



# REPORT ON SCHOOL PERSEVERANCE

The **SCHOOL PERSEVERANCE SCHOLARSHIPS** were created to acknowledge the efforts, enthusiasm, and perseverance of First Peoples students. They reward the efforts of Secondary 4 and 5 students from the public-school system.

With the creation of the **SCHOOL PERSEVERANCE SCHOLARSHIPS**, the Centre des Premières Nations Nikanite of UQAC and its partners, the RBA Foundation, the Jasmin Roy Foundation, Path of the Thousand Dreams (Puamun Meshkenu) and Desjardins, wish to acknowledge and support the students of First Peoples as they embark on the final stage leading to their high school graduation.

Once again, this year, we received many applications from young candidates whose journeys are all more than inspiring. We are touched to witness the perseverance and involvement of these students, and to see the support afforded by the different actors of the education community around them, teachers and professionals, as well as parents.

In the following pages, we wish to recognize and support these young people who continue to progress and evolve despite the challenges, and we would like to highlight their exemplary tenacity.

Congratulations to the honourees, but also to all those who applied and, above all, may you all persevere along the path of academic success!

The Evaluation Committee  
School Perseverance Scholarships for First Peoples



## THE EIGHT SCHOLARSHIP WINNERS ARE:

DÉLYA GAMELIN-RAINVILLE, ABENAKI NATION (RBA FOUNDATION SCHOLARSHIP)  
 JULIE-ANNE DOMINIQUE, INNU NATION (JASMIN ROY FOUNDATION SCHOLARSHIP)  
 DESTINY KATSITSATEKANONIAHKWA LAZORE-WHITEBEAN, MOHAWK NATION (JASMIN ROY FOUNDATION SCHOLARSHIP)  
 ROSE-AIMÉE PAPTIE, ALGONQUIN NATION (DESJARDINS SCHOLARSHIP)  
 MAUDE PARENT, HURON-WENDAT NATION (RBA FOUNDATION SCHOLARSHIP)  
 TREVOR COOPER, CREE NATION (JASMIN ROY FOUNDATION SCHOLARSHIP)  
 CÉLINE TUKALAK, INUIT NATION (PUAMUN MESHKENU SCHOLARSHIP)  
 TRAVIS FLAMAND PETIQUAY, ATIKAMEK NATION (RBA FOUNDATION SCHOLARSHIP)

## RESILIENCE - RESOURCEFULNESS - DETERMINATION

"Délya must count on herself only, both for her financial and general needs. She puts the same efforts into her school work. Délya is a model of resourcefulness and perseverance. She is involved in many community projects as she is involved in the school environment... She is a source of motivation and inspiration for those of her own age as for the adults who work with her."

Kim O'Bomsawin, Specialized Educator

"I was failing, and I had to invest a lot of time and efforts to pass Secondary 2. I am now in Secondary 4 and I must put in constant efforts to succeed."

Délya Gamelin-Rainville



## WILLINGNESS - DETERMINATION

"Julie-Anne never gives up. Despite her difficulties in languages, she continues to study and do all of her work. She was the only one to participate to Expo-Sciences. Julie-Anne is one of the few students who want to be involved in everything. She is always present on field trips and is a young transmitter. We can always count on her."

Stéphanie Noël, Teacher

"As I suffer from dysphasia, I have difficulty in French and English. To help me, I met a school psychologist and a remedial teacher. My teachers and the school's specialized educators have helped me a lot to overcome my difficulties."

Julie-Anne Dominique



## RESOURCEFULNESS - WILLINGNESS - PERSEVERANCE

### **DESTINY KATSITSATEKANONIAHKWA LAZORE-WHITEBEAN,**

MOHAWK NATION, HOWARD S. BILLINGS HIGH SCHOOL

"On my first day of high school, I had a cultural shock: I was the only Indigenous student. I realized that I didn't know French as much as did the other students and I had to work very hard to understand the basics. I learned French through book reading and online apps such as Duolingo. In addition, the day before my first day of school, I found out that my mother was seriously ill. So, I had to take things one at a time."

Destiny Katsitsatekanoniahkwa Lazore-Whitebean

"I watched this determined young woman work hard, attend tutoring sessions and ask for additional sessions if necessary. She never gave up and, in doing so, she realized that practice and perseverance enabled her to go beyond her own limits."

P. Apostolakos, Teacher

## MODEL - RESILIENCE - PERSEVERANCE

"Rose-Aimée is, in my opinion, a model of perseverance. Despite having moved many times this year, school has always remained a priority for her. I believe that her determination and possibly her cultural involvement are factors that have allowed her to get through all these changes. She works hard and is proud to be Algonquin."

Alexandra Audet, School Worker

"Every time I moved, I had to change schools and environments. It was difficult to continually adapt to a new environment. For family reasons, I had to miss classes often, but I always went to remedial sessions to make up for it. I could have dropped out of school, but I didn't."

Rose-Aimée Papatie



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## PERSEVERANCE - DETERMINATION - WILLINGNESS

"Despite episodes of anxiety and stress due to illness and subsequent academic delays, I persisted and take the necessary steps to be successful in school. I can count on the support of the medical, school and family environment to support me in my journey."

Maude Parent

## BALANCE - PERSEVERANCE - WILLINGNESS

### TREVOR COOPER, CREE NATION, JOHN RENNIE HIGH SCHOOL

"Trevor is a Secondary 5 student who has successfully reconciled the requirements of the elite hockey league and the accelerated program. Trevor is one of our most dedicated students and his hard work in class and on the ice is paying off and will benefit him later."

Michael Warren While, Deputy Director

"It took me a while to adapt to urban life and my new, larger school. I worked hard to prove that I could succeed both in school and in hockey; the help of my parents, teachers and friends was very important to me. My studies have always been my priority, but I had to find the balance between hockey and my studies. When I failed, I studied more and hired a tutor to help me."

Trevor Cooper

## DREAMS - RESOURCEFULNESS

"She is an exceptional student, always persisting and present in class. She aims to achieve her dream of becoming a doctor. She took part in the Grand défi Pierre Lavoie and to several fundraising events—for the realization of educational projects—and extracurricular activities."

Jean-Omer Kamkang

"I have difficulties in reading and vocabulary, but I do everything I can to improve myself: I ask questions to my teachers, I do research on Internet, in dictionaries or in books."

Céline Tukalak



## OPTIMISM - WILLINGNESS

"Travis works very hard to constantly improve his school results. Despite being reserved by nature, he keeps a smile on his face and makes constant efforts to progress in school, sports or social environments. His behaviour is irreproachable and concretely shows a desire to improve despite the difficulties encountered in the past."

Pierre De Jean, Teacher and Football Coach

"I met a remedial teacher to get help. He gave me tips and tricks to study better and to learn more about certain concepts."

Travis Flamand Petiquay

