

**The Grande Prairie Composite High School
International Baccalaureate Programme
Parent/Student Handbook 2022-2023**



Welcome to Grande Prairie Composite High School

Principal's Message

Welcome to the Grande Prairie Composite High School! I am proud and excited that you have chosen our amazing school to complete your final years of public education. I am sure you are excited to embark on this journey and we are most certainly looking forward to being a part of Team YOU!

Grande Prairie Composite High School is a grade 9-12 school with a student population of approximately 1250 and a staff population of 90. We provide excellent opportunities for students to expand their knowledge, meet new friends and achieve personal goals.

Grande Prairie Composite High School offers two programs of choice: Senior Trades and the International Baccalaureate Programme. We feature a range of course choices and programs including Career and technology Studies, Registered Apprenticeship Program, Music, Leadership, Languages, Fine Arts, Skills Canada participation, as well as opportunities for students to become involved in athletics, leadership, and community projects. We are proud to offer a Wellness Centre that offers a variety of services to support student's social, emotional, physical, mental, and educational well-being.

Grande Prairie Composite High School is a Professional Learning Community that fosters student growth and success by recognizing and celebrating the unique qualities, skills, and talents of each individual learner.

Rooted in the basic foundations of meaningful relationships, relevant and engaging learning experiences and effective communication, Grande Prairie Composite High School strives to ensure students and parents are actively involved in setting the direction toward achieving success after graduation. We are dedicated to making your transition to High School as smooth as possible and look forward to working with you.

Please feel free to contact me at the school should you have any questions or concerns.

Sincerely,

Mr. Dennis Vobeyda
Principal

Grande Prairie Composite High School Staff

Administration Team

| <u>Staff</u> | <u>Position</u> | <u>E-mail</u> |
|---------------------------------------|-----------------|--|
| Mr. Dennis Vobeyda | Principal | Dennis.Vobeyda@gppsd.ab.ca |
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| Mr. Garth Paquette (IB Administrator) | Vice Principal | Garth.Paquette@gppsd.ab.ca |
| Ms. Tracey Thiemann | Vice Principal | Tracey.Thiemann@GPPSD.ab.ca |

IB Instructors

| <u>Staff</u> | <u>Department</u> | <u>E-mail</u> |
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| Lee Brentnell | IB coordinator Social Studies (World History HL) Theory of Knowledge | lee.brentnell@gppsd.ab.ca |
| Leena Brentnell | Psychology (Psychology SL) | leena.brentnell@gppsd.ab.ca |
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An Introduction to the International Baccalaureate Programme

IBO MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The education of the “whole person” takes on a special significance in the twenty-first century when knowledge continues to expand dramatically; when advanced technologies and global economics have ideologies to guide political thought; when to exist in a world community requires appreciation and understanding of cultural diversity; and when cooperation alone will solve global problems. It is essential, therefore, that academic training provide students with the values and opportunities that will enable them to succeed in the competitive, modern world. ...from IBO publication 2013

Concepts of Rigor and Rigorous Assessment

In education, *rigor* is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall.

Rigorous learning and assessment experiences should be sufficiently and appropriately *challenging* for individual students or groups of students, not simply difficult. (<http://edglossary.org>)

What is IB?

Founded in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. Schools must be authorized, by the IB organization, to offer any of the programmes.

Who Offers IB?

More than 4,000 schools so far have chosen to teach International Baccalaureate® (IB) programmes, with their unique academic rigor and their emphasis on students' personal development. Those schools employ over 70,000 educators, teaching more than one million students worldwide.

Are IB programmes considered “gifted” programmes?

Some schools choose to designate the IB programme as a “gifted” programme that requires selection through an application process. In other cases, the programme is open to any student. At the GPCHS, the IB programme is a programme of rigor that is open to any motivated student who is characterized as being “intellectually curious”. They tend to demonstrate many of the following qualities: principled, inquiring, open-minded, reflective, caring, knowledgeable, thinkers, communicators, and balanced and resilient in the face of challenges.

Independent research results of IB Programme benefits

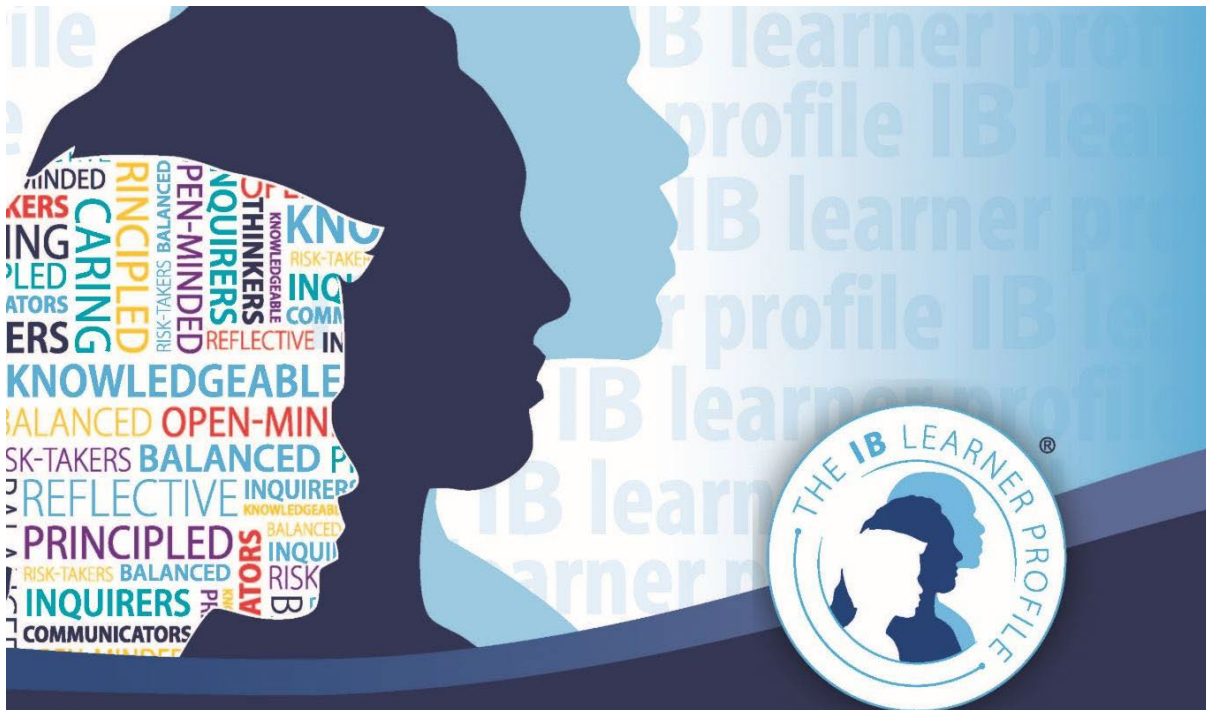
Research indicates that Diploma Programme (DP) graduates' complete college faster than their peers, feel more prepared for college-level coursework involving research, and are better able to cope with demanding workloads and time-management challenges. Qualitative findings from the same study suggest that teachers and administrators believe strongly that the DP prepares students for a university education in terms of curricular content, study skills and ability to handle a rigorous workload. (Lee, Leung, Wright, Yue, Gan, Kong and Li 2013). In comparison to former AP students, former DP students were more likely to report they felt prepared for college-level coursework; had conducted research projects at their universities; felt proud of their research; and believed their research skills would be important to future success (Inkelas, Swan, Pretlow and Jones 2013).

Personal, Societal and Academic Benefits of the IB Diploma Programme

1. Demonstrate foreign language skill
2. Contribute a global perspective to current events
3. Give back to the community through volunteerism and community service
4. Approach problems from multiple perspectives
5. Develop above-average time management skills
6. Exceedingly well-prepared for rigorous post-secondary challenges and opportunities
7. Develop strong academic, social and emotional characteristics. They are also likely to perform well academically – often better than students on other programmes.

Note: The previous information was taken from various official IBO publications. For further information visit the IBO website at www.IBO.org.

The IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The IB Programme at GPCHS (Three paths of IB available)

IB Diploma (full IB program)

- Spanish AB Initio (First cohort Jan 2022) French AB Initio (last cohort May 2023)
- **EE (Extended Essay)** * Introduces students to the demands and rewards of independent work. Explore your passion across several knowledge areas.
- **TOK (Theory of Knowledge)** * Interdisciplinary course designed to help students question and understand how they know what they know.
- **CAS (Creativity, Action, Service)** * Experiential learning component. Students can complete a wide variety of extracurricular, community service and athletic options.
- **IB Standard Level (SL) Math and Chemistry**
- **IB Higher Level (HL) Biology, World History and English**

**Core Components of the IB*

NEW: The following IB Standard Level course will be offered as optional courses starting for Year 1 (grade 11) students in 2022-2023: Psychology

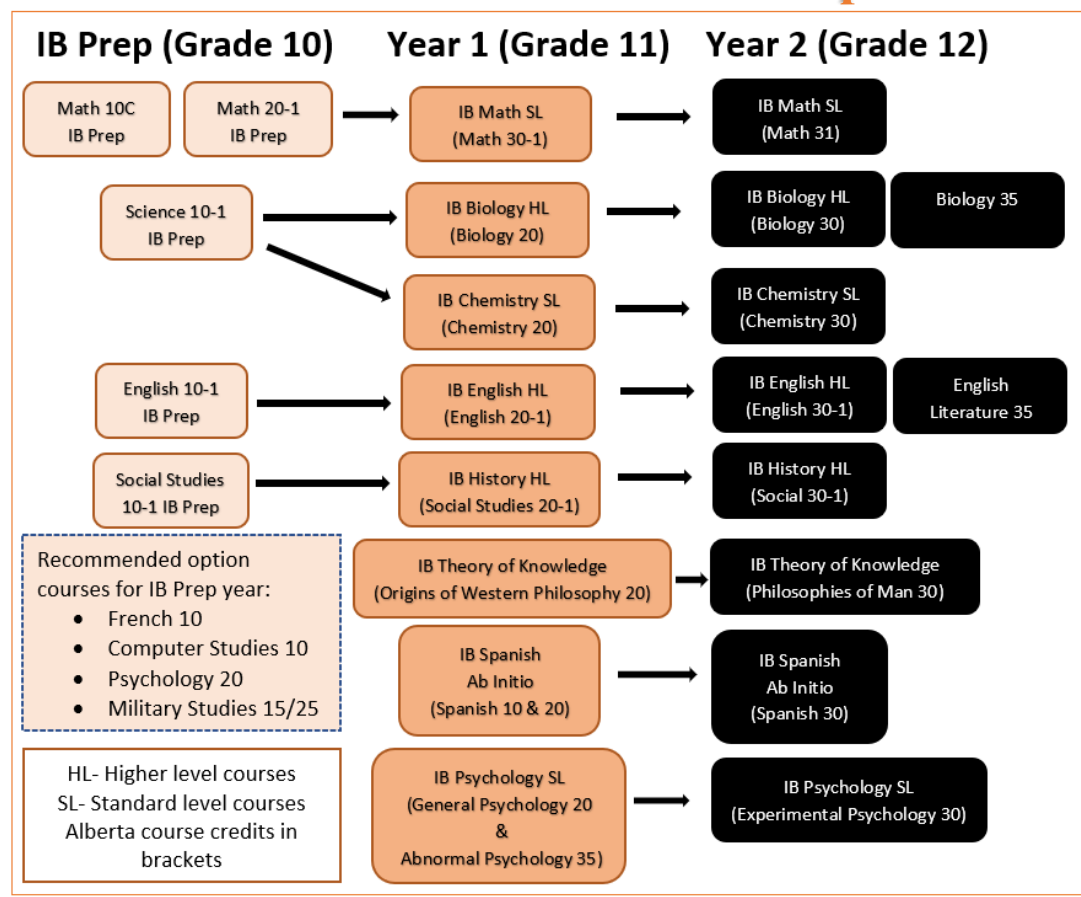
IB Certificate (partial IB program)

Students may take individual HL/SL courses and TOK for IB credit

IB Cohort

Students may enroll in individual HL/SL courses and TOK, but choose not to register for the IB assessments

Three Year Academic Plan for IB Diploma Student at GPCHS



In Year 2, students will also complete their extended essay and CAS (Creative, Action and Service) requirements. All IB diploma exams are written in the first three weeks of May. Students will also be required to meet all the Alberta graduation requirements, including passing CALM and earning at least 3 credits in Physical Education.

Language Policy

Our language policy is based on principles and guidelines provided in the following sources:

1. Alberta School Act,
2. Alberta Education Program of Studies literacy components,
3. Alberta Education Literacy and Numeracy Documents,
4. *Developing Academic Literacy in IB Programmes* Document,
5. *Guidance for Developing a School Language Policy* Document,
6. DP Subject Guides,
7. GPPSD Administrative Procedure 202: *Multiculturalism*.

IB World Schools are encouraged to have a language policy. The policy guides the use of language and language learning within the school. Language is a fundamental component in all courses: reading, writing, listening, and speaking. Language learning is the ongoing development and increased competency of the skills identified above.

GPCHS staff understand that the use of languages can have a dramatic impact on learning. Embedded within all the IB courses are literacy outcomes that relate to the acquisition and potential mastery of the specific curriculum. Instruction within our school is in English, unless it is a second language class. Currently, we offer French as a credit course, but also have a Cree Club and a Spanish Club. Students that struggle with the language of instruction may be enrolled into an ESL class, receive additional support from an ESL specialist or both. We also offer a homework club that focuses on the specific needs of newcomers.

GPCHS strives to support the mother tongues of all the IB candidates. As our community continues to grow, we have seen a dramatic increase in the number of different cultures and languages within our student population. To increase the level and accuracy of school communication, we access members of the school community and community groups to assist in communicating in the mother tongue for non-English speaking families.

It is also recognized that a required component of the IB Diploma Programme is to develop confidence, competency and fluency in a second language. GPCHS provides IB and non-IB students with the supports, skills and experiences necessary to move towards second language learning in Spanish. Currently, we offer Spanish Ab Initio. Embedded within the ab initio curriculum are components that introduce aspects of the French culture, traditions and history. We believe that language learning is greatly supported by an introduction and understanding of the “culture” of the second language.

GPPSD also offers to students enrolled in French language courses the opportunity to take the DELF exam (diplôme d'études en langue française) which tests the student's ability to use French in real-life situations. The DELF exam is official diploma awarded by the French Ministry of Education to certify the proficiency in French as a foreign language. It is recognized around the world and is valid for life.

Inclusion Policy

Our inclusion policy is based on principles and guidelines provided in the following sources:

1. Alberta School Act,
2. *Guide to Education ECS to 12* Document,
3. *Standards for Special Education* Document,
4. GPPSD Administrative Procedure 214: *Inclusive Education Programs*,
5. Diploma Programme: From Principles into Practice

GPCHS, in accordance with the Alberta Governments *Standards for Special Education* and the *Alberta School Act*, strives to provide the most appropriate learning environment for each student to best reach their potential. Each student is to receive a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusion relies on engagement, collaboration and involvement of students, parents, staff and community.

According to IB, *Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers*. The spectrum of inclusion ranges from specialized assessment to specialized education to learning support. IB instructors are encouraged to collaboratively plan and support differentiation for students' learning needs and styles. The consistency between classrooms allows for increased opportunity for mastery of the curriculum outcomes. Support beyond the classroom is found within our counselling department, Alberta Health Services staff on site, Learning Support Teachers and Native Liaison Worker.

Within IB, certain inclusion strategies must be approved by the IBO prior to being implemented. Please note, accommodations that are approved by Alberta Education will apply ONLY to Alberta curriculum and assessment of Alberta curriculum. As an example, all students are given double time for diploma exams by Alberta Education, however IB only permits quarter time if pre-approved by the IBO.

Reviewed 2022

Teachers use student exemplar responses provided by IB to ensure standardization of assessment for IB assessments.

Assessment Practices

Our assessment practices are based on the principles and guidelines provided in the following sources:

1. Alberta School Act,
2. Student Evaluation Regulation 177/2003 Ministerial Order,
3. The IBO Diploma Programme Assessment Principles and Practices,
4. IB Diploma Programme Assessment Policy,
5. GPPSD Administrative Procedure 360: *Student Assessment, Grading and Reporting Guidelines*,

Review 2022

Additional Resources

1. Schimmer, Tom *Grading from the Inside Out*, Solution Tree Press, 2016

Assessment within the IB Programme is consistent with the general assessment practices at GPCHS. Both formative and summative assessments are utilized, with the frequency of assessments varying between courses. The reporting of IB outcome grades does not occur on the GPCHS report card unless the IB outcome is also an Alberta Education outcome. However, IB candidates will have a clear understanding of the level of mastery they have achieved, through on-going communication with the instructor. Parents will also receive communication via parent-teacher interviews, direct home contact and meetings.

Course Outlines/Syllabi:

Parents and IB candidates will be provided with a comprehensive syllabus for each IB course that will show a course overview, weightings, required textbook(s), pre-requisite (if required) and summary of the academic honesty policy.

Grading:

Grading of IB outcome assessments will be presented in percentages, both on PowerSchool and report cards.

Reporting of Grades:

The posting of the results may or may not be on PowerSchool, as the assessments may or may not be directly linked to Alberta Learning course requirements. However, IB candidates will have a clear understanding of the level of mastery they have achieved, through on-going communication with the instructor. Parents will also receive communication via parent-teacher interviews, direct home contact and meetings.

IB Grades:

While grading of outcomes are presented in percentages, IB uses a 7-point grade scale. The percentage grade is not directly correlated to one of the 7 grades. Rather, the IB scale uses grade descriptors that consist of characteristics of performance at each grade.

Below is an example of the mathematical grade descriptors.

- **Grade 7** Demonstrates thorough knowledge and comprehensive understanding of the syllabus. Demonstrates the ability to integrate knowledge.....
- **Grade 6** Demonstrates a broad knowledge and comprehensive understanding of the syllabus. Demonstrates some ability to integrate knowledge....
- **Grade 5** Demonstrates a broad knowledge and good understanding of the syllabus. Demonstrates an awareness of the links between different areas of the course.
- **Grade 4** Demonstrates a satisfactory knowledge of the syllabus. Shows some ability to recognize patterns and structures, but limited understanding of the significance of results.
- **Grade 3** Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks.
- **Grade 2** Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level.
- **Grade 1** Demonstrates minimal knowledge of the syllabus; demonstrates little to no ability to use mathematical processes. For each grade, qualities of a typical performance are given. Most IB candidate work displays characteristics of more than one grade. The IB instructor will use their professional judgement to assign a grade that reflects the most consistent characteristics of the candidates work over the entirety of the course.

Academic Honesty and Integrity

IB states, *teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).*

IB instructors at GPCHS play a central role in teaching, reinforcing and refining the skills necessary for academic honesty with the IB candidate. While instructors are expected to support the candidate’s efforts to refine the skills and knowledge of academic honesty, it is ultimately the candidate who must bear the burden of demonstrating a strong understanding. A student must be diligent in demonstrating appropriate academic integrity. Below is a table illustrating academic misconduct (behaviour that may result in a student gaining an unfair advantage), as identified and defined by the IBO.

Academic Misconduct

| | |
|---------------------|--|
| Plagiarism | The representation, intentional or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. (IBO) |
| Collusion | Supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another. (IBO) |
| Misconduct | Taking unauthorized materials into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students and communicating with another student during the examination. (IBO) |
| Duplication of Work | The presentation of the same work for different assessment components and/or Diploma Programme requirements. (IBO) |

As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”. (Academic honesty in the Diploma Programme)

IB Parent or legal guardian and student complaints procedures: Follow the established Grande Prairie School District’s exist appeals process as follows

Student Appeals (Administrative Procedure 390)

Background

In accordance with Section 42 of the Education Act, the parents of a student and/or a student who is sixteen (16) years of age or older, have the right to appeal the decision of a Division employee that significantly affects the education of the student.

Students who are sixteen (16) years of age or older, for the purposes of this Administrative Procedure, have the same rights and responsibilities as parents.

Procedures

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. Appeal procedures shall ensure full opportunity for the parties to add information, discuss the issues, and state their positions and supporting arguments.
3. At any of the various steps in the process, the appellant shall have access to reports and other information concerning his/her child which were used to make the decision, pursuant to Administrative Procedure 320 - Student Records.
4. Channels of Communication
 - 4.1 If the appellant is not satisfied with a decision made by a teacher, the appellant may appeal to the Principal.
 - 4.1.1 It is expected that the appellant will have discussed the teacher's decision with the teacher prior to contacting the Principal.
 - 4.2 The Principal may request that appellant’s appeal be expressed in writing.
 - 4.3 If the appellant is not satisfied with a decision made by a Principal or an employee of the Division other than the Superintendent, the appellant may request that the decision be referred to the Superintendent, who will review the circumstances, and decide whether to uphold or change the decision.
 - 4.3.1 The Superintendent may request that such an appeal be expressed in writing.
 - 4.4 If the appellant is not satisfied with the decision made by the Superintendent, the parent may appeal the decision to the Board in accordance with Board Policy 12 – Appeals Regarding Student Matters, if applicable.
 5. The parent and student cannot independently appeal the same decision.
 6. Decisions shall be rendered without undue delay.

[AP 390 - Student Appeals.pdf \(gppsd.ab.ca\)](#)

Appeals Regarding Student Matters (Policy 12)

The Board has delegated the authority to the Superintendent to make decisions regarding student matters as prescribed in Policy 10 Board Delegation of Authority. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources. The Board will hear appeals on the decisions made by the Superintendent in the exercising of their delegated authority. Any appeal to the Board shall be

submitted in accordance with section 123 of the School Act. The Board recognizes, in accordance with Section 123(2) of the School Act that the parent(s)/guardian(s) of a student and, in the case of a student who is 16 years of age or older, the student has the right to appeal the decision of a Grande Prairie Public School District (GPPSD) employee if that decision significantly affects the education of the student.

Guidelines

1. Appeals for any decision made by a staff member of the District which significantly affects the education of a student (e.g., suspension, expulsion, denial of access to a program, placement, fees, etc.) must be communicated verbally and in written form within 5 calendar days of the decision made by the staff member.
2. Appeals of a decision made by a staff member of the GPPSD shall proceed to the next level of authority or responsibility.
 - 2.1 Decisions made by a staff member are appealable to the principal;
 - 2.2 Decisions made by a principal are appealable to the Superintendent; and
 - 2.3 Decisions made by the Superintendent are appealable to the Board.
3. The decision of the Superintendent or designate is the final decision of the administration.
4. Appeal procedures shall ensure full opportunity for the parties to add information, discuss the issues and state their positions and supporting arguments.
5. At any of the various steps in the process, parent(s)/guardian(s) shall have access to reports and other information on their child, which were used to make the decision, pursuant to the policy and procedure governing student records.
6. Parent(s)/guardian(s), when appealing a decision, have the right to be assisted by an advocate or resource person of their choosing to help in the preparation and presentation of their concerns. The responsibility for engaging and paying for such assistance rests with the parent(s)/guardian(s).
7. Decisions shall be rendered without undue delay.

Procedures for Appeals to be Heard by the Board

1. Appeals will be heard by an ad hoc committee of the Board, consisting of a majority of the Trustees of the Board, within 10 days of when the decision was rendered.
2. The hearing of the appeal must be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
3. The appeal will be heard in-camera, with specified individuals in attendance.
4. The Board reserves the right to make its decision at a subsequent meeting of the ad hoc committee. The parties to the appeal will be advised when the decision will be made.
5. The appeal hearing will be conducted in accordance with the following guidelines:
 - 5.1 The Chair will outline the purpose of the hearing, which is to provide:
 - An opportunity for the parties to make representation in support of their respective positions to the Board. This information may include expert medical, psychological and educational data and may be presented by witnesses. The information presented may include both written and verbal communications;
 - The Board with the means to receive information and to review the facts of the dispute; and
 - A process through which the Board can reach a fair and impartial decision.
 - 5.2 Notes of the proceedings will be recorded for the purpose of the Board's records.
 - 5.3 The Superintendent and/or designate(s) will explain the decision and give reasons for the decision.
 - 5.4 The appellant will present the appeal and the reasons for the appeal and will have an opportunity to respond to information provided by the Superintendent and/or designate(s).
 - 5.5 The Superintendent and/or designate(s) will have an opportunity to respond to information presented by the appellant.
 - 5.6 Board members will have the opportunity to ask questions or clarification from both parties.
 - 5.7 No cross-examination of the parties shall be allowed, unless the Chair deems it advisable under the circumstances.
 - 5.8 The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The recording secretary will remain in attendance. The Board may have legal counsel in attendance.
 - 5.9 If the Board requires additional information or clarification in order to make its decision, both parties to the appeal will be requested to return to the hearing for the required additional information.
 - 5.10 The Board decision and the reasons for that decision will be communicated to the appellant by telephone and confirmed in writing following the appeal hearing.
 - 5.11 Appellants shall be advised of their right to request a review by the Minister of Education of a decision on an appeal made by the Board pertaining to
 - The placement of a student in a special education program;
 - The language of instruction;
 - The expulsion of a student;
 - A home education program; and
 - The amount or payment of fees or costs.

[Board Policy 12: Appeals \(gppsd.ab.ca\)](https://www.gppsd.ab.ca/Board-Policy-12-Appeals)

Post-secondary institutions selected by our IB graduates *(as of May 2021)*

| | | |
|-------------------------------------|---|--------------------------------|
| ETH Zurich | University of Toronto | University of British Columbia |
| University of Waterloo | University of Western Ontario | University of Windsor |
| University of Ottawa | The King's University | Mount Royal University |
| University of Calgary | Calgary College of Holistic Health | University of Saskatchewan |
| Mount Allison | University of British Columbia Okanagan | Lakehead |
| Grande Prairie Regional College | Fairview College | University of Lethbridge |
| MacEwan University | University of Alberta | University of Victoria |
| Memorial University of Newfoundland | | |

Testimonials of GPCHS IB Graduates

“I have to let you know (so you can encourage the remaining IB students) that IB paid off. There’s so many international students who I’ve met who can agree and it’s interesting to discuss the exact same exam with somebody who wrote it in the Philippines.” IB Graduate 2013

“Even though I was not in the full IB diploma program, I was still sitting in the full IB classes and it was exciting to learn all the extra stuff! IB is great to propel your knowledge of the world even if you won’t apply it to your career.” IB Graduate 2013

“I’m in university now and taking psychology. I just thought I’d say THANK YOU for making university easier than high school.” IB Graduate 2013

“Even though I am not going on to postsecondary school, I have been able to take a lot from my IB experience. The business I started required me to deal with others, solve some problems and see things from other perspectives.” IB Graduate 2014

“I chose to leave IB when the new high school opened so I could be with my friends. While I did not complete IB, I use a lot of the skills that I learned daily. I am now apprenticing as a millwright and feel that the IB experience was what kept me coming to school in grade 11.” IB Graduate 2015

“I am in the Engineering Program at GPRC. Many people are finding the amount of homework and the pace overwhelming. In math today they were introducing vectors, but I had already done those with Mr. Tingstad in IB math, so it was just review for me. There are three of us from IB in the engineering class”. IB Graduate 2015

“I decided to lighten my IB course and dropped IB World History HL and IB English HL...huge mistake. I didn’t equate lightening my course load with avoiding rigor. In university, rigor is the norm”! IB Graduate 2017

“Nothing feels better than sitting in a lecture theatre, listening to the professor and thinking to myself, I have done this already.” IB Graduate 2017

“I know I struggled in Year 2 of IB and felt like I let myself and you guys down. But after my first semester at college, I really believe I am better prepared than a lot of classmates. I watch them panic trying to figure out how to organize their workload and studying and realize they don’t have the “skills toolbox” Mr. Smith and Mr. Fragomeni always talk about.” IB Graduate 2018