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honour

2019

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.

## **Daniel Carleton**

*Academy at King Edward*

Daniel had the highest academic standing in the Grade 12 program at King Edward. He was a highly motivated young man with aspirations of entering the world of broadcast journalism after first joining the military. He was elected to be a part of the 2018–19 Edmonton Public School's Student Senate. Daniel chose to get involved in Student Senate to build his leadership capacity and represent the voices of his peers. Principal Denise McNeill said, "I am proud to say Daniel represented the Academy at King Edward in a positive light, and helped other students appreciate what our program strives to do, in supporting students who struggle academically."

## **Jocelyn Abraham-Sinclair**

*amiskwacy Academy*

Teachers unanimously agreed Jocelyn was well deserving of this award. She showed tremendous growth and found her voice in the amiskwacy Academy community. Her studious and ambitious personality allowed her to succeed in all of her academic endeavours. Notably, Jocelyn was successful in completing a dual credit university level course between amiskwacy Academy and MacEwan University.

## **Imre Papp**

*Eastglen School*

Imre Papp was an exceptional student who characterized the traits of this award on a daily basis, all while maintaining a sense of humour and expressing gratitude for all those who helped him on his academic adventure. He was a full Advanced Placement student throughout high school, which demonstrated his dedication and engagement. Imre showed commitment to the highest level of excellence in all of his subject areas while also creating and maintaining a sense of collaboration with fellow students and teachers. His entrepreneurial spirit was revealed through discussions and in his enthusiastic involvement in school activities.

## **Naomi Lee**

*Edmonton Christian High School*

Naomi was a hard working student. She went to class prepared and ready for every lesson. She was a diligent student who strived for excellent grades.

## Remi Hou

### *Harry Ainlay School*

Remi Hou was an International Baccalaureate diploma candidate who attained the highest academic standing at Harry Ainlay in his Grade 12 year. He successfully achieved Honours with Distinction status in all of his academic courses including the humanities, mathematics and sciences. In addition to his academic accomplishments, Remi developed a curiosity in computing science and challenged himself in various math competitions throughout high school. To balance his scholastic life, he successfully completed his Grade 8 Royal Conservatory of Music piano and theory exam, organized the Operation Christmas Child campaign at the school, and competed with Harry Ainlay's swim team. Remi volunteered with Hope Mission and tutored peers in various subjects. Remi approached everything with great character, commitment, rigor and diligence; he was clearly well respected by the students and staff at Harry Ainlay.

## Aditya Chilwal

### *J. Percy Page School*

Aditya was one of the highest achieving students at J. Percy Page, consistently ranking in the top 10 for overall academic average. He maintained an overall Honours with Distinction standing in each of his three years at our school. Aditya attained an average of 100 per cent in each of Math 30-1AP, Math 31AP and Physics 30. He also attained an average of 99 per cent in Biology 30AP, 95 per cent in each of Chemistry 30AP and English Language Arts 30-1AP, and an average of 94 per cent in Social Studies 30-1AP. Aditya also participated in second language studies and instrumental music studies. He was a respectful, diligent, hard working, engaged and reflective learner who had a passion for seeking to understand.

## David Dobrotvorskyy

### *Jasper Place School*

As a member of the Jasper Place provincial champion senior boys volleyball team, David consistently maintained an Honours with Distinction academic standing and was enrolled in multiple challenging Advanced Placement (AP) classes. He had a very rigorous academic timetable and relished the challenge and enrichment the AP program offered. David was an integral part of the school's peer tutoring program, and he took great enjoyment in helping his fellow students, who greatly respected and appreciated his efforts. His extracurricular schedule was full but he continued to demonstrate a willingness to give back to his community by being a volunteer volleyball coach.

## Erin Anderson

### *Lillian Osborne School*

Erin was a high achiever who strived for academic excellence throughout school. She achieved high average awards all through junior high and continued in high school, gaining honours standing and the highest grade-wide average in Grades 11 and 12. She excelled particularly in the more creative subjects, although the sciences were not left behind as evident by her 95 per cent on her Science 30 exam.

## Lawrence Wang

### *M.E. LaZerte School*

Lawrence achieved exceptional grades in all his courses, which included very challenging International Baccalaureate courses. His grades were near perfect in many of his courses, and his teachers described him as always striving to do his best. He was an innovative thinker, and an organized, motivated and determined student that produced exceptional work. Lawrence was also heavily involved in extracurricular activities that made a difference in the community. His involvement with mentoring other students, tutoring and environmental initiatives showed commitment to making the community a better place. Lawrence's wide and varied extracurricular pursuits and engagement in the classroom afforded him the opportunity to be a leader and a strong role model for fellow students at M.E. LaZerte.

## Krupa Patel

### *McNally School*

Krupa was an International Baccalaureate full diploma student and one of the top academic students at McNally. She was highly engaged in her studies, always asked questions and sought to further understand what she was learning. Out of curiosity, Krupa also engaged in the exploration of topics on her own. Principal Lisa Wright said, "She was incredibly humble about her academic abilities; her level of humility was astounding." She was always willing to tutor and help classmates with their work. Krupa was very self-motivated and tenacious in her work. She saw things through to completion and could always be relied upon for help—anywhere from the classroom to the school community. She welcomed incoming Grade 10 students to the school as a Tiger Squad leader and represented McNally School as a student representative at the open house. She was always optimistic about what she was engaged in and spread that positive influence to those around her.

## **Wendi Yu**

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

Wendi had the highest academic standing, was in numerous International Baccalaureate courses and took all three sciences. She demonstrated in classes as well as outside of classes, that she was an engaged learner. To engage others in learning, she taught her knowledge of anatomy in the medicine outreach club every Monday at lunch. Her ethics were sound and she loved learning. She participated in the HackED at the University of Alberta and was the lead on one of the top three teams, most of which were university students.

## **Yashaswi (Yash) Bhandari**

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

Yash Bhandari was a truly exceptional student, that not only stood out among his peers, but also within the school's student history. He consistently achieved academic excellence, including final marks of 100 per cent in computer science and calculus. He also consistently challenged himself within the Advanced Placement (AP) program. For his AP exams, he achieved scores of five (the highest possible), including exams he independently prepared for outside of school. In Grade 12, in addition to formally completing the AP program, he challenged two additional AP exams. As an engaged citizen, Yash's easy going nature and quick wit enhanced the weekly in-school newscasts (a position he volunteered his time for). Beyond high school, his entrepreneurial spirit and determined academic drive will serve him well in his dreams of being an innovator within Canada's burgeoning artificial intelligence technological community.

## **Steven Vuong**

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

Steven excelled in all his subject areas throughout Grade 12. He was a full International Baccalaureate diploma candidate and was a very diligent and academically curious individual. In addition to his strong academic commitments, Steven had two jobs and was essentially living as an independent student. He was also actively involved with the school's weight training team and competed in nationals last year.

## **Katherine Li**

### ***Strathcona School***

Katherine's academic achievements were the epitome of excellence. Throughout high school, she was enrolled in a full Advanced Placement program and maintained an average above 99 per cent, which made her one of the truly elite. Katherine was a success-oriented individual with boundless determination. She set high goals for herself, and then worked diligently to achieve them. For Katherine, mediocre was just not good enough. She continually strived to understand why, not just how, and always searched for practical applications to her knowledge. She had confidence in her abilities, and this, together with her outstanding work ethic, produced excellent results. Katherine was an outstanding leader and role model at Strathcona. She had a positive attitude, both about herself and towards others and strived to see good in every person she met. She conducted herself with the utmost dignity and was respected and admired by her peers.

## **Karen Waggoner**

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

Karen had incredible passion and work ethic for learning. Throughout her time at Victoria, she demonstrated what it meant to be an engaged learner pursuing her own academic success, and she encouraged others to reach their own success through peer tutoring. Karen helped empower others to make positive changes in their lives and to take care of the earth, through her environmental stewardship as a member of the school's Greenpeace Club. To help provide support and know how to help her peers with their day-to-day stress, she sought to complete her Mental Health First Aid training. Karen continued to pursue academic excellence in all her subject areas, in hopes of pursuing her interests in science at the university level.

## **Emma Kinch**

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

Emma Kinch was an Honours with Distinction student who was committed to academic excellence. Emma sought challenges head on and strived to learn more than the basics set out by our mandated curriculum. She was inquisitive, self-motivated, had an insatiable thirst for knowledge and was a true leader in all of her classes. Emma demonstrated herself to be thoughtful, dedicated and well-spoken across all subjects. She had a strong work ethic and was willing to assist her peers in their pursuit of academic understanding.

## **Colleen Lamb**

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

Colleen was a determined individual who was a top academic at W.P. Wagner. She balanced her athletic and extracurricular commitments with an Advanced Placement (AP) course load. She scored a four in the AP English language exam, and also took AP English literature, biology, chemistry and drawing. Colleen tutored math as part of the school's peer tutoring program. She believed the program made her school a friendly place and created mentorship connections with younger students. She was a self-proclaimed bookworm who took all the ideas from what she read and incorporated them in to her studies. She believed her determination and love of learning would take her far.

# 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).

## **Kaylee Hoffman**

*Academy at King Edward*

During the first semester of the 2018–19 school year, Kaylee made the decision to apply to the Health Care Aide program through Campus EPSB at McNally School. Knowing there were limited spaces available for this competitive program, she prepared diligently for her interview and ensured that her prerequisite courses were successfully completed. This exclusive program provided her with hands-on experience in a state-of-the-art lab designed to give students a genuine feel for the health care field. She was interviewed by local media regarding this inaugural program and proved to be an excellent ambassador for the Career Pathways initiative that Edmonton Public Schools has adopted. There is no question that she stepped out of this pathway, prepared for a career as a health care aide.

## **Cameron (Cam) Beauvais**

*amiskwaciy Academy*

Cam worked diligently towards achieving his high school diploma and received it at an accelerated pace, finishing in two and a half years. He went on to enter a Career Pathways course where he learned various aspects of the trades. Cam continued to find success in the program and is on his way to becoming a future tradesman. Cameron overcame many barriers and challenges while still embracing his culture. He served as a role model for ethical citizenship.

## **Odessa Giroux**

*Braemar School*

Odessa was an engaged learner who had amazing work ethic and determination. Her continuous ability to stay focused, complete modules and achieve high grades on all her modules was impressive. She contributed to creating a positive classroom environment and was an incredible role model to other students.

## **Ramadan Elkureji**

*Eastglen School*

Ramadan Elkureji came from a war-torn region in the Middle East. He set a goal of learning English and excelling in school and earned honours marks in all of his courses. He had 22 Career and Technology Studies courses overall and earned perfect marks in Computer Science 30. As a leader, he met with university professors to provide student insight into special projects and regularly helped mentor others in computer science. As a work experience student, he was a regular contributor to the student broadcasting club, both leading and helping others in the production of numerous videos. Ramadan was a problem solver, level headed and unfailingly courteous. He was confident, trustworthy and highly regarded by all who know him. Ramadan was an exemplary Career Pathway student.

## **Hannah Troost**

*Edmonton Christian High School*

Hannah consistently put in effort that was beyond expectations in her assignments and project work. Her products showcased her carefully thought out plans, her creativity, her investment in learning and her growth in skill development.

## **Jerry Chon**

*Harry Ainlay School*

Jerry excelled in the areas of Career and Technology Studies and Career Pathways throughout high school. His main areas of interest were fabrication and mechanics. In 2018, Jerry became one of the first apprentices at Harry Ainlay and apprenticed under the watchful eye of Hany Al-Fadhil. He was always the first student in the mechanics shop and stayed until the job was done. His quality of work exceeded expectations and many customers and peers benefited from his patience. Jerry gained a wealth of experience and knowledge through apprenticeship. He was a natural leader and generously shared his knowledge with his peers. His calm approach and willingness to carry out any and all assigned tasks will no doubt serve him well as he continues his apprenticeship in the automotive industry.

## **Aydan Ginter**

*J. Percy Page School*

Aydan was heavily involved in volunteer work at the school and was the technical manager for Page TV. He volunteered to run and setup technology at most school events. He was eager, willing and always volunteering to help. This combined with his excellent troubleshooting skills is what made his contributions to the school so valuable. Aydan is pursuing a career in mechanics.

## **Angela Van Doesburg**

*Jasper Place School*

Angela personified what it meant to be a team player. She was an engaged learner that dedicated her time and energy in all activities that she participated in. She balanced a full-time work load with extracurricular activities such as competing in Skills Canada. She also led an ALPHA program at Jasper Place two days a week. She was not only hardworking but always had a positive, kind and uplifting word to share to those around her. Angela participated in Registered Apprentice Program where she worked over the summer at a salon to gain apprenticeship hours. She demonstrated a passion for learning within and beyond the classroom. Her ambition and aptitude to manage her personal, academic, social and volunteering initiatives and responsibilities, encouraged so many others to work harder and strive for more.

## **Nicholas Johnston**

*Lillian Osborne School*

Nicholas had a big heart and excelled in computing science courses. When he didn't have class, he would occasionally join a Computing Science 10 or 20 class, offering feedback and helping debug programs. Nicholas also developed his problem solving and design skills in the engineering design and applied graphic arts classes. He is attending the N.A.I.T. to study programming and digital media.

## **Chris Walter**

*M.E. LaZerte School*

Chris continually displayed his willingness to give back to the school and community—he was a 'go to' person when there was a new request. For instance, he created workshops for catchment elementary schools, helped with tours for neighbouring junior high students and took on the construction of planters for community clubs. He always welcomed project opportunities, managed to find a solution to any challenge confronting and was able to make 'customers' happy with his attention to detail. His dedication to project completion was truly admirable and showed how truly selfless he was with his time. Principal Kim Backs said, "Chris was a rarity in his dedication to his projects and contributions to the school and community; it was our great pleasure and privilege to know him."

## Ethan Pretula

### *McNally School*

Ethan Pretula's time in computer science developed his engagement in learning, ethical citizenship and entrepreneurial spirit. Ethan engaged in multiple meaningful and real-world projects with incredible functionality. These projects were used in an exemplar showcase within the International Baccalaureate teachers' community of practice. Not only did this work engage Ethan in and out of the class but it also engaged future students who were able to look at his exemplary work as something to strive for. Ethan was also very ethical and was committed to helping other learners in his community. He competed with the school team and volunteered to assist other swimmers. Finally, Ethan demonstrated his entrepreneurial spirit as he took risks and competed in computer science competitions locally and nationally.

## Ysabelle Kmiec

### *Old Scona School*

Ysabelle's work with Technovation Challenge Edmonton Chapter as well as the school's student engagement team (SET) mentorship program was instrumental. For SET, Ysabelle created a program that matched mentor and mentees based on hobbies and personal interests. To make this program she learned SQL databases (a standard language for accessing and manipulating databases) on her own. For the Technovation Challenge, she helped develop an app to help monitor routes people drive and track emissions from cars when they are idling at stops. She has a very bright future in the area of technology and computer science.

## Ryan Li

### *Ross Sheppard School*

Until Grade 12, Ryan had trouble deciding on what path to take in the future. He knew he wanted to do something within the field of business or in the sciences. His love of learning within both fields was immense and to just choose one would ruin him. A job fair at school helped him narrow his choices when he spoke with a business man in the technology field who had pursued both engineering and business in university. Ryan had an epiphany: combine his two areas of interest. He will take the extra time to pursue two degrees and feels it will definitely be worth it.

## Adam Bucyk

### *Strathcona School*

Adam made caring a priority in his life and had an unselfish concern for those around him. He took an active interest in others' feelings and perspectives, and was always willing to lend a helping hand, which he did with integrity, warmth and respect. Adam was instrumental to the success of many of the technological events occurring at Strathcona and continually strived for excellence in everything he did. Throughout high school, he worked diligently in the construction lab on weekends, building drama sets—like lockers for the *Bring it On* musical, a life-sized wooden truck for *Footloose* and a human cannon for the *Big Fish* production. Notwithstanding his achievements in extracurricular functions, Adam also excelled in academics. This success was due, in part, to his conscientious and determined work ethic. Adam completed all tasks with superb effort, took all obligations seriously and was an all-round outstanding individual.

## Molly Walmsley

### *Victoria School*

Molly was fully engaged in her success as a student and her leadership skills encompassed compassion, strength and focus. In addition to self-monitoring her pathway towards graduation, Molly took the initiative to join work experience and shared her exceptional guidance skills in a Grade 7 and Grade 8 classroom. She was able to connect with a representative from the Career Pathways team to discuss her interests. This led her to a placement with the Royal Alberta Museum, where she used her social, academic and artistic skills to work in the archives. Molly demonstrated resiliency, both academically and personally, throughout high school.

## Maria Lukowich

### *Vimy Ridge Academy*

Maria was a part of the foods program at Vimy Ridge for six years. She was a consistently motivated student who made the classroom a better place to be. Maria was always happy to help her fellow classmates. She has also worked in the foods lab, helping younger students to be successful. When she saw a job that needed doing, she took the initiative to get it done, problem solving independently along the way. This type of motivated resourcefulness is invaluable in the lab, where students need to be engaged and adaptable to be successful.



## Abigail Grenke

### *W.P. Wagner School*

Abigail said sports medicine, pottery and her teachers fostered a love for learning and provided various opportunities at school to make her a better citizen. She was involved in various activities, including the creation of a new club called SPARC, to give artists an avenue to become entrepreneurs in a safe environment. Sports medicine created a love for anatomy which was reflected in the classroom, her art and into her future career plans. She took on leadership roles but also understood that sometimes it was important to be a follower. Her years of swimming taught her the importance of teamwork, a healthy body, fitness and exercise which she now passes on to the swimmers she coaches.

## 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.

### **Alastair Mitchell**

*Academy at King Edward School*

Alastair was a dedicated learner who was determined to receive his Alberta High School Diploma. Alastair made the most of his academic career by taking several classes through Victoria School in the areas of painting, drawing and animation. A true student of the arts, Alastair was involved in photography, drama productions and several notable choirs throughout Edmonton. Academically, he maintained exceptional marks and was widely respected as a talented artist, by both staff and students. He plans to pursue a career in fine arts by enrolling in Centre High's graphic design program, while exploring the fields of photography and video game design. Once his year at Centre High is complete, Alastair will attend MacEwan University where he will pursue a bachelor of design degree.

### **Julia McGuire**

*amiskwaciy Academy*

Julia was an incredibly talented and creative artist. She drew inspiration from her Cree heritage and created stunning watercolours, beautiful illustrations and intricate three-dimensional works; she excelled in every medium. Julia's keen eye for colour and design complemented her unique perspectives to create compelling and critically-acclaimed pieces. Last year, Julia's art was featured in the Art in the Heart art show and was sought out by corporate art agencies. Julia deserves recognition for the many contributions to Indigenous art that she has made at such a young age.

### **Emma Faye**

*Braemar School*

Emma set extremely high standards for herself in art class. She exceeded expectations by being so prolific and always had several drawings and paintings in progress. Emma had imaginative interpretations of every assignment, exploring themes relating to pop culture, hip hop music and consumerism. She put the highest level of craftsmanship into all of her projects. Emma often made artwork as gifts for friends and her family, and she filled two walls in her home with her drawings and paintings. Not only was Emma an outstanding artist, she also displayed excellent leadership qualities, encouraging and helping others when needed.

### **Emma Matthews**

*Eastglen School*

During her three years at Eastglen, Emma was a driving force in the performing and visual arts (PVA). She was very involved in the dance program as both a choreographer and performer. In the musical theatre program, she successfully took on numerous lead roles. Additionally, she was an active participant in the visual arts and pursued an Advanced Placement portfolio in 2D design. Emma brought her innovative and creative spirit to all of her PVA classes. She took on leadership roles in and out of the classroom, such as the lead Cappies critic. Emma was a key force in the school's programs.

## Jarin Ten Hove

*Edmonton Christian High School*

Jarin was a dedicated, expressive, creative-thinking actor and artist. He plans to, and is capable of, making art and theatre his life's passion.

## Jacob Rabuka

*Harry Ainlay School*

Jacob was a wonderful young man with a passion for music; he was the epitome of an engaged learner as he studied of jazz and classical music. He set high goals for himself and did not back down in reaching and surpassing those lofty goals. He was a leader amongst his peers, and was well respected and loved by all of them. He was confident in exploring the world of improvisation and worked independently to succeed; he was amongst the best improvisers that passed through Harry Ainlay. In addition to his work in the school ensembles, Jacob was also the lead tenor saxophonist in the Little Birds Big Band, represented Harry Ainlay in the Edmonton Public Schools Senior High Honour Band, and was the principal tenor saxophone in the Alberta Wind Symphony in 2018, representing the best of Alberta high school and university music students at Music Conference Alberta. In addition to his musical, Jacob maintained a first class honours standing in all of his academic classes.

## Rayyan Rasheed

*J. Percy Page School*

Rayyan was an incredibly committed student who found his voice through the arts in the latter part of high school. In his final year and with very little previous art experience, he chose to challenge the visual art Advanced Placement portfolio. He completed the entire program in one year instead of the more typical two years. Rayyan was a strong member of the technical theatre team, something else he tried in Grade 12 for the first time. He learned the intricate and complicated web of teamwork necessary for a successful musical production. In addition to his theatre and visual arts commitments, Rayyan was also an active member of the Improv team. In fact, he created an Improv Club to continue practicing, following the conclusion of the competitive season. Rayyan was incredibly receptive to critique, and perpetually invested in his personal development.

## William Gosse

*Jasper Place School*

William participated with excellent effort and exceptional good spirit in two fine arts areas: drama and music. He made outstanding contributions in many activities in both areas, including the school's annual drama productions and Glee Club performances. He was an accomplished, detailed performer in the arts and provided caring, timely and supportive leadership to his peers. His generosity towards others was noteworthy. William also demonstrated an appreciation of the process of preparing nuanced artistic work, as well as an awareness of the impact of the arts on the school and outside community. He was a strong advocate for fine arts activities. William aspires to have a career involving the arts.

## Reid Contreras Woelfle

*Lillian Osborne School*

Reid was an intelligent young man who had an obvious passion for the creative arts. During his time at Lillian Osborne, Reid contributed his talents and countless hours to the music program by playing the percussion in concert band, drums in jazz band, and snare drum in drumline. Reid also played the drums for the MacEwan Youth Jazz Orchestra, Impact Performing Arts and the Edmonton Eskimos Force Drumline. In Grades 11 and 12, Reid took a leadership role within the drumline by running drills and teaching beginner students. Reid was well respected and personable in his dealings with other people. Many of his classmates sought his advice and support.

## Tyhana Campbell

*M.E. LaZerte School*

Tyhana consistently demonstrated all the character attributes that embody the M.E. LaZerte spirit—as both a dancer and a student. She wholeheartedly participated in every dance class and was one of the leaders of the K-Hip Hop club. The club met weekly to learn different K-Pop and hip hop routines. She led the group with energy and excitement. She took routines they learned and formed a set that the group could perform at various school events. Tyhana was always conscious of the purpose behind her club, that being, the love of dance. She worked to make sure all club members felt valuable. Tyhana has dreams of becoming a K-Pop dancer in the future and took dance classes in Korea this past summer.

## **Amy Quach**

### ***McNally School***

As an International Baccalaureate art and ceramics student, Amy demonstrated a desire to challenge herself and to always find visual solutions that go beyond the required criteria. Her final exhibition work clearly demonstrated an engaged and resilient learner. Amy was reflective in her practice and understood both how and why she created art. In addition to her work in the art room, Amy was an active and important member of the school community. Amy was the lead student of the Chinese dance troupe and a member of the Chinese dragon team. In her roles with these groups, she developed into a thoughtful and responsible leader. In her school career, Amy understood and continued to develop the ability to work within a framework and meet all required goals. This was evident in her work with both the teams she was on and as part of the Grad Council. She strived to make sure that the work she did benefited both the immediate team and the McNally community.

## **Tina Yan**

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

Tina was the school's top Art 30 student, and she had numerous pieces of art displayed in different venues and at different exhibits. She finished first in the Ukrainian Village art competition *Where We Come From*, and second at the Art Gallery of Alberta's competition for teens *What Makes You Feel Alive*. In Grade 11 and 12, Tina was selected as one of the top 30 candidates for the Calgary Stampede art competition for youth between 15 and 24 years of age. Tina also had works of art displayed at the Shaw Conference Centre and the Art Gallery of Alberta during our school's exhibition of art work. Tina took Art 30 IB and was a role model for younger students, and a tremendous resource and inspiration in art class.

## **Sarah Fayad**

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

Sarah's passion for art was evident for many years. Art always piqued her interest and it was in high school where she was able to comprehend art's nuance and symbolism. This knowledge encouraged her to take risks and helped her better understand her own creative process—she was able to expand her skills and techniques throughout high school. Art can spark change in so many ways. By doing something she loved, Sarah was able to reflect on her thoughts and feelings, and then create something that was meaningful to her and others. She worked on a mural for the school and was incredibly honoured to be able to leave her mark in the best way possible. Attending university this year, she aims to further expand her knowledge of art and its impact on herself and the world around her.

## **Caelan Jansen**

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

Caelan aspires to pursue a degree in music. He played in the Edmonton Public School honour band in Grade 11, has been playing the contrabass for three years, and completed his Royal Conservatory Music level 6 and level 8 theory. He played in the Edmonton Youth Orchestra. He was the recipient of the Edmonton Symphony Orchestra (ESO) Young Composers Project competition. Each year the project awards an Edmonton high school student with a \$1,250 bursary to put toward post-secondary studies, along with the opportunity to take part in a mentorship with an ESO composer, develop a new work, and hear it performed by the orchestra in front of a live audience. Last year, he was also the winner of Ross Sheppard's Most Outstanding Musician award.

## **Aniko Nebozuk**

### ***Strathcona School***

Aniko was a talented artist and her dedication to music brought her pursuit of music and the arts to a higher level. She was a very hard working student who was dedicated to her crafts. Aniko had a strong sense of the arts, which was rare to find in someone her age. It was her curiosity and exploration of the arts (both music and painting) that drove her to be mindful of how a career in architecture would develop. She demonstrated a genuine search for mastery on a daily basis. Aniko displayed a quiet confidence in class as she pursued her interests and something bigger than herself.

## **Kaleia Simons-Cook**

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

Kaleia studied acting, directing and choral music, and excelled and served as a role model in each discipline. She was a performer in many mainstage productions, one act play, the mixed Vocal Jazz Ensemble and Concert Choir, and was a student director. She was a member of the Student Arts Leadership Team since its inception and led many school initiatives. She was passionate about her school community and advocated for opportunities for all students to be celebrated in the community. Kaleia approached her studies with diligence, recognizing challenges, gathering necessary resources, skills and support, then committed to the work. She possessed great talent, yet was open to lifelong learning. Kaleia brought a powerful physical presence and confidence to each role. Perhaps the greatest strength Kaleia brought to any ensemble was her desire to learn. She listened deeply and took direction with an enthusiasm that made it clear just how much she revelled in her creative process.

## **McKayla Smith**

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

McKayla was a student in the dance program for four years. She was a driven and dedicated artist who excelled in both the technical and artistic aspects of her dancing. Last year, McKayla created a piece for high school students as part of Composition 35 as well as a solo for herself. She was a leader and role model among her peers and demonstrated outstanding achievement in the arts.

## **Echo Morita**

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

Echo juggled her focus on Advanced Placement classes with her love of the arts. To her, being a successful student meant more than just high grade; being successful meant having fun, being challenged and learning. She loved jazz and acting—it gave her life. Theatre taught her how to care for others, to work stubbornly for the things she loved, and to fail gloriously. Music was the foundation of how she thought, analyzed and interacted with ideas. She volunteered at the Nina Haggerty Centre and got a part-time job working with children as a swimming instructor. Echo believed that without the arts she would still be herself, but she would not be who she wanted to be.

# 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.

## **Cameron Liss**

*Academy at King Edward*

Cameron led an active and highly competitive lifestyle for the many years that she attended Academy at King Edward. As a member of the triathlon team, she often set the pace for the other athletes, challenging teammates to push the limits in training and competition. Cameron was a highly competitive snowboarder, training and competing throughout Alberta in the discipline of snowboard-cross. Over the last few years, she transitioned into a leadership role in the realm of coaching, and trained young snowboarders in preparation for competition. During the spring and summer seasons, she led developing mountain bike riders through the trails in and around Edmonton's beautiful river valley for a local riding club. It took dedication to maintain and promote this type of a healthy lifestyle, along with the demands of achieving an Alberta high school diploma.

## **Bret Buffalo**

*amiskwaciy Academy*

Bret Buffalo was a very polite, keen and energetic young man. He led by example and was always willing to lend a hand. He had a pleasant demeanour and as a result, was very well liked by his peers. Bret was an exceptional all-round athlete and was just as committed to doing well in school. He was involved in both extracurricular and club sports. At school, he was involved with the school's basketball and volleyball programs, and off campus, he played junior lacrosse. It was clear Bret enjoyed immersing himself in recreational and competitive activities. Leading a healthy lifestyle was an important part of his daily life—he truly enjoyed being involved in a variety of physical activities. Bret's enthusiasm for play was contagious and his presence made everyone else around him a better person.

## **Lindsay Goodine**

*Braemar School*

Lindsay was a reliable, enthusiastic member of class, and was an active participant in all aspects of physical education. She had great leadership and teamwork skills, and was an exceptional role model to all students in class.

## **Shuceb Hassan**

*Eastglen School*

Shuceb achieved the highest mark in Physical Education 30 and was a leader and role model throughout the course. In athletics, Shuceb was selected as a Metro Edmonton basketball all-star for the league. In addition to basketball, he competed in volleyball, team handball, track and field, and soccer. Shuceb's great leadership shone through his attitude and effort, and he was an inspiration on the teams he played for.

## **Grace Nanninga**

*Edmonton Christian High School*

Grace modelled exceptional health and wellness attributes in her three years in physical education, sports performance, and in her participation on the volleyball and soccer teams. Grace was a quiet leader, often leading humbly by example. She didn't like the spotlight but she put 100 per cent effort into all she did. Grace was captain of the senior girls volleyball team and a Metro Edmonton all-star in division one volleyball.

## **Luke Gehlert**

*Harry Ainlay School*

Luke was an exemplary student at Harry Ainlay. He was curious, consistently modelled excellent behaviour in physical education classes, and was equal parts an exceptional athlete and a compassionate classmate. Luke was committed to living an active and healthy lifestyle. He participated on numerous successful school teams where he has been a first-rate teammate and competitor. Luke was also willing to take risks socially, to stick up for marginalized individuals in his classes. He looked past his own self interest to serve the greater community.

## **Rawlie Prince**

*J. Percy Page School*

Rawlie embodied the values of the sports performance program at J. Percy Page School: participation, intensity, effort, cooperation and leadership. He possessed a strong intrinsic motivation and always strived to improve his physical fitness, lifting techniques and foundational knowledge. His commitment to self-improvement was admirable. Rawlie was also a leader in the fitness centre, supporting his peers as they pursued their own fitness goals.

## **Logan Turner**

*Jasper Place School*

Logan was an incredibly hard working and extremely talented student and athlete. His cooperative nature and leadership skills set him apart from all of the other students. In all his classes, Logan took on a leadership role with his peers. If there was ever any equipment to be carried or set up, Logan was the first person to get this done. He often ran the class warm ups on his own and organized many of the class games and tournaments. Logan never took a class off and was by far the hardest working student and athlete in the class. He took pride in his own fitness and well-being, and was a role model for all the other young athletes in the school and in the community.

## **Jake Kim**

*Lillian Osborne School*

Jake was a hardworking individual who captained and help lead the senior men's volleyball team to their first men's volleyball title. He was also a starter for the senior basketball team and learned valuable lessons regardless of having a losing season. Jake was an engaged learner in the classroom and took pride in his studies. He used the lessons learned in sports throughout his life; including respect, hard work and commitment. He established a balance of his time to ensure focus on study and athletics, while also working two part-time jobs. He was an honours student and received acceptance to the University of Alberta's faculty of business. He has future aspirations in the business field, possibly in accounting.

## **Wisdom Gbeve**

*M.E. LaZerte School*

Wisdom was a phenomenal athlete and ambassador for health and wellness at M.E. LaZerte. He was passionate, disciplined and humble. He became a Voyageur in October of 2018 and excelled in the areas of fitness, physical education and athletics. He was an integral part of crossfit, Physical Education 30 and the senior boys soccer team. He was known for his incredible work ethic and high standards of excellence. He was determined to reach his goals and was always challenging himself to test his physical limits. Wisdom had high expectations as well as a social conscience. Despite his phenomenal physical attributes and feats, Wisdom was always humble and would always encourage and motivate his peers. He was self-motivated and worked hard without ego. He competed in the Edmonton Police Service fitness test and finished third overall. He was also chosen to compete in the Edmonton high school Fit-Set Ninja Warrior Challenge where he finished third overall.

## **Christopher Schade**

*McNally School*

Christopher 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, but especially with his sportsmanship, leadership and fellowship. Christopher played three years on the Tigers volleyball and rugby teams where he was an excellent teammate and captain. With Tigers athletics, Christopher was consistently respectful of his teammates, the opposition, coaches and officials while remaining fiercely competitive. He was also highly active in outdoor pursuits beyond activities offered by McNally. Christopher had high expectations of himself, had a caring nature towards others, and understood the importance of overall health and wellness.

## **Andy Nguyen**

*Old Scona School*

Andy was dedicated to improving student life, mental health and wellness for the student body through his involvement and leadership in student engagement team (SET). He consistently supported his peers as well as advocated for having good mental health and wellness. Andy was a part of the SET for three years. He was very responsive to the needs of the student body, in particular to Grade 10 students. He was a good listener and looked to solve problems and make Old Scona an enjoyable place for students. He consistently worked at making student life better at the school.

## **Daneil Rowe**

*Queen Elizabeth School*

Daneil was an exemplary student at Queen Elizabeth, truly representing the qualities of a Knights athlete. Daneil was on the girls basketball team for all three years of high school, two of those years being a co-captain. She was the co-coach for the senior girls handball team, spending countless hours researching drills and plays. She demonstrated all the qualities of a well-rounded student and athlete; she was willing to support and give her best effort to all players on any team she coached or played on. Daneil volunteered her lunch time to work with students in the Individual Support Program (students with severe cognitive and physical disabilities) to help them in basketball and with gross motor skills. She was an engaged learner in school and completed some subjects in the Advanced Placement program. Daneil is currently studying psychology at Concordia University.

## **Jordan Cao**

*Ross Sheppard School*

Jordan was an exceptional multi-sport athlete at Ross Sheppard. He was a starter and leader on the senior high boys volleyball team that made it to semifinals this year. He competed in club volleyball outside of school. Jordan played on the senior boys handball team, who made it into the playoff round, and on the mixed doubles badminton provincial qualifying round. He not only played competitive sports, he enjoyed taking part in intramurals with his friends as well.



## **Brooklyn Plitt**

### ***Strathcona School***

Brooklyn was a very capable and consistent leader throughout her three years at Strathcona. She excelled working with elementary students with disabilities in the pool, as well as organizing many of the activities done in class. She battled with injury and illness but never allowed that to get in the way of her participation in physical education and athletics. Brooklyn made positive life choices as demonstrated in her interactions with students and staff. By consistently demonstrating confidence in overall wellness, she inspired others to continue to strive for individual excellence. Her dedication and resilience were visible throughout Strathcona. In her work with volleyball, track, student leadership and students union, she set a high standard for herself and was a role model to all those around her. These traits will serve Brooklyn well as she attends the University of Alberta to study business.

## **Megan Brewer**

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

Megan was dedicated to taking care of her health and wellness while striving to do her best in her academics. She was involved in many aspects of the school culture and contributed to creating a positive school in a variety of ways. She was involved in many extracurricular activities such as volleyball, badminton, running club (Bloomsday, Spokane WA) and high school track and field. Megan exemplified what it meant to be an ethical citizen through her compassion for others, kind heart and being a role model to others within the school.

## **Lindy Justice**

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

Lindy was a great student athlete. She consistently demonstrated her ability both in the classroom and in her various athletic endeavours. Lindy found the balance needed to be a top athlete and student. She competed at the highest level of water polo while maintaining a very high average in school. She was dedicated and hardworking, and led by example. She was very coachable, outgoing and respectful. She was always willing to take on new challenges, even outside her chosen sport. Lindy trained with a smile on her face at all times.

## **Aaron Bender**

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

Aaron was a student athlete that dedicated herself to achieving success in both sports and academics. She recognized that her teachers and coaches were there to help her and she respected the time and effort they put into helping her learn. In class, she stayed focused, enjoyed engaging with classmates and made relationships so they could support each other in their academic journeys. When faced with challenges—whether it was a tough group assignment or a hard jump serve on the volleyball court—she learned how to effectively deal with the situations. Through adopting a mindset that embraced challenge, she went to school everyday feeling motivated to succeed and have a positive impact on her peers.

# 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.

## **Deacon Cummings**

*Academy at King Edward*

Deacon was a well-rounded, lively individual. He had an excellent grasp on subject-area vocabulary which he incorporated in his English and social studies writing. Deacon was an avid outdoorsman and strived to live life to the fullest. His love of fishing, camping, hunting and his dream to work in forestry, are evident in his ideas and opinions. Deacon was an engaged learner who was open and honest in class discussions. Deacon was a natural problem solver and an advocate for the environment. He was keen to "get his boots dirty and help" keep Alberta forests healthy and strong for generations to come.

## **Larissa De La Salle**

*amiskwacy Academy*

Larissa was a naturally voracious reader, a passion she shared in the classroom as well as among her peers. Her willingness to create genuine and personal works was appreciated by all of her classmates and teachers. Larissa endured some difficult circumstances and though not an inherently public person, she worked to demonstrate her voice whenever called upon. Larissa's enthusiasm, thoughtfulness and curiosity reflected the ideals of the humanities in our schools.

## **Rose McAllister**

*Braemar School*

Rose was an accomplished student in the humanities. She demonstrated her intelligence, a strong work ethic and creativity in every assignment. Her thoughtfulness and unique perspectives were appreciated in class discussions and she spoke with conviction about social justice issues. In leadership, she worked hard to build a caring community with positive peer-to-peer relationships. Her genuine kindness and helpful demeanour encouraged school wide participation and engagement. Rose is pursuing a career in the legal field where she is certain to continue to develop advocacy and leadership skills to benefit others.

## **Imre Papp**

*Eastglen School*

Imre was highly engaged and motivated in the classroom. His participation through comments and questions in class revealed a student who was insightful and inquisitive in his thinking. As a full Advanced Placement student, his teachers regularly commented on his impressive academic abilities. Imre displayed the attributes of an engaged and ethical citizen who understood that with citizenship came responsibilities and duties. Through class activities, Imre's teachers saw him display a value system that indicated he knew the importance of building an inclusive, equal, free and fair society where opinions matter and people have a voice. Imre exemplified resilience and determination around complex problems. He displayed a willingness to seek new options and solutions when faced with roadblocks. Imre often took the time to help his classmates understand how he arrived at a unique conclusion or solution.

## Jarin Ten Hove

*Edmonton Christian High School*

Jarin was an excellent writer. He was also a dedicated, expressive, creative, thinking actor and artist who plans to make art and theatre his life's passion.

## Ahdithya Visweswaran

*Harry Ainlay School*

Ahdithya was a hardworking, dedicated, responsible and respectful student with a love for language, learning and volunteerism. He had high marks in English, social studies, French and German. He represented Canada at the Internationale Deutscholympiade in Germany, represented Alberta at the Forum Jeunesse Pancanadien in Halifax, represented Harry Ainlay at the Parlement Jeunesse de l'Alberta and co-founded D'Un Canada À L'Autre. He was also a Bharatanatyam dance instructor with 15 years of experience and had 20 students. His many acts of volunteerism and accomplishments include: serving as a Youth-At-Large for the City of Edmonton; as a councillor on the City of Edmonton Youth Council (CEYC), appointed by the City Councillors and Mayor; and founded the CEYC awards which recognize youth who contribute to the domains of athletics, academics, fine arts and community service. He made contributions to initiatives such as Youth Vote Analysis, Pride Month, YEGbyYOUTH and the Future of Edmonton Essay. He tutored three students in French, and was also heavily involved in helping with school events such as Halloween, Christmas, Touch of Class and Francophilosophie.

## David Chan

*J. Percy Page School*

David Chan was an exceptional student and person. David was a hardworking and dedicated student. He was an intellectually curious person who had a voracious appetite for critical thinking and problem solving. His knowledge, skills and attitudes, as it pertained to curricular objectives, were exceptional. David achieved 92 per cent in Advanced Placement (AP) European History and Social 30-1, and 98 per cent in AP English. David was a devoted and involved individual, both in the class and the greater school community. He dedicated much of his time to activism, primarily through leadership classes. He led by example and with confident deliberation. David was a person of reason and compassion, and was committed to self-improvement and the improvement of others.

## Ben Devin

*Jasper Place School*

Ben was a rare and cherished individual in a classroom. He was academically successful and his work was always of the highest quality. However, it was his personality, which separated Ben from many of his peers. He was an inquisitive individual with great compassion and empathy for others—qualities teaching staff most respected in Ben. You could always count on Ben's smile and a good sense of humour to lighten the mood when the classroom atmosphere got a bit too heavy. Ben exhibited a sense of goodness and decency our world so desperately longs for these days.

## Hailey Lothamer

*Lillian Osborne School*

Hailey developed a passion for humanities that developed through the International Baccalaureate (IB) program. She demonstrated engaged learning through reflection in her history courses, then completed an extended essay on global politics. IB art allowed her to create political art, while languages allowed her communication skills to flourish. Hailey was involved in Model United Nations club which provided opportunities to practice ethical citizenship. She participated in a language-based exchange to Spain, where she developed intercultural relationships and an entrepreneurial spirit. Hailey consistently achieved Honours with Distinction and received Lillian Osborne's Mission award for community service.

## Gaurav Bola

*M.E. LaZerte School*

Gaurav was an exceptional student in his humanities courses. He achieved Honours with Distinction in English and social studies throughout high school. He was always in pursuit of knowledge and excellence by asking thoughtful and probing questions that went beyond the scope of each course. He was constantly looking for deeper meaning and further understanding in the concepts he studied. Gaurav was willing to help his peers, enjoyed learning from their perspective and engaged in meaningful dialogue. Gaurav's academic successes and contributions toward a positive learning environment make him a worthy recipient of this award.

## **Tess Adams**

### ***McNally School***

Tess was an exemplary student in English Language Arts. They modelled critical thinking, and invariably offered the most insightful contributions to class discussions. They were the school winner of the annual Poetry in Voice competition throughout high school, and participated in the team competition in Grade 11. They were a leader in the group of students that planned and facilitated a Diversity Poetry Day for junior high students. Tess worked hard to promote belonging and was a leader in the initiative to have a gender neutral washroom in the school. Every week, in addition to a busy academic schedule, Tess taught martial arts to young children with special needs. When they were involved in an initiative, Tess took the reins and was resourceful in finding ways to make it happen, whatever it was.

## **Ebun Akomolafe**

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

Ebun was an independent, engaged, critical thinker who excelled in all her classes in the humanities area. She brought a unique perspective to class and was an eloquent communicator. She had exceptional marks in English 30 IB and Social 30 IB and was one of the top students in both areas of study. She was a mentor for the speech and debate class, and was always willing to develop her techniques and approaches to improve her communication with the students in the speech and debate class. She was an ethical citizen and as a mentor, Ebun always made herself available to help the Grade 10 students. With her entrepreneurial spirit, she was willing to bring new ideas to the class to try and make life better for students. In Theory of Knowledge, she showed a command of rhetorical skills and self-reflection that was rare in a high school student.

## **Haifa Afzal**

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

Haifa was an engaged learner who demonstrated an interest and passion for literature that went beyond the scope of the classroom. She received the highest grade in her English 30-1 class and was awarded an excellent grade on her diploma exam. In some diploma categories Haifa scored higher than 98 per cent of students in the province. Haifa contributed positively to the classroom environment and to the learning of other students through interesting and thoughtful classroom comments, and also by encouraging other students to think critically about literature.

## **Jannah Rambaran**

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

Jannah was a member of the Students' Union executive council and played a lead role in many school activities. She maintained over a 90 per cent average in Chinese and Social 30 IB. She participated in the high school Model United Nations at the University of Alberta and won best Press Delegate. Additionally, she received a Chinese scholarship to study in China, and plans to further her Chinese skills. As a Canadian-born Muslim, she's had people ask why she studied Chinese, or why she tried so hard to attempt new things. Her answer was she believed by learning a new language and by experiencing new things, she would be able to help others understand her own experiences.

## **Aoise Roche**

### ***Strathcona School***

Aoise began learning German in Grade 10 at an absolute beginner level; after only 2½ years of German, she achieved a university level of fluency. This is a first at Strathcona! She participated in the German Alberta-Hessen three month exchange in 2018–19, and further developed her German skills. Aoise was enrolled in Advanced Placement (AP) English 30-1, which was a very rigorous course. Through class discussions, activities and assignments, she consistently proved herself to be a hardworking, thoughtful and conscientious student who always aimed for excellence. Aoise willingly and confidently shared her insightful ideas, listened to others, and carefully considered their ideas. She also did brilliant work in all areas (exams, essays and projects) of the high academic AP Social Studies 30-1 course. Aoise worked well in groups and often took on a leadership role. Her teachers and peers held her in very high regard.

## **Amanda Erickson**

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

Amanda exhibited a passion for language learning and for literature. She sought out every language opportunity. In Grade 11, she did a five-week summer language program in Quebec, during which she showed leadership skills by running some of the workshops and creating a video for the program. She also chose to do an internationally-recognized language proficiency exam called DELF and performed at a level of excellence. She also did a language exchange program in Grade 9. She was highly involved in her community, and helped to create photos and videos for an association that supports people with eating disorders. She wants to pursue post-secondary studies in education so she can become an English and French teacher.

## **Isaiah Springer**

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

Isaiah demonstrated excellence in the humanities through his curiosity in, engagement with, and enthusiasm for the ideas he encountered. Isaiah was a very “teachable” student. His receptiveness to learn and improve his skills created a mature and engaged learner. He was a role model in the class and school. His positive spirit, dedication and work ethic, and his ability to forge connections with classmates was impressive. Isaiah is attending university this year, while continuing to pursue his passions for wrestling and rugby. He will no doubt continue to demonstrate the attributes that made him an excellent student at Vimy Ridge.

## **Emma Reid**

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

English examines the way people use language to express themselves, and social studies examines different ideologies and how they intertwine. Both study the way that people relate to each other and are therefore important subjects in the growth of someone as a global citizen. Emma believed it was paramount to understand how people communicate and where their different perspectives came from. She believed the first step in fighting injustice was understanding the historical context that brought society to where it is today. She used her communication skills and knowledge of history while participating in the Create Your Canada competition, where contestants submitted a bill suggestion to a Member of Parliament. Emma also participated in a global walk out to protest climate change inaction.

# 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.

## **Aiden Collins-Cruickshank**

*Academy at King Edward*

Aiden was a Strategies student at the Academy at King Edward since Grade 7. He adopted many approaches overcoming his learning difficulties that were provided to him by a team of educators. This exceptional young man entered the high school program intent on carving out his own path. Through integration within the varied programs that Victoria School offered, Aiden challenged himself to complete several high level courses in the areas of math and science. These demanding classes forced him to persevere in an environment with teachers and students outside King Edward's specialized program. He was highly focused on attending MacEwan University in the area of contemporary music.

## **Brianna Larocque**

*Braemar School*

Brianna's achievement in math, science and technology was exemplary. She was an engaged and committed learner who strived to maintain high averages in her Grade 12 math and science classes. Brianna attended her classes daily, prepared to learn and work to her maximum potential. She also earned the respect of her fellow classmates and teachers by being a supportive peer and always presenting herself in a positive manner. Brianna demonstrated the necessary personal traits that exemplified the commitment required to succeed in all areas of her life and in the community.

## **Latesha Buffalo**

*amiskwaciy Academy*

Latesha was an engaged and attentive student. She had incredible determination and self-motivation, even in challenging environments, which led her to achieve an unprecedented level of success in her math and science pursuits. At the start of Grade 12, Latesha self-identified as a weak student in science and math, which made her progress more astounding; not only did Latesha master her work ethic and logical reasoning, she also overcame the more difficult challenge of self-doubt. Latesha is on a path to achieving great success in math and science.

## **Chinelle Mattis**

### **Centre High Campus**

Chinelle's passionate drive to succeed was most prominent in the fields of math and science. It first became evident that she was meant for this domain when she received a Certificate of Distinction in the CEMC (Centre for Education in Mathematics and Computing) International Pascal Math Competition. She maintained honour roll status in all STEM (science, technology, engineering and mathematics) related classes, often ranking within the top two to 10 per cent of her grade. Her success in those courses undoubtedly resulted from her ambition for scientific innovation. By often asking critical questions and tutoring chemistry, she hoped to rise to the wondrous heights of science and light that path for others too. She received the Centre High Award of Excellence and was noted as having a contagious and natural curiosity to learn. Throughout every learning adjustment Chinelle made, one thing that remained constant was that she always rose to the challenge of her academic goals and her scientific success is only growing.

## **Imre Papp**

### **Eastglen School**

Imre immigrated to Canada at age six, where he began his education as a new Canadian. During his time at Eastglen, he demonstrated an exceptional understanding of curriculum in a broad range of topics in math and science. He was the epitome of an engaged learner, as shown by his effort in the math and science labs. He volunteered in the school cafeteria and on the grad committee, and had a part time job. He had near-perfect attendance, and was courteous, helpful, attentive and insightful. Imre was accepted to the University of Alberta Honours Program in Neuroscience.

## **Celine Guse**

### **Edmonton Christian High School**

Celine was a diligent, hard-working, disciplined student with a high commitment to excellence. She was an independent learner and took Advanced Placement (AP) chemistry even though she hadn't taken Chemistry 20 AP. Celine worked on all available problems when getting ready for a test. She completed any practice material she could get her hands on and made sure to understand the complete solution to the more challenging Math 30-1 problems. She was committed to learning and explored other topics in calculus before they were presented in class.

## **Isabelle Palmer**

### **Harry Ainlay School**

Isabelle Palmer was an exceptionally hard working and motivated student. Her science marks were a direct reflection of the effort she put into her learning. She was resourceful, self-reliant and always strived for success. She could always be seen collaborating with her friends and asking her teachers whenever she needed the extra help. During her time at Harry Ainlay, Isabelle was also highly involved in extracurricular activities. Her compassion for others, entrepreneurial spirit and organizational skills were largely demonstrated by her involvement with the graduation committee. Isabelle was still able to maintain her excellent marks through her busy years in school. She clearly had a passion for learning which will follow her throughout her life.

## **Aadil Fazal**

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

Aadil maintained a 96 per cent average in his math and sciences in Grade 11 and managed to improve his average in Grade 12, averaging 99.5 per cent in his four math and science courses, including a perfect score on his Chemistry 30 diploma. He also had a keen interest in computer science. He showed the ultimate engagement in learning and risk taking by applying his outstanding math and physics skills to program a complicated game, which necessitated the calculations of trajectories. Aadil maintained a well-rounded education by engaging in leadership courses, being an active contributor in all of his courses, and by constantly working with others to seek understanding. He was consistently described by his teachers and peers as a respectful, diligent, hard-working, engaged and reflective learner who had a passion for seeking understanding.

## **Hannah Tyrrell**

### **Jasper Place School**

Hannah was an amazingly gifted math student. She decided to challenge herself by taking Advanced Placement Calculus BC without taking Calculus AB and was the top student in that class. Teachers described her as was one of the hardest workers they taught.

## **Brett Robbins**

*Lillian Osborne School*

Brett was an exceptional young man. He was a student that liked to gain a deep understanding of material and he was an excellent critical thinker. He demonstrated a curiosity that helped him excel and always be engaged in the topics that were being covered. Because of his in-depth understanding of math, Brett was able to help others around him that needed guidance. When he assisted other students, he always did so with kindness and an awareness of their feelings. Brett was a student who put 100 per cent effort in to all his work. He excelled in math; this came from hard work and effort.

## **Gaurav Bola**

*M.E. LaZerte School*

Gaurav was an exceptional student in both math and science. He achieved Honours with Distinction in Math 31, Biology 30, Chemistry 30 and Physics 30. Gaurav was always in pursuit of knowledge and excellence by asking thoughtful and probing questions that went beyond the scope of each course. He was constantly looking for a deeper meaning and further understanding in the concepts he studied. Gaurav was also willing to help his peers, enjoyed learning from the perspective of others, and engaged in meaningful dialogue. Gaurav's academic successes and contributions toward a positive learning environment made him an ideal candidate for this award.

## **Keman Le**

*McNally School*

Keman demonstrated an exceptional understanding in his math and science courses, and was fully engaged with each subject. In his Math 31 IB class, he explored and reflected on the mathematics around win conditions in League of Legends (a game that Keman was passionate about). Keman was one of the driving forces behind the newly-created McNally eSports League. Keman planned, coordinated and overcame challenges for Edmonton Public Schools first eSports tournament; this was an inclusive event for students to connect with their schools. His entrepreneurial spirit allowed for the fostering of teamwork, sportsmanship, strategy and communication in students; more importantly, this pioneer work laid a foundation for future eSports events within the District. Keman was a role model who engaged with his school community in many ways. He was a student leader within Triple C, he organized a team for the bike-a-thon, he coordinated sessions for McNally Quest Days, and he acted as a student ambassador at the McNally open house.

## **Mark Holmstrom**

*Old Scona School*

Mark was a leader and captain of our Cyber Patriot team. He was instrumental in the team's success and popularity. He served as a mentor for younger students and supported their learning and development. He was also one of the top computer science students as well as a CISCO and cyber security student. He also took Physics 30 IB Higher Level and Math 31 IB Standard Level. Both of the courses were extremely challenging yet Mark excelled in them. He was an outstanding student with strong abilities in math, science, technology and computers.

## **George Kajaleme**

*Queen Elizabeth School*

George had a natural aptitude and inherent drive to explore science and technology. The passion he had for these subjects prompted him to take Advanced Placement courses in all science and math courses offered at Queen Elizabeth. He balanced the heavy course load while contributing to improve school culture by participating in student council and other school wide initiatives. He volunteered at the Telus World of Science where he was able to share his knowledge of science. George consistently made the honour roll and was ranked in the top three students for academic averages. George is continuing to develop his knowledge in science by attending the faculty of engineering at the University of Alberta.

## **Katelyn Tan**

*Ross Sheppard School*

Katelyn was among the most talented students and one of the strongest writers her math teacher ever worked with. Her writing was so clear and easy to follow, there was no doubt she understood math. Due to the demands of the International Baccalaureate program, she needed good time management skills. When she chose to do her extended essay in math, she finished it well before most of her peers. She was also among the few of her classmates to finish her internal assessment within the required time. She had a natural talent for math and was at the top of her class.



## Connor Chin

### *Strathcona School*

Connor was completely self-motivated to excel, set high goals for himself and was tenacious and wise in his pursuit of such standards. Connor was the ideal student in his math, science and computer science Advanced Placement classes. He was quiet and attentive, and when necessary, he ensured that students around him followed suit. He showed the utmost respect to his fellow students, and he was nothing but a gentleman in all conversations with his teachers. You would never know that Connor was one of the strongest students in the class; he was far more likely to uplift the students around him than take credit for himself. Connor also volunteered his lunch hours as a peer tutor, helping fellow students understand difficult concepts in math and science.

## Luke Nelson

### *Victoria School of the Arts*

Luke always attempted to challenge his mathematical mind. He excelled in mathematics and sciences and always sought to understand the why. He critically analyzed questions and routinely looked for ways to stump his own teachers when it came to mathematic theorem's. Luke also encouraged others to reach their potential in these subject areas by being a peer tutor to other students. Luke was willing to take initiative to ensure others in his classes or the school understood what they needed to do in a math class. Luke was also an engaging and ethical citizen within our school, spearheading the Greenpeace Club. He created many projects within the school to enhance environmental awareness and help promote alternative ways to help protect the environment. Luke hopes to continue to intertwine his love of math and sciences with his passion for the environment.

## Alec Paine

### *Vimy Ridge Academy*

Alec demonstrated exceptional classroom attitudes. He worked hard, was tenacious in mastering all concepts, and regularly went above and beyond assignments—he challenged himself beyond the scope of the curriculum. He also took part in a District high level math contest. Alec respected fellow students and worked very well with them, often explaining concepts. He was a leader in the classroom and could be counted on to take initiative for himself and the group. Alec was proactive and succeeded even with his demanding schedule which often took him off campus.

## Dipesh Aggarwal

### *W.P. Wagner School*

With math being a universal language, Dipesh took particular interest in understanding math and then applying it. His bias towards math was fueled by his desire to contribute to the scientific field in the future, particularly through the medium of engineering physics. He taught himself Math 35 and learning research through Advanced Placement Capstone. His goal was to ensure he was equipped for a future where society can create fusion energy. He was inspired by people like Elon Musk who invested in the future, and by the minds of Hawking, Einstein and Feynman, who all shared interest in the world here and beyond in the cosmos.