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2017

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 overall exceptional academic achievement in a range of subjects in International Baccalaureate, Advanced Placement and regular programming.

Jonah Morris

Argyll Centre

Throughout his journey with Edmonton Public Schools, this self-directed young man focused on becoming an engaged learner. In addition to achieving all-around academic excellence, he maintained commitment to community service, and to his health and wellness.

In high school, he participated and volunteered with the Centre for Affordable Water and Sanitation Technology. Jonah received a scholarship to attend SUNIA (Seminar on the United Nations and International Affairs) where participating students climbed a mountain, discussed an international crisis, met with officers from the United Nations and guided the development of a growing country. He also played hockey, coached and sang in a band that performed at many special events.

Jenny Hingley

Braemar School

Jenny was a hardworking and dedicated student determined to make a great life for herself and her young daughter. Jenny achieved an honours average in her 30-level courses, maintaining 90 per cent overall. She said, "Not only is education important, it is the means to a meaningful future."

She was involved with Peers Educating Peers (PEP), United Way and Terra Centre. She spoke at fundraising events to share the struggles teen moms face, and to help break down stereotypes. Through PEP, she educated young peers about the reality of being a teen parent and the importance of being safe. Through peer tutoring, she also helped other students succeed. Her dream is to attend the University of Alberta and become a pharmacist.

Kelsey MacLellan

Centre High Campus

Kelsey achieved academic success in addition to being very active at Centre High. She took the Mental Health First Aid course and volunteered on the Mental Health Committee. Through her leadership on the committee, she was able to spread awareness to other students. Kelsey was also part of the Peer Mentor Program. She helped students learn to better communicate with peers and teachers, and was there for students who just needed a friendly face.

Kelsey is pursuing a degree in psychology at the University of Alberta. Her ultimate goal is to earn a graduate degree in psychology or apply to medical school.

Pauline Tolentino

Eastglen School

Pauline, a well-rounded student, constantly strived for excellence in all areas of her studies. She participated in the Advanced Placement program in most of her subject areas throughout high school. She set clear academic goals and reached them through motivation, determination and resourcefulness.

Her goal was to be a better person than she was the day before. Although English was not her first language, she was able to persevere, understand and solve the challenges in each of her subjects. Pauline gained early acceptance to the University of Alberta to study programming.

Caleb Schoepp

Edmonton Christian High School

Caleb, a diligent, hard-working student, used all available opportunities to do his best and be successful. Caleb was a critical thinker, worked well in groups and was a real leader in his academics. He thrived on success and surrounded himself with like-minded peers. He also challenged his peers and the adults around him to be successful.

Not only did he excel at academics in all areas, he also played on most of the sports teams and participated in the school play each year. He was always around to lend a helping hand.

Grace Konrad

Harry Ainlay School

Grace maintained one of the highest academic averages in the school throughout her three years at Harry Ainlay. She was a partial International Baccalaureate (IB) program student throughout high school (courses in humanities and math/science areas) and attained marks in the mid to high 90's. She also received excellent marks in non-IB courses like music and Spanish. For Grace, all courses required the same commitment and effort; excellence was the only acceptable standard.

Her many involvements in extracurricular activities, charities and organization of school events, showcased her leadership abilities and her value to serve others and to excel. Grace is currently pursuing a nursing degree at Trinity Western University. She hopes to eventually work with a missionary organization to provide health care to people in Third World countries.

Helen Ma

J. Percy Page School

At the age of one, Helen was diagnosed with Spinal Muscular Atrophy 2, a condition that limits her mobility and causes fatigue during the day. Despite this, she chose to redirect limitations with a passionate approach to academics and a willingness to seek meaningful change, both within and beyond the school. As a result of her inner strength and tireless work ethic, Helen earned among the top marks ever seen at J. Percy Page. She achieved near perfect scores in her humanities, second language and science classes, including an average of 100 per cent in both Math 31 AP and Chemistry 30 AP.

Principal Darryl Sutherland said, "Watching Helen in action was a reminder of all the best parts of public education: academic rigor, teamwork, inclusion, humility, goal setting and kindness. She was a credit to the school and the community."

Taylor Peters

Jasper Place School

Taylor took a full course load of Advanced Placement exams and was a strong contributor to the school's vibrant learning environment. Throughout high school, he spent about a half hour each day tutoring, and in Grade 12, he joined the Peer Tutoring team. He offered a safe and supportive presence. In the classroom, Taylor had a strong reputation for participation as an engaged and collaborative student.

Taylor was also president of the Interact Club. He worked hard to build stronger ties with the local Rotary Club and to build a strong Grade 11 executive to support continuity of the club. He was a founding member of the Change Makers Club (social justice focus). He was a thoughtful leader and helped organize many events.

Matthew Wurzer

Lillian Osborne School

Matthew's marks were simply outstanding: English 30 (96 per cent), Math 31 (97 per cent), and in Biology 30 IB and Chemistry 30 (99 per cent). Matthew took a full International Baccalaureate (IB) course load for Grades 10 and 11, and a partial-IB course load for Grade 12.

IB gave him the opportunity to work with a diverse group of people, and delve into subjects of personal interest beyond the classroom. He believed his pursuits in IB shaped him as a critical thinker and an open-minded learner, and increased his thirst for knowledge—both inside and outside the classroom. Motivated to grow and explore, Matthew was also involved with volunteering at school and the community, athletics and art. He plans to continue his studies in the area of science while balancing his passion for visual art.

Syed Rizvi

M.E. LaZerte School

Syed exemplified excellence. He achieved great success in all his subjects last year.

In his final year, Syed took solace in his studies as he overcame several obstacles. His studies inched him towards a new-found love for math and sciences. He was very motivated and had the desire to achieve much greater feats than what was expected of him.

Oliver Boodram

McNally School

Oliver demonstrated exemplary academic achievement and a keen interest in a broad range of subject areas and activities. He was committed to excellence no matter what the endeavour, and embarked on projects with confidence, an insatiable curiosity and an extraordinary work ethic. He was an extremely self-motivated and conscientious student who had an innate ability to solve complex problems, seek creative solutions to challenges, communicate clearly, build strong relationships and work collaboratively with others.

In addition to his outstanding academic performance, Oliver assumed a leadership role in many extracurricular projects at school and within the community. He was a team lead on the school's courtyard renewal project, was a Tiger Squad leader and Dragon Team member, and was on the planning committee for the community Rubik's Cube tournament.

Madison Vandermeer

Millwoods Christian School

Madison excelled in a broad range of subject areas and demonstrated excellence in all she did. She was among the top students in her class and worked to build a vast portfolio of skills and expertise. She achieved an average of 95 per cent on both her English 30-1 and Biology 30 diploma exams. She also attained marks in the mid-90's in Physics 30, Chemistry 30 and Social 30.

Madison was very involved in the school community in various activities including student council, performing arts and student leadership courses. She led the drama department's makeup team and worked with various groups to plan and execute techniques needed for each production, which required a high level of ingenuity and research. She also participated in four international humanitarian trips to Belize, where the team painted schools, worked with children and built an aquaponics system.

Wentao Cui

Old Scona School

Wentao finished his high school math courses in Grade 11, and in Grade 12, he took two honours university math classes. He had a high grade point average and was one of the top scholars at Old Scona. He earned honours with distinction all three years at Old Scona.

Wentao was independent and he was a risk taker. He always took additional steps to further his learning.

Mudassar Javid

Queen Elizabeth School

Mudassar was a full Advanced Placement student. By listening to the engaging talks of teachers, he built a growing passion for environmental awareness and began to work on multiple papers that he hoped would revolutionize the curriculum. In fact, he was able to present his papers to provincial government ministers. He gained many key contacts within the climate industry.

He was able to collaborate with individuals who understood the importance of the work being done. Recognizing the need for a youth movement, he volunteered with the Centre for Global Education, to help guide the activities. Mudassar is studying to become an engineer. He hopes to help revolutionize the curriculum to adopt policies of environmental stewardship and lasting change.

Yvonne Lee

Ross Sheppard School

Yvonne was an International Baccalaureate Diploma candidate. She achieved honours with distinction each year and held the highest average in Grade 12. Principal Rick Paulitsch said, "She was an exceptional, forward-thinking young woman with a keen grasp of her future goals. She simply set the bar for student excellence." She was diligent in her approach to school work, was a great role model, and was committed to her peers and community.

Yvonne was president of the Students' Union. She worked tirelessly to organize numerous events and boost school spirit. In the community, she was a member of You and I Foundation, which is a non-profit organization that seeks to educate youth and support Canadian-based charitable and not-for-profit organizations, with a focus on humanitarian aid. She volunteered at various organizations, like Assist Community Service Centre, to promote cultural understanding and help disadvantaged children. Yvonne was also a member of Project Green, the school's environmental awareness group, and the team coordinator for the ABCD Interschool Dance Club, which aimed to raise money for Edmonton Public Schools' Foundation. As a student leader, her ability to energize, captivate, engage and lead was unparalleled.

Jiayi Tang

Strathcona School

Jiayi was a success-oriented individual and a positive leader with boundless determination. He set high goals for himself and then worked diligently to achieve them. For Jiayi, mediocre was just not good enough. He continually strived to understand why, not just how, and always searched for practical applications to his knowledge. He had the ability to not only recognize potential in others, but to also motivate others to reach their potential.

He had the highest Grade 12 academic average and was chosen as his class valedictorian. Throughout high school, he was enrolled in a full Advanced Placement schedule and maintained an average of 99 per cent. Jiayi's high marks were a direct result of his excellent attendance record, study skills and hard work. Principal Hans Van Ginhoven said, "Jiayi conducted himself with the utmost dignity and was an outstanding role model to all those around him."

Sian Godsmark

Victoria School

Sian was a consummate artist and dedicated student. She fully engaged in every opportunity to grow, learn, apply and refine her talent and skill set. Her learning went above and beyond the subjects she studied. She set goals, worked towards them, and ensured her learning benefited the larger community as well.

Being active in the school community was very important to Sian. She was involved in the Student Arts Leadership Team, Community Helpers, and several performance ensembles such as main stage productions, Dance Xtreme, jazz choir, and improvisation. She even wrote a one-act play that was accepted to Nextfest.

Josh Hidson

Vimy Ridge Academy

Josh was committed to academic excellence and achieved honours with distinction. He pursued challenges head on and strived to learn more than the basics set out by the curriculum. Josh was inquisitive, self-motivated and driven; he had an insatiable thirst for knowledge. He was a true leader in all of his classes.

Josh proved himself to be thoughtful, dedicated and well-spoken across all subjects. His strong work ethic and his willingness to assist his peers in their pursuit of academic understanding set Josh apart from his peers, making him a teacher's dream student.

Taranjot Singh

W.P. Wagner School

Taranjot was a fully engaged and active participant in his learning activities. He was hard-working and determined to understand the material that was presented. He asked thoughtful questions and because of those traits, achieved academic success.

Taranjot had a deep curiosity. He was never satisfied with just topical knowledge; he remained determined until he understood all the reasoning and proofs associated with the topic presented. His questioning nature also made him an ethical citizen. He constantly investigated his beliefs and evaluated the reasoning and assumptions that behind them. He critically evaluated whether his beliefs were based on biased prejudices and stereotypes or on facts. He evolved into a respectful, inclusive and caring person who was adaptable to working with a wide variety of people.

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).

Kris Gower

amiskwaciy Academy

Kris found her passion in hair styling and had the opportunity to take cosmetology throughout high school. She was keen to learn more and worked hard to do her very best. Kris was always excited to try new things and learn new techniques, and wanted to learn everything she could in this industry.

Matt Picardal

Centre High Campus

Matt graduated from the work ready pathway at Centre High where he developed a vast amount of skills. He worked hard and was dedicated to being successful. He was always there to help others and was willing to take on more challenges each day. He is currently enrolled in first year carpentry where his skill set is increasing each day.

Gina Pasaran

Eastglen School

Gina's passion throughout high school was Career and Technology Studies (CTS). She started by taking courses in foods and professional esthetics, and entered the photography stream to the 30-level and Advanced Placement level. Last year, Gina's work was the school's entry for photography at Skills Canada.

She was an active member of grad council and student leadership. Gina was part of Eastglen's News Network where she hosted numerous shows and produced many video shorts. Using her design skills, she made posters for musical theatre productions, dance showcases and school activities. She also designed the yearbook. Gina was a part of the District's student senate, providing a student voice to the Board of Trustees. In the community, she volunteered with Big Brothers Big Sisters. Gina is attending the University of Alberta, pursuing a teaching degree with a major in English and minor in CTS, with a focus on media design and photography.

Christian Montiel

Harry Ainlay School

Christian excelled in construction technology, communications technology and design studies. He exceeded the curricular understandings in each course.

He used his talents to create videos used in district catchments, photograph and video school athletics, create architectural drawings for school renovations, and assisted staff with classroom construction projects. Outside school, he used his skills to make furniture for dance studios, drama plays and senior homes. He also marketed himself as a videographer for weddings, embracing his entrepreneurial spirit.

Brandon Nehmer

J. Percy Page School

Brandon was enrolled in the Registered Apprenticeship Program. During his time at J. Percy Page, Brandon was a positive role model and exceptional member of the school community.

Brandon attained the standard of excellence in his placement with Altland Steelworks. His foreman and fellow workers described him as a hard working, diligent and positive young man. Brandon's desire is to become a journeyman welder. Principal Darryl Sutherland said he has no doubt Brandon will excel and become a leader in this trade.

Joshua Cornish

Jasper Place School

As a construction student, Joshua was encouraged to be creative with his work while at the same time challenging and expanding his skills. He completed the Construction 20 course more than a month ahead of time. He was passionate about designing and constructing his own projects—like cups, bowls, wooden taxidermy and catapults—and his love was always evident in his work. Even though he did not take Construction 30, he averaged about four hours a week in the shop, working together with his former teachers and current students. He also competed in the Edmonton Regional Skills Canada Competition.

This past summer he worked at a small carpentry business, which led him to apply and gain acceptance to a pre-business program at the University of Alberta. After graduating with his bachelor of commerce, he intends to start his own carpentry business.

Sydney Storti

Lillian Osborne School

Sydney was an extremely talented student in the area of media and design. Her photography was innovative and her attention to detail was outstanding. She completed projects to the best of her ability and strived to improve based on feedback and self-evaluation. To expand upon her own capabilities, she attended design and photography workshops, and began to pay closer attention to what appealed to people and why.

Sydney said art, design and photography opened her eyes to how impactful one's own creativity can be. It also provided her with a greater appreciation for, and understanding of, diversity. She kick-started her own photography business this September and is currently studying art and design at the University of Alberta. Her true purpose for pursuing fine arts is to spark change and interest in topics where words are not enough.

Mandy Chung

M.E. LaZerte School

Mandy began to place herself in situations beyond her comfort zone—everything from learning new languages and computer applications, to volunteering with different organizations and science clubs.

Her science team received a silver medal at a science competition. The members from all different grades developed a unified team spirit and grew to realize that winning wasn't and shouldn't be their only objective. Making fun memories and learning new information was ultimately the best prize. The amount of knowledge she took away from all her experiences helped shape her into the versatile individual she is today.

Judy Zhu

McNally School

Judy was a gifted designer and her numerous creations were displayed throughout the school. Her contributions included: logos, signage, brochures, large and small scale posters, infographics and other print materials. Her designs helped shape the school's identity, supported the school's vision and promoted the school community in a positive and meaningful way.

She represented McNally in the Alberta Provincial Skills Competition in the 2-D computer animation event. Judy continually maintained honours with distinction standing in her computer classes. She is pursuing a career in graphic design and marketing.

Mehrshad Sahebsara

Old Scona School

Mehrshad set himself apart from his classmates in the area of Career and Life Pathways. He helped support the school's technology throughout high school. He demonstrated his expertise in this area and treated his volunteer work like a professional job. He competed at the national level at Skills Canada and won a bronze medal. He was also on the Cyber Patriots Team; the team ranked as the top Canadian team at this international competition.

He aspires to work in information technology.

Andy McConnell

Queen Elizabeth School

Andy experienced a high level of achievement in construction class. He was one of the top students in his class. He was hard-working, checked his measurements multiple times, and always produced an exemplary product. He participated and contributed to class discussions, and when given a choice of picking one of two different assignments to hand in, he did both, even though the second one was not for marks; because he wanted to practice and improve. Last year, he volunteered in an Individual Support Program class to help the students with special needs.

Andy is studying carpentry at NAIT with the goal of one day becoming a journeyman carpenter.

Richard McGuire

Ross Sheppard School

Richard took Finance 10, 20 and 30 and demonstrated excellent entrepreneurial skills. Last year, he represented the school at the MacEwan University business competition and competed in the Edmonton Dragon's Den. He was exceptionally competent and resourceful working on a team and solving business case studies.

He achieved high standings in business simulations while maintaining an ethical perspective. His level of spirit and willingness to learn and assist others around him is noteworthy. Richard stayed true to his virtues, stood up for those around him and pursued starting his own business. He was a model citizen, participated in peer tutoring and was a team lead on the senior football team.

Kyle Hennig

Strathcona School

Principal Hans Van Ginhoven said, "Kyle was the very definition of an engaged learner. In Grade 11, he earned the designation of Advanced Placement Scholar. This is a tremendous accomplishment normally reserved for only the top Grade 12 students."

Kyle's ethical citizenship was best exemplified through his involvement in the school's Global Initiative, which raised over \$400,000 for a local charity. He applied his computer science knowledge and created a fundraising website and a mobile app for the fundraiser to provide information directly to volunteers and participants. He was the school's representative at the Skills Alberta Provincial Championships in website development. Though not his area of expertise, he accepted the challenge and threw himself at the concepts with tenacity. He was also the founder of the school's programming club.

Barbara Lukowich

Vimy Ridge Academy

Barbara demonstrated exceptional achievement in her Career and Technology Studies classes. She was an inquisitive student who embraced new opportunities and experiences. Barbara was a hard worker and a true team player.

Lois Houghton

W.P. Wagner School

Lois was an outstanding student. She was very engaged and her creativity was a key element to her success. She was dependable and displayed excellent customer service skills.

She was a great team member, contributed many ideas, and started building a clientele of her own. Lois also helped create a marketing plan, using social media to attract a larger clientele base to the school's salon; the campaign proved to be successful. Lois competed in Skills Alberta where she earned gold in both the junior braiding category and the intermediate bridal category last year. Lois is on her way to becoming a successful stylist.

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.

Jonah Morris

Argyll Centre

Jonah had a great set of self-directed, community and school-related experiences. Since the age of four, Jonah pursued vocal, piano and instrumental lessons. From a very young age, he was involved in music, drama and fine arts.

For the past four years, he mentored and participated in the Calgary Arts Summer School musical theatre program, including playing the male lead roles in multiple performances. He sought out artistic mentors over the years to learn mask-making, water colour painting and sculpting. His main passion was musical performance. He completed Music 30 and performed in a band, Taken by Sanity, as the lead vocalist and songwriter. The band pursued every opportunity to perform at competitions, festivals and community events. They volunteered for community events like the Chestermere fundraiser for Fort Mac, the Alberta Youth Cross Country Ski Championships, and a mental health awareness event in Okotoks.

Kelsey MacLellan

Centre High Campus

Kelsey took Art 10, 20 and 30 as well as Video Production 10, 20 and 30. During her Art 30 class she participated in a children's creative day, where a class of elementary students went to Centre High. Kelsey helped teach different ways to express themselves through sculpting, painting and drawing. She was a wonderful role model to all the kids.

She represented the school at Skills Canada in the video production category. She was part of the Peer Mentor Program and volunteered on the Mental Health Committee. She also took mental health first aid training to supplement her volunteer work on the committee. Kelsey was a great leader. She is currently studying psychology at the University of Alberta.

Tira Cardinal

Eastglen School

Tira was an outstanding student with a passion for learning. She took three different dance classes and participated in six dance showcases as a dancer and choreographer. She was a very talented hip hop dancer, but was always eager to learn all styles of dance, never shying away from something new or outside of her comfort zone. She also studied musical theatre, vocal technique, technical theatre and audition preparation. She was an excellent role model in a classroom environment. She was willing to take on extra responsibilities, including teaching, and was friendly and kind to everyone. She always put forth her best effort with a positive attitude and showed tremendous growth.

In Grade 12, she was one of nine students selected to be a part of a performing arts enrichment program, called Campus EPSB. This specialized program was a pilot project created by the District. Students had the opportunity to take three performing arts classes a day, work with guest artists, go on field trips to see professional theatre/dance productions in the community, build an audition portfolio, and participate in two full-scale productions at Eastglen.

Emily Walker

Edmonton Christian High School

Emily was an engaged learner and loved the area of fine arts. She worked hard and was creative in many ways. She loved to take risks and was always willing to try new things. She valued diversity and worked to include others in all that she did. She challenged herself and others around her to be the best student and the best citizen.

Habeebah Mohhamad

Harry Ainlay School

Habeebah had a kind and gentle grace about her. She was open-minded in her approach to exploring an assortment of media and imagery, and stood out as a great artist and student.

She was extremely patient and reflective in her interactions and conversations with her peers and teachers. She volunteered for the school's open house and annual arts evening. She also spent her spring break volunteer teaching six to 12 year olds in an art camp at the Art Gallery of Alberta. Her goal is to become an art therapist to help children become more self-aware and to feel safe within their surroundings.

Deborah Crone

J. Percy Page School

Deb achieved exceptional success in the fine arts. Throughout high school, she was involved in music, drama/musical theatre and Advanced Placement studio art. She oversaw the stage design for the school's production of *Big Fish* and essentially transformed the entire lower level of the school into a moving theatre. Deb also provided guidance to others in the areas of guitar and songwriting.

She used her aptitude for lyrics as her voice for social justice, societal constructs and human condition. Deb also completed her AP portfolio in 2D design. In her portfolio, *The Life-Cycle of Consumerism*, she mastered the medium of inks and portrayed conversation-starting pieces based on a modern child's interaction and relationship with marketing and technology.

Emily Galan

Jasper Place School

Emily was engaged in several aspects of the arts, as a participant and advocate. Throughout high school, she challenged and pushed herself in classes and clubs in different forms of fine art. In music, she completed Choral 10, 20 and 30, as well as Guitar 10 and 20, and Music Technology 30. She completed International Baccalaureate (IB) Dance 15 and IB Drama 10, 20 and 30.

Reaching past her comfort zone, she directed a play she was unfamiliar with and researched a theatre form she had no knowledge of. She participated in three plays and worked hard to accurately convey the stories of the characters she portrayed. She also took on any leadership opportunities offered to her. She was a member of grad council, giving a further voice for the arts. She was also a member of the Rebels Pom Team for two years.

Danton (Danny) Jamieson

Lillian Osborne School

Danny, a student in the International Baccalaureate dance program, was an exceptional dancer who grew substantially throughout high school.

He was presented with many experiences where he had to think critically and creatively, and stay open-minded and motivated to achieve success. For example, Danny taught elementary students each week. He had to think creatively when creating choreography and lesson plans for the young students. Although it was challenging, Danny was always respectful and composed. He used moments of frustration to reconsider his choreography and teaching methods. The experience taught him that things don't always go according to plan and that success and greatness takes time. Danny applied to six university/college/conservatory dance programs in the United States. He was accepted into, and offered scholarships by, all six programs. He chose to attend the prestigious dance program at Boston Conservatory.

Josh Budgell

M.E. LaZerte School

Joshua was a passionate, kind and compassionate fine arts student in the areas of drama, advanced acting and musical theatre. He performed leading roles in Charlie Brown, Hairspray and Grease, and directed and played a lead role in the drama, Play's End, for the One Act Festival. He also stepped up to quickly learn a large role in a longer play, The Girl in the Mirror, when an actor needed to step down.

Joshua exhibited strong interpersonal skills. He consistently helped direct, guide and give acting feedback to younger students. He also contributed to fundraising events at the school. Joshua is currently attending the University of Alberta, studying to become a teacher.

Siri Nelson

McNally School

Siri was a full International Baccalaureate student as well as a leader within the McNally dance community. She was an engaged learner and worked collaboratively with her peers, both in and outside the classroom. Siri independently led McNally's hip-hop dance collective and a junior high hip-hop group. She consistently put forth an excellent and inspired effort in all rehearsals and dance performances, and created and performed in a variety of dance genres for the dance showcase. Siri's success was due to her ability to remain consistently humble, open-minded and confident in artistic risk-taking.

Stephen Stewart

Millwoods Christian School

Stephen demonstrated excellence in a variety of theatrical roles in both drama and musical theatre. He had multiple nominations and wins in the CAPPIES program. He was also committed to mentoring younger students as they developed their acting skills. On top of his sizable involvement with the school's fine arts program, he also maintained honours with distinction standing in his core classes.

Throughout high school, he performed in Hairspray, The Man Who Came to Dinner, Les Miserables, Schoolhouse and Mary Poppins. He went on four humanitarian trips to Belize and served as co-president on student council. He received a \$40,000 scholarship to attend Ambrose University.

Fajr Haq

Old Scona School

Fajr was an outstanding student. She embraced new challenges and excelled in all her endeavours. She was awarded first class honours throughout high school. She led by example and was always there to assist other students who were struggling with assignments.

She initiated many art based extra-curricular activities. She helped with the creation of school posters and banners for school musical, band and theatre productions and performances. She coordinated the creation of the mural painting for the new daycare facility at the Bissell Centre. Fajr founded a chapter of Rotary Interact Club at Old Scona and became president. She was in charge of projects to financially support Food for Thought, and helped fundraise for the Stollery Children's Hospital. In the community, she helped organize and supervise youth events and tutoring third grade students in English.

Stephanie Zawaduk

Queen Elizabeth School

Stephanie was heavily involved in dance, band and choir. She had a passion for performance and took advantage of opportunities to learn and enhance her skills. For instance, when the dance instructor was absent, she took charge of managing rehearsal. She also took on a mentoring position in the school concert choir and band ensembles. By mentoring other students, she learned to be open-minded, compassionate and understanding.

In addition to her creativity, Stephanie had strong communication and teamwork skills. As a result, she was selected to represent not only her school, but the opinions and ideas of Canadian youth, as a global youth leader at the COP22 (Conference of the Parties) summit on climate change held in Morocco. She said without her fine arts experiences, she would not be the same person she is today.

Jordan Empson

Ross Sheppard School

Jordan was an incredibly talented and hard-working student with a great sense of team spirit and a strong work ethic. She was always helpful and consistently sought to uplift her fellow students.

She was an amazing actress, singer and dancer. She created many dynamic and engaging characters and during rehearsals, was always focused and on task. Jordan starred in the school productions of Heist and Identities. She co-wrote and directed an innovative One Act Play that was performed successfully at Shep Fest; it was accepted for a full production at Nextfest, the local festival for young emerging artists in Edmonton. Jordan was also an avid improviser. She was captain of the improvisation team that competed at the Canadian Improv games, where she demonstrated exemplary leadership. She also played the guitar in Ross Sheppard's band.

Kristen Whitby

Strathcona School

Kristen was creative, dedicated and above all, passionate about art. She was involved in the Advanced Placement studio art program, social studies and English. Throughout high school, Kristen maintained honours with distinction.

Kristin was a member of the instrumental music program throughout high school. She played trombone in concert band and played in the low brass section of the Scona Jazz Ensemble. In whatever role she played, she was well prepared, contributed as a leader and was a talented musician. Her technical and conceptual artistic abilities were impressive. She was always willing to take risks, try new techniques, and use feedback to help her grow as an artist. She prepared for written and performance evaluations diligently, with an approach that was organized and practical.

Sofia Cabaj-Guerra

Victoria School

Sofia grew up surrounded by the arts; a fact she credited for the development of confidence and skills that served her in all areas of her life.

Sofia was an engaged and exceptional all-round student. She was a natural leader that excelled in both dance and the visual arts. She took most of the classes available to dance students and performed in showcases and mainstage productions. She excelled as a member of the dance ensemble DXtreme and as a student in the International Baccalaureate dance program. Last year, she choreographed a dance featured in Leaps and Bounds. Her visual artwork was also on display throughout the school. In the community, Sofia taught dance to young children. She found inspiration from exposure to new ideas and perspectives, which the arts have continued to provide. Sofia hopes to continue discovering new aspects of the visual and performing arts.

Madison Dewart

Vimy Ridge Academy

Madison was a key part of the Vimy Ridge community and was an exemplary artist, dancer, student and person.

On stage, Madison demonstrated her versatility and dedication to dance. She continually strived to excel at her passion. She was an integral leader in the dance program and was respected for not only her skill, but her outgoing and positive personality. Madison's success also transferred to the classroom. She was a very dedicated student who consistently achieved honours-level grades.

Emolin Lind

W.P. Wagner School

Emolin was known for using her creativity in art to project her ideas and feelings across disciplines. She completed her Advanced Placement portfolio, which included 24 separate art pieces. The theme of her portfolio was mental health. She felt it was a significant issue that still carried a stigma and was still being worked on in society.

Through fine arts, Emolin discovered more about who she was, and how art shaped who she became. She participated in a variety of disciplines including: painting, fibre arts (felting), playing the violin and collaborating with the drama productions. She taught felting workshops at the Southeast Edmonton Seniors' Association. She was a member of a collaborative team of art students who painted murals on doorways at the University of Alberta hospital. She also collaborated with a fellow student to create a mural in the guitar room at W.P. Wagner. She participated in the Encounters with Canada program in Ottawa where she attended the arts and culture session with other art loving youth from across Canada.

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.

Kai Mrazik

Argyll Centre

Kai was committed to all around wellness. His academic work was excellent and his contributions to classes improved Argyll's online classroom community. His most noteworthy contributions were to the wellness of others. Kai headed up a program for children in Romania, whose lives had been impoverished by political turmoil. He provided them with recreational experiences and fellowship they would otherwise not have had.

Kelsey MacLellan

Centre High Campus

Kelsey took the mental health first aid course and volunteered for the mental health committee. While on the committee, she was able to use her leadership skills to spread awareness about mental health issues and supports. She was also part of the peer mentor program. She helped support students who needed to learn how to better communicate with peers and teachers, or who just needed a friendly face.

She is currently studying psychology at the University of Alberta. Kelsey's goal is to earn a graduate degree in psychology or apply to medical school.

Monika Lam

Eastglen School

Monika understood the importance of maintaining a lifestyle that promoted physical, emotional and mental well-being. She was a leader on various Eastglen sports teams, including basketball and handball. She consistently demonstrated her ability to successfully balance an academic course load with school athletics and a part-time job. She challenged herself to try new things and be open to new opportunities.

Her ability to organize, prioritize and problem solve was exemplary. Monika faced challenges head on and was not afraid to seek advice or assistance when necessary. She also understood the importance of giving back. She worked hard to help others and created a positive school environment for those around her. Whether it was helping to organize school-wide events (pep rallies and a bike-a-thon) or offering advice to a teammate, Monika brought an element of positivity to all she did. She believed in building community and culture at Eastglen.

Gordon Neumann

Edmonton Christian High School

Gordon was a leader in and out of school in the area of health and wellness. He worked hard to be well-rounded in all areas of his life. He had marks in the high 80's in physical education and maintained a good grade point average in his other classes. He was part of various school teams and always worked hard on those teams. He valued and encouraged diversity and inclusivity. He continually challenged himself to grow in many different areas, and he encouraged others to do so as well.

On the football team, he was twice named most sportsmanlike. On his club football team, he won the Craig Fey Memorial Award, an award that recognized him for being trustworthy, accountable, having a positive attitude, being mentally tough, willing to make sacrifices, having a strong work ethic and being a leader. He also coached eight to 10 year olds for the Edmonton Seahawks football club. On the school's basketball team, he contributed to winning the city finals and provincials for tier two in 2017.

Sarah Wankiewicz

Harry Ainlay School

Sarah was an excellent student and was a great leader in Physical Education 30. She had a way of addressing her fellow students that was both positive and constructive. She was always enthusiastic and actively sought opportunities to help out in any way possible.

Robert Kelly

J. Percy Page School

Robert was a staple in the physical education and athletics departments throughout high school. He was involved in all aspects of the school's intramural program, and played important roles on the school's volleyball and handball teams. He also took on administrative roles in running the school's senior volleyball and basketball tournaments, as well as the junior high feeder school volleyball and basketball tournaments. When he was not working toward his other passions in the computer labs, he could be found in the gym or fitness centre, working out and helping others.

Robert did an excellent job of balancing sports and volunteerism while maintaining an honours academic standing. He was a fantastic leader and role model not only at J. Percy Page but also in the Mill Woods community.

Simon Timmer

Jasper Place School

Simon was an amazing young man who exemplified health and wellness in all aspects of his life. Not only was he one of the highest achieving physical education students, the amount of work he did with youth groups and junior high track athletes was second to none. Simon was an extremely caring individual that constantly gave back to the community. His teacher said it was an honour to be able to work with a student like Simon. They know Simon will continue to be an ambassador for health and wellness, whatever career path he chooses to follow.

Blair Grimes

Lillian Osborne School

Blair was an extremely valuable member of the physical education and athletics department. She was holistically committed to a healthy lifestyle—both mentally and physically. She worked tirelessly to ensure the success of many athletic events, while acting as a positive role model for female physical education. She took pride in her leadership roles on the school volleyball, basketball, handball, swim and rugby teams.

She took risks, accepted challenges and motivated teammates to be mindful and resilient. She worked on advanced coaching and national lifeguard certification. She also volunteered at a senior centre and represented the school at two leadership conferences. As a member of the athlete's council, she helped plan events to enhance athletic spirit. She was an outstanding athlete, an exceptional leader and a true captain. She's pursuing a nursing degree.

Ashley Turner

M.E. LaZerte School

As a student and an athlete, she strived for a level of excellence in all the events she participated in, while maintaining a positive attitude and becoming the best person she could.

She was extremely open-minded to new activities and welcomed feedback from others. She looked forward to learning new skills that would enhance her overall knowledge and experience. She actively pursued change, and embraced curiosity, critical questioning, innovation and continuous improvement.

Maya Savage

McNally School

Maya was an excellent student and athlete. She took Physical Education 10, 20 and 30, yoga, sports performance, and sport exercise and health science courses. Regardless of the activity, Maya was an enthusiastic participant and natural leader. She brought out the best in her team and classmates. She was a fierce competitor but consistently displayed sportsmanship and inclusivity in class and on teams.

Maya made healthy living a part of her lifestyle, and was a role model and mentor to teammates, peers and classmates. Maya is enrolled in the Faculty of Physical Education and Recreation at the University of Alberta.

Mataya Baldwin

Millwoods Christian School

Mataya was an outstanding athlete and leader on her basketball teams throughout high school. She was also a leader in her Physical Education 30 course. She was dedicated to making healthy lifestyle choices and encouraged others to do the same.

Yugant Manchanda

Old Scona School

Yugant was a dedicated athlete, and a tremendous leader and mentor. He made major contributions in athletics and to student life. He participated in extracurricular activities, was involved in various sports, was captain of the senior men's team handball and basketball teams, and was an executive member of the athletics council.

He exemplified what an athlete should be through his positive attitude, high level of sportsmanship, integrity and commitment to improvement and a healthy lifestyle. Yugant was highly respected by his teammates and coaches.

Scarlette Moell

Queen Elizabeth School

Throughout high school, Scarlette achieved grades of at least 90 per cent in physical education and good grades in all her other classes. Playing sports motivated her to achieve more academically; if she had low marks, she wouldn't be able to play the sports she loved.

Scarlette was known for her leadership skills and great work ethic. She was captain of the basketball team, co-captain of the swim team and played rugby for two years. Although basketball and swim commitments overlapped, she was dedicated to practices and games in both sports. She mentored younger players, showed her fellow basketball players how to use fitness machines and instructed them on proper nutrition. She also volunteered her time helping out at tournaments.

Stefan Bozic

Ross Sheppard School

Stefan was motivated and engaged in his physical education classes. He acknowledged how important physical activity had been throughout his life, and how it would continue to be important as he entered into post-secondary education. He prided himself on his ability to balance academics and athletics. Stefan pushed himself to his limits so he could be the best version of himself.

He realized that it was not only important to focus on his personal ability and interest but to also help his classmates. He helped create a positive atmosphere by making others feel accepted and feel as if they put a good effort into each class as well. Stefan is studying Kinesiology at the University of Alberta, with aspirations of becoming a physiotherapist.

Kierra Andruko

Strathcona School

Kierra was dedicated and resilient. Her energy and positive attitude helped her achieve her wellness and academic goals. She completed physical education classes up to the 30 level, attaining honours marks throughout. She was also involved in numerous wellness opportunities including spin classes and student yoga. She not only sought to expand her knowledge of wellness, she also continually pursued ways of connecting personal wellness to building relationships with other students and staff members.

Kierra inspired other students to continue to pursue their wellness goals far beyond the school setting, to promote active living throughout adulthood.

Bebe Trembath

Victoria School

Bebe demonstrated exceptional academic achievement and was constantly supporting others through her work experience opportunities in the school. She recognized the importance of health and wellness, and had the ability to support her friends and family through difficult times.

Through her journey helping a very close family member through many challenges, she learned the importance of balance in all aspects of life. Although she did her best in her classes, she realized she could learn even more outside the classroom. She believed, "The best education was in the wins and losses that came from allowing her to be courageous and engaged in life. The best 'teachers' were the people all around her, and the best 'classes' were the moments she didn't see coming."

Olivia Vandekerckhove

Vimy Ridge Academy

Olivia was a determined and dedicated athlete who excelled in both the sport fit program and the sports studies modules that accompanied it. Olivia pushed herself physically in all of the activities. She worked hard and persevered even in the face of adversity. Olivia's best attribute was her character. She was respected by her teammates and coaches alike. She had a 'team first' attitude. Her positive mindset contributed to her athletic success.

Megan Gleddie

W.P. Wagner School

Megan was an exemplary student throughout high school. In physical education, her leadership and participation were vital to her classmates and the physical education staff. Her hard working, cooperative spirit enabled her to maximize her potential as a student and a leader.

A teacher said, "It is my heartfelt belief that our school and my own teaching were enriched because of Megan's effort and attitude. She is an outstanding young woman."

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.

Sonja Holowaychuk

Argyll Centre

Sonja was an outstanding student who excelled in both English 30 and Social 30.

Morgan Reid

Braemar School

Morgan was a highly motivated and engaged learner. Throughout her time in both English and social studies classes, Morgan led constructive and interesting discussions.

She consistently displayed sincerity and a sense of ethical citizenship in her concern for the well-being of classmates and fellow Albertans. Through her writing, it was evident Morgan cared deeply for many current issues including, but not exclusive to: social programs for individuals in need of assistance, voter responsibility, public education, healthcare accessibility, and programs surrounding immigration of recent refugees.

Gina Pasaran

Eastglen School

Gina was passionate about the way the humanities shape an individual's perspective on life. She took Advanced Placement English and social throughout high school. She was also enrolled in Spanish. Her marks were always consistently high. Gina was also actively involved in many social justice, governance and academic related activities at Eastglen. She volunteered her time towards charitable initiatives, was chosen as the school's representative for the District's Student Senate, and was chosen to be a Grade 12 representative on the AP council.

She consistently represented the school in the best possible light, showing a high level of maturity, dedication, responsibility and optimistic spirit. She also displayed a deep understanding and proficiency in many of the important themes and skills that related to the human condition, history, written expression, clarity of thought, and defense of an ideological position.

Emma McLachlin

Edmonton Christian High School

Emma was a hardworking student who loved the humanities; she loved to learn about the world and how it worked. Emma was a critical thinker but also a creative thinker. She surrounded herself with like-minded peers who also loved to learn.

She was passionate about the world around her and she saw beauty in all that she did. She was open-minded and did not judge anyone. She was confident in what she believed and was willing to share her beliefs with others. Emma also helped organize a Syrian dinner to help raise money for people coming into our country.

Sri Puru

Harry Ainlay School

Sri achieved grade averages of 94, 96 and 91 per cent respectively in social studies, English and German. He was passionate about those subject areas, especially social studies. He was an engaged learner who was not afraid to ask questions to further his knowledge. He participated in class discussions and debates, and was always well prepared.

He was involved in the school community as a core member of the Harry Ainlay Sustainability Team. Through that, he helped raise awareness about environmental issues and helped plant trees to help combat deforestation.

Jordyn Reed

J. Percy Page School

Jordyn was an exceptional student in both English and French and, as one of her teachers stated, "She lived social studies." She was insightful, diligent and hardworking. She contributed to a strong classroom community by maturely engaging in thoughtful discussion. Not only did she maintain the school's highest average in French 30, but on her own time, she also completed French Advanced Placement.

Jordyn was instrumental in promoting a class trip to France in 2016 and her involvement beyond the classroom promoted a monthly French Café that was well attended. Her involvement extended beyond the school community; she built and promoted the school's languages program by visiting catchment junior highs to run cultural activities. Jordyn also worked as a page in the legislature.

David Nwankpa

Jasper Place School

David was committed to his studies in both English and social studies. He was also a peer tutor and provided over 80 hours of academic support in the area of math and science.

David helped plan and execute events such as the Terry Fox Run. As an active member of Key Club, he assisted fundraisers for the Eliminate Project aimed at eradicating neonatal polio. Student voice was of personal importance to David. He volunteered as an advice columnist for the Rebel News, focusing on student issues such as dealing with school-related stress. Following the Fort McMurray fire, David also volunteered at relief centres within Edmonton. As part of Junior Achievement Nigeria, David and a friend carried out a project in which they converted, then sold, junk yard tires into slippers, sandals and simple footwear, reducing climate change from its burning. Staff said, "David was that rare breed of person who lived and modeled all that is good in the humanities. He was a living example of what it takes to make this world a better place."

Hyunjin (Amy) Kim

Lillian Osborne School

Amy was talented in all areas of the humanities. She was a leader who worked diligently both inside the classroom and out. She completed both French 30 and Spanish 30.

Having previous experience in late French immersion, she contributed to the French 30 program by helping other students and creating an environment for peers to speak in French outside of the classroom. For open house, she designed and led the creation of a visual billboard outlining the importance of second languages. Also in Spanish 30, she had the opportunity to work with a diverse range of peers which allowed her to understand the perspectives of more people around the world.

Ramanjot Kalher

M.E. LaZerte School

Ramanjot was always focused on pursuing a career in science and technology. It was in high school that Ramanjot came to recognize where she truly excelled, not just academically but also psychologically.

The humanities made her more open-minded and appreciative to the immeasurable reach of topics discussed in classes—subject matter ranging from ideological differences, to human behaviour, to diverse cultures. Acknowledging the nature of human and societal actions became a key component of her passion for psychology. She strived to understand, aid and educate others about mental illnesses. Ramanjot said, “The approaches I learned will enhance my responsibility to, and collaboration with, the greater community.”

Molly French

McNally School

Molly excelled in the humanities. She demonstrated outstanding verbal and written communication skills in all contexts, whether she was detailing the results of her experiments in a lab report, explicating the deeper meaning and poetic techniques of a Robert Frost poem, or leading focus groups and giving speeches as the District’s Student Senate representative and Student Trustee. Molly applied her academic learning in her commitment to engaged citizenship as an Alberta representative on the Prime Minister’s Youth Council. She fulfilled her commitments while maintaining exemplary standing in the demanding International Baccalaureate diploma program.

Intent on pursuing a career in the sciences, Molly continued to apply learnings from the humanities to her scientific research and internships.

Madison Vandermeer

Millwoods Christian School

Madison mastered both English 30-1 and Social Studies 30-1. She was an excellent writer and communicator, and sought to improve her skills by consulting with her teachers and other experts. She achieved the highest score in her grade for both English 30-1 (95 per cent) and Social Studies 30-1 (100 per cent).

She was extremely involved in her school community, participating in a range of activities including student council, performing arts and student leadership courses. She was the head of the drama department’s makeup team and worked with various groups to plan and execute techniques needed for each production. Madison also participated in four international humanitarian trips to Belize where she helped paint schools, worked with children and helped build an aquaponics system.

Hao (Jack) Chen

Old Scona School

Jack excelled in the area of humanities at school and in the community. He was proficient in English and French. He aspired to become fully bilingual in both of Canada’s official languages. He applied his language arts skills to other interests. He spoke at TEDx Edmonton, wrote several articles for academic journals and published numerous reviews of math books. His enthusiasm to learn far exceeded the classroom. He was curious and demonstrated a true love of learning.

Throughout high school, he steadily increased his language arts skills. He actively participated in class discussions and took his learning beyond the classroom. In his spare time, he continuously read.

Karen Vuong

Queen Elizabeth School

Karen was an Advanced Placement student in the Humanities. Whether it was romantic literature, contemporary works or metaphysical poetry, she loved exploring the expansive field of English language arts. She embraced challenges diligently and wholeheartedly.

Her studies aided her in exploring the human condition, while also refining her skills as a compelling communicator. She applied her knowledge by volunteering as a teacher at the Kumon Math and Reading Centre, where she assisted students ranging from elementary to high school with their coursework. She also advocated for broader acceptance of individuality by participating in the Resistance Art project, where she experimented with digital media to address cyberbullying.

Kira Klar

Ross Sheppard School

Kira was a successful French language arts immersion student. She was a critical thinker and frequently asked questions to further her learning. Her success was achieved through a combination of both her independence and ability to work collaboratively. Kira was a natural leader who enjoyed passing on knowledge and inspiring others. She volunteered as a French tutor for two elementary students.

She was also passionate about writing, photography, music, drama and dancing; she was a volunteer dance instructor, helping youth explore the art of dancing. She found inspiration in her teachers, peers and fellow artists.

Inka Kennepohl

Strathcona School

Inka pursued knowledge with the most authentic of motives and means. A teacher said, "She moved through the humanities as a fish does through water, with purpose, vitality and grace. She was an impressive combination of head and heart, commitment and passion, intellect and inspiration."

She was an enthusiastic learner and was always excited to read and study. She was able to represent her ideas through academic language, poetry or artistic image; her responses and products were always of the highest calibre. Relying on her own astute perceptions, her independent work was insightful and elegantly crafted. She was also able to collaborate in the truest sense of the word: generously, enthusiastically and completely.

Nadiya Shore

Victoria School

Nadiya exemplified the attributes of an engaged learner, ethical citizen and entrepreneurship. She recognized her own need to be an innovator in all aspects of her learning and life. She appreciated, with great respect, the value of the human story and what history teaches each person. She actively sought to understand what she called the "laboratory of human history."

Nadiya believed that in order to be an ethical and engaged citizen with the world around her, she needed to constantly challenge her world view and perspective. Whether she was engaging in a debate about a short story or a social issue, she tried to absorb the many perspectives that surrounded her. Her openness led her to learn more through the pursuit of literature, languages, history and culture.

Daniel Merrill

Vimy Ridge Academy

Daniel was an academically mature student with the ability to think and discuss literature at a higher level. He was a well-read and well-spoken student. Daniel was willing to share his insight and opinions with others, and was able to discuss his critical views with intelligence and diplomacy. He demonstrated strength in his writing and was able to functionally and creatively express himself.

Megan Prusko

W.P. Wagner School

Megan was always a diligent and focused English student, often not simply functioning at the top of her class, but in ways that weren't typical of her fellow students. This is especially notable as English was not the first language of more than half of her family.

Her love of English also manifested itself in her participation in the drama program; this was an ideal extension of her English language arts command, and one that truly highlighted her ability to exploit form and function, medium and message. The transition from the curricular to the extracurricular spoke to how thoroughly she lived and breathed those truths. She intends to delve deeper into language for the rest of her life both in and out of the classroom.

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 mathematics, science or technologies.

Amir Husain

Argyll Centre

Throughout high school, Amir wondered about the problems in the world and tried to come up with solutions. In biology, he wanted to cure cancer. In physics, he wanted to build more efficient engines. In chemistry, he dreamt of using nuclear fusion to provide power for a whole country. Over time, he evolved to a mindset of how he could collaborate and cooperate with others to solve problems. He started engaging himself in the community, beginning with washing dishes in his local mosque. He was not curing cancer or building an efficient engine, but he was starting by helping his community.

Amir is focused on a career in the sciences. He plans to combine his academic skills, with those of his peers, to help humanity.

Kelsey MacLellan

Centre High Campus

Kelsey had a strong aptitude for the sciences.

She was also a strong leader who was part of the peer mentor program. She also completed mental health first aid training and served on Centre High's mental health committee. She is currently pursuing a degree in psychology at the University of Alberta. Her goal is to earn a graduate degree in psychology or apply to medical school.

Sara Radwan

Eastglen School

Sara consistently worked hard to develop her math skills. She was an engaged learner; she listened well and asked questions to continually improve her understanding and problem-solving abilities in various subject areas. She always strived for success. In addition to prioritizing her own studies, she always looked forward to helping her fellow students. She volunteer tutored a math student twice a week.

Jessica Van Os

Edmonton Christian High School

Jessica was hard-working, persistent and disciplined. She loved to learn, had good study habits and was willing to put in the extra time to achieve her goals. She completed the 30 level of math, chemistry, physics and biology, maintaining grades in the 90's in every class.

She worked well with others and encouraged others to be their best as well. She was a good communicator and continued to learn and grow in all areas of her life. Jessica not only enjoyed problem solving, she also understood the associated real world implications. Jessica is currently studying engineering at the University of Alberta.

Shikhar Gupta

Harry Ainlay School

Shikhar was a top student in the area of math and sciences. He achieved 100, 99 and 98 per cent respectively in Chemistry 30, Physics 30 and Math 31.

He was a very engaged and eager learner. He helped his fellow classmates, asked great questions and constantly looked for new opportunities to expand his knowledge and explore possibilities to apply what he learned. Shikhar is studying engineering.

Aakif Khan

J. Percy Page School

Aakif maintained distinction standing in all subjects but he particularly excelled at computer science, math and science. He achieved 100 per cent in Math 31 and Math 30-1 and the honours award in computer technology. He was always engaged and willing to help his classmates who were struggling.

In school, he was an active member of the Rotary Club and volunteered at places like Ronald McDonald House and Hope Mission. Outside of school, Aakif volunteered with a youth club that helped with environmental cleanups, meal preparation and fostering a sense of community for at-risk youth. During the Syrian crisis, Aakif's youth group collaborated with the Islamic Circle of North America to collect donations.

Kaelie Bittorf

Jasper Place School

Kaelie was an Advanced Placement (AP) student that pushed her academic limits to learn beyond what was expected of her. Being an engaged learner was always something she was passionate about. It was her time in AP biology that inspired her to pursue learning beyond the classroom—like bring home extra classroom planaria to do further research.

She was also part of a leadership team that tried to increase student voice at schools. They worked with a community service learning class from the University of Alberta, to create a focus group model designed to hear students. The student voice model allowed information and feedback on various issues to be shared and gathered. Kaelie played a role in inspiring students to believe they had a voice, and that their voice mattered.

Akhil Aggarwal

Lillian Osborne School

Akhil was organized, polite, enthusiastic, diligent and respectful. He balanced his many leadership responsibilities within the school, while maintaining exceptional academic standings, especially in the areas of math and science. He was patient and kind while helping others, and was often recognized as one of the school's outstanding "Legends."

Akhil was passionate about the sciences. He worked to understand how and why things worked the way they did. He also took the time to teach other students. Tutoring helped other students but also gave him a chance to work on his personal and teaching skills.

Ivy Nham

M.E. LaZerte School

After being introduced to high school biology, chemistry, physics and math, her love for the sciences grew immensely. She was always engaged in class and her strong interest in the sciences was reflected in her academic achievements. Her math and science marks ranged from mid to high 90s.

During science classes, she was always thinking about how the topics related to the real world. She connected theories to concepts and ideas to facts. She used her understanding of math and science to tutor her peers. She also took part in the University of Alberta's Interdisciplinary Science Competition. At the competition, she was exposed to higher level science, gained a lot of new knowledge, and was inspired to continue to study the sciences after high school.

Naomi Potter

McNally School

Naomi excelled in chemistry, biology, physics and mathematics. She maintained an honours with distinction standing in a full International Baccalaureate program. For the internal assessment in biology IB, Naomi completed a comparison of lung function in persons with and without Cystic Fibrosis. With an interest in the medical field, Naomi volunteered at the long-term care facility. Naomi consistently strived for academic excellence and continually gave to her community and all those around her.

Andrew Riesen

Millwoods Christian School

Andrew loved mathematics and his dedication to self-development in this area was to be commended. He achieved an average of 100 per cent in both Math 30-1 and Math 31. For Andrew, math fostered certainty in assertions within the subject; the certainty of math fed his passion for it. He first began by using the resources at the public library to learn trigonometry, then he began using the University of Alberta's Cameron Library to teach himself calculus. He attended a summer math camp and worked with a University of Alberta professor throughout Grade 12. The greatest joy he found in studying math was that 'aha' moment when he finally understood a concept.

Andrew plans to do research in mathematics, share that experience with others and publicize the beauty of the subject in a format such as Numberphile uses on their YouTube channel.

Julie Song

Old Scona School

In her passion for learning, Julie earned the highest marks in Math 10, 20-1IB, 30-1IB, Chemistry 35IB and Physics 35IB, at 100 per cent, and maintained an overall 98.4 per cent average in Math 30IB, Math 31IB, English 30IB, Physics 30IB and Chemistry 30IB.

In 2016, she participated in the Women in Scholarship, Engineering, Science & Technology (WISEST) Summer Research Program. In 2017, she participated in the Canadian Chemistry Competition, and CAP (Canadian Association of Physicists) High School Physics Competition. She also volunteered outside of school on the OSA SET (Society for Engineering and Technology) team, helping to manage the University of Alberta tutoring sessions. Julie was also a competitive in badminton and Taekwondo.

Jayden Orsten

Queen Elizabeth School

Jayden studied and completed numerous projects in computer science and robotics (emphasis on coding). He pushed himself to consistently learn new concepts. He learned how to code in a language called Scratch; learned how to make phone applications in Android; could write in Pure Java at a university level; and developed websites.

In his spare time, he created a media centre, worked on physical computing (controlling physical objects), learned how to create virtual network connections, and developed lessons for Scratch, that were published by Edmonton Public Schools. He created lessons and mentored students at Major General Griesbach School. His lesson plans will be available to future computer course students to use if they go to K-9 classrooms mentor students. With his lessons and mentoring, he helped reshape the computer sciences program at Queen Elizabeth High School.

Raina Zhu

Ross Sheppard School

Raina is an International Baccalaureate student who immediately distinguished herself from her peers because of her enthusiasm for mathematics. Her appetite for learning was voracious and she repeatedly proved that she was a quick learner and a hard worker. Although the school only offered SL (standard level) mathematics program, Raina chose to challenge herself by attempting the HL (higher level) program. She had to put extra time in to learn even more mathematics as a result of this choice.

Throughout high school, she competed in as many math contests as she was able; she regularly achieved a distinction standard and was always one of the top in the school. Raina had the ability to think creatively in mathematics and often demonstrated deep insight into the nature of the problems.

Ryan Shukla

Strathcona School

Ryan was a true expert in a significant number of subject areas. Ryan had a 98.5 per cent overall average in six 30-level science and math courses—Math 30-1, Math 31 and Math 35, biology, chemistry and physics. This was incredible given that all six (and all his other core classes) were rigorous Advanced Placement courses.

His self-motivation, clarity of vision, open-mindedness and desire to deepen understanding was astounding. He set exemplary standards, inspired those around him and was well respected. He constantly operated beyond expectations. Ryan's questions often sent teachers back to their own university source materials or newer articles to find answers. His confidence and willingness to accept every challenge demonstrated his true entrepreneurial spirit.

Nadiya Shore

Victoria School

Nadiya consistently demonstrated deep engagement in science and mathematics. She explored difficult questions on her own, as well as in a classroom context. Her work consistently demonstrated sensitivity to issues of fairness, co-operation and open-mindedness.

Science became a way of seeing the world and a way of her navigating her way through it. She consistently explored her scientific curiosity. She attended conventions, chased stars with her telescopes, peer-tutored and spent this last summer conducting research in a university lab. She valued knowledge and the power of the scientific method. She wanted to expand how people view the universe and themselves. Nadiya also spent last summer as a research assistant at the University of Alberta, as part of the WISEST (Women in Scholarship, Engineering, Science & Technology) program. She is enrolled in Honours Astrophysics at the University of Alberta.

Josh Smith

Vimy Ridge Academy

Josh was an excellent student across all subjects and disciplines. He approached all of his work carefully and methodically. Josh synthesized information remarkably well and wasn't afraid to ask questions. His questions were thoughtful and articulately worded. He continually impressed teachers with his ability to achieve the highest possible grades in his core subject areas. Josh's dedication and perfectionism made him an ideal student and his drive to succeed was unparalleled.

Laura Enekegho

W.P. Wagner School

Laura was a motivated, engaged, self-directed and academically strong student. Her interests were varied but her focus was science and math. She was persistent in her pursuit of knowledge, and loved exploring and discovering new ideas. Her curiosity knew no bounds. She was an engaged learner and actively contributed to the learning environment.

Laura appreciated diversity and was respectful of, and able to work with, those around her. She was also very involved in her community, and volunteered at the Dr. Gerald Zetter Care Centre.