problems in both math and physics. He was always open to helping other students learn the material. Gavin is pursuing further learning in math and science. He hopes to eventually pursue a pharmacy degree.

## **Chester Lau**

*Harry Ainlay School*

Chester maintained his status as one of the top achieving students at Harry Ainlay throughout high school. He achieved 99 per cent in Math 30-1, and 100 per cent in Chemistry 30, Math 31 and Physics 30. He was an extremely motivated and outgoing student, as well as an eager learner. If he did not understand a concept, he approached teachers to get clarification. He was thoughtful and polite to his teachers and classmates, and constantly pursued opportunities to broaden his knowledge. Last year, he attended two medical workshops at the University of Alberta where he was exposed to a higher level of science. The experience reinforced his passion to pursue a career in the field of medicine. Chester also enjoyed tutoring students during his free time, which allowed him to reinforce his own knowledge and to share his love of science with his peers.

## **Matthew Zita**

*J. Percy Page School*

Matthew maintained Honours with Distinction standing throughout high school. He attained averages of 100 per cent in Math 10 AP, 20 AP and 30 AP, Math 31 AP and Computer Science 10, 20 and 30, as well as an average of 99 per cent in Physics 20 AP and 30 AP and an average of 98 per cent in Chemistry 20 and 30. Matthew also achieved Honours with Distinction in Computer Technology 20 and 30. Not only was Matthew an outstanding student, he was supportive of his fellow students. He explained his process and logic to others in order to help them better understand the work; he was a constant source of encouragement to peers. Matthew was a great problem solver and leader. He looked at problems from various points of view and loved bringing a group together to solve a task. He saw criticism as a way to move forward and be more innovative. He was willing to accept input from both students and teachers.

## **William Krzanstek**

*Jasper Place School*

William excelled in all the math courses he completed. He received a five out of five on both his Advanced Placement (AP) AB-level exam and AP BC-level exam. He loved math and was motivated by the most difficult and challenging problems. William was also a role model in class. He was an excellent communicator and was always willing to provide assistance to his classmates. As he moves forward academically, he is using his other strengths in the sciences to pursue a bachelor of science degree with a major in biological sciences and a minor in physics.

## **Hayley Yap**

*Lillian Osborne School*

Hayley was a full International Baccalaureate (IB) student who strived to do well and wanted to learn as much as she could. Through the IB program, she felt she was able to learn more, develop problem solving skills and work together with others on more difficult problems. She volunteered for various opportunities: scorekeeping, Rotary Club and UNICEF Club, Run for IT mental health fundraising run, LOOP, and served on the executive of Helping Hampers. She demonstrated perseverance and determination in completing the extra IB assignments as well as competing in Science Olympics. She said she went through many problems creating her project but it pushed her to come up with creative solutions towards attaining the desired ability for her machine.

## **Mustapha Yassin**

*M.E. LaZerte School*

Despite knowing engineering was the field he wanted to pursue, Mustapha enrolled in all three of the sciences up to the 30 level because he was excited to deepen his understanding in all areas. He also enjoyed math both functionally and recreationally, and twice attended the annual math competition held at Ross Sheppard. Although scheduling made it impossible for him to receive the International Baccalaureate (IB) diploma, Mustapha enrolled in as many IB courses as possible to ensure that he remained in an atmosphere of curiosity and engaged learning throughout his high school career.

## **Alice Ma**

*McNally School*

Alice strived for and demonstrated exemplary academic achievement. She had a keen interest in math and sciences, and consistently ranked top of her class in those courses. She was always an engaged and curious learner. She also peer tutored her classmates. In the summer of 2017, Alice participated in the Heritage Youth Summer Research Program where she assisted with cancer research. To enhance her research experience, Alice's thesis for her International Baccalaureate extended essay examined the difference in government spending in three countries (Canada, United States and China), and the relationship to patient cure rate from endometrial cancer. Alice demonstrated exceptional leadership qualities as a member of McNally's Science Olympic team and continuously encouraged teammates to do their best.

## **Jessica Fox**

### ***Millwoods Christian School***

Jessica achieved exceptional success in math and science coursework, including a teacher-awarded mark of 100 per cent in Math 30-1. She demonstrated a keen desire to learn and a willingness to extend her learning beyond the classroom. Jessica hopes to pursue a career in this field.

## **Ewan McAlister**

### ***Old Scona School***

Ewan showed a love and passion for the sciences since elementary school. At Old Scona, he took all five sciences in the International Baccalaureate (IB) program. He earned 100 per cent in both IB Chemistry and computing science, and his other courses were near perfect. He was able to achieve those outstanding results due to his extraordinary work ethic and time management. His favourite STEM (science, technology, engineering and math) course was math, especially calculus. He also played volleyball at Old Scona and earned a provincial medal in community soccer. He is pursuing a degree in engineering at the University of Alberta.

## **Ibraheem Maita**

### ***Queen Elizabeth School***

Ibraheem loved learning new things and constantly sought out more knowledge. His curiosity often led him to explore more than what the subject material entailed. His curiosity and passion, combined with a strong work ethic, led to academic success. He achieved the top overall average in Grade 11 year. Ibraheem consistently strived not only to have the highest mark in the class but to also have the highest mark achievable. Ibrahim achieved a 99 per cent in Chemistry 30-1, Math 30-1 and Biology 30-1. He also voluntarily tutored friends and strangers in his community. It was important to Ibraheem to help others and give back to his community.

## **Mehtab Malik**

### ***Ross Sheppard School***

Mehtab was an International Baccalaureate (IB) student who exemplified being an engaged learner. His IB biology teacher said what made Mehtab stand out was that his goal in class was learning, not marks, even though he did achieve 95 per cent in the class. He always tried his best and tried to learn more. He spent countless hours being involved in the school's science fair team. He was an integral part of a team that built a winning design for last year's Science Olympics. He was a volunteer at both the school's open house and IB open house, where he spoke about physics and the value of learning physics.

## **Solvin Sigurdson**

### ***Strathcona School***

Solvin's average in seven 30-level science and math Advanced Placement courses was 99 per cent. He was willing to take risks and accept every challenge in an effort to expand his knowledge. Solvin showed resilience, self-motivation and tenacity in achieving success. His clarity of vision, open-mindedness and desire to deepen understanding was astounding. Solvin was an inspiration, setting exemplary standards for those around him. He never boasted and was always willing to help others; he showed tremendous respect and an ability to empower all. Solvin operated beyond expectations. His questions often required teachers to engage with newer research literature to find answers; this frequently resulted in the conclusion that his questions are, as yet, unanswered. Solvin's engagement elevated all those around him to become reflective and curious learners.

## **Teng Liu**

### ***Victoria School of the Arts***

Teng was a highly engaged learner in all of his classes and all aspects of life. While he often preferred to work as an individual, Teng was no stranger to teamwork and collaboration. He treated others with a great deal of respect and went into all situations with an open mind and willingness to learn. He asked very thoughtful questions in math and science, and often followed through on those questions by doing his own research and sharing what he discovered with others. Teng also had a passion for computer programming and design. He said he enjoyed "building to learn." He spent a great deal of time building projects for the sole purpose of advancing his learning and skills. He was a critical thinker who was engaged and motivated to find answers and deeper meaning to the world he saw around him.



## **Jamie Scott**

### ***Vimy Ridge Academy***

Jamie demonstrated excellent qualities as a student. Not only was she a very logical thinker, she was very diligent and hard working as well. Her abilities and attitudes were reflected in the high marks that she earned in her math and science courses. If she did not understand a concept, she actively pursued the necessary help. Jamie was also a student of high character and was well-liked by her teachers and fellow students alike.

## **Jagdeep Mann**

### ***W.P. Wagner School***

Jagdeep was fascinated by math and sciences. Not only were they his favourite subjects, but also his subjects of highest performance. He achieved excellent grades, with a minimum average of 95 per cent. Asking questions in class was second nature to him, and the curiosity of learning is what motivated him to apply his knowledge outside of class. Jagdeep enjoyed teaching what he learned to family and friends, and regularly tutored math and science during lunch breaks and after school hours. Jagdeep hopes to acquire greater knowledge to develop a solution for environmental degradation, a problem which directly or indirectly impacts everyone in the world.