International Baccalaureate 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 programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
School Enrollment & Course Registration Timeline

November 14th  Niwot Open House

December 2nd  Open Enrollment Window Opens: Online Form
               All students that live outside the Niwot attendance area

December 4th  Career Development Center (CDC) Open House
               CDC & Innovation Center Course Registration Begins on Revtrak

December 16th  Open Enrollment Window Closes
                Niwot Pre-IB Enrollment Due
                Please complete even if you are still deciding between schools

January 7th   CDC & Innovation Center Course Registration Closes

January 17th  All Open Enrollment Applications Finalized

January 29th  9th Grade Academic Planning Night
               Plan your 9th grade courses

January 31st  Sunset Middle School Students
               Course selection sheets due to Sunset MS

               SVVSD Charter Students & In-District Students not attending Sunset
               Commitment to attend deadline, call or email the Niwot Registrar: prado_irene@uwv.org - 303-652-2550  
               Course selection sheets due to current middle school

               Out of District Students
               Commitment to attend deadline, call or email the Niwot Registrar: prado_irene@uwv.org - 303-652-2550
               Online school enrollment due if you have never attended an SVVSD school
               Course selection sheets due to Niwot High
### IB Transportation AM/PM Stops Locations and Time 2019/20
Revised 8/01/2019

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<thead>
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<th>AM Departure</th>
<th>PM Bus Route</th>
<th>PM Arrival</th>
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Students are encouraged to be at their home high school stop five minutes before listed A. M. bus departure time.
Frequently asked questions about the Diploma Programme

What is the Diploma Programme?

The Diploma Programme (DP) is a curriculum framework designed by the International Baccalaureate (IB) for students in the last two years of high school.

IB students graduating with the IB diploma are able to study at universities all around the world, often with advanced credit. Students report that their involvement with the IB has given them the tools needed to succeed at college. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time. Even more important, they have developed a sense of the world around them and their responsibility to it.

Diploma Programme students study six subjects (three at standard level and three at higher level) over two years and complete three additional requirements: the theory of knowledge (TOK), the extended essay and at least 150 hours of CAS—creativity, activity and service tasks outside of the classroom. In addition to these requirements, students must earn a minimum of 24 points out of a possible 45 points on the final assessments which are externally marked and moderated by the IB, in order to receive an IB diploma.

Theory of knowledge (TOK)

TOK is an interdisciplinary course designed to help students question and understand how they know what they know. Students study how individuals from various disciplines view the world in order to develop their own ways of thinking. By stimulating analysis of knowledge across disciplines, TOK seeks to help students make sense of school and the world.

Creativity, activity, service (CAS)

CAS is an experiential learning component of the DP. Students complete a wide variety of extracurricular, community service and athletic options to fulfill this requirement.

Extended essay

The extended essay introduces students to the demands and rewards of independent work. Emphasis is placed on doing personal research and communicating ideas effectively in order to write a 4,000-word essay in an area of personal interest.

How do colleges and universities view the Diploma Programme?

The DP is internationally recognized as representing one of the highest standards in university preparatory education. More than 1,000 colleges and universities in North America have recognition policies on how they weigh it in admissions, advanced standing, college credit and scholarships.

A list of colleges and universities that grant credit, scholarships and/or advanced standing for DP diplomas and certificates is available at www.ibo.org.
What kind of student is a good candidate for the DP?

The DP is a rigorous course of study for motivated students. That said, prior academic success is less an indicator of ability to earn the diploma than a student’s determination to do his or her best, willingness to be organized in order to complete the work while leading a full, balanced life, and a strong commitment to learning in and beyond the classroom.

Do DP students have time for anything beyond academics?

Absolutely. Most successful Diploma Programme students lead very full lives. They are often members of athletic teams and involved in a wide range of activities. Time management and organization are key skills the IB develops in students.

Are IB programmes considered “gifted” programmes?

The IB does not control how schools designate their Diploma Programme. In some instances, schools choose to designate the programme as selective enrolment via application or as a magnet programme. In other cases, the programme is open to any student.

Do DP teachers receive special training?

All DP teachers receive professional development in the IB’s approaches to teaching and approaches to learning from certified IB workshop leaders. This is a requirement for IB World Schools implementing the DP.

Does implementing an IB programme mean my child’s school will not teach local or national standards such as the Common Core?

The IB is committed to making sure that students in IB programmes meet and exceed local or national standards. With the implementation of any IB programme, schools are required to examine their curriculum carefully to ensure that there is alignment with local, state or national standards. More information on the IB and the Common Core is available at www.ibo.org.

What’s the difference between the diploma and certificates?

Not all students choose to take the full course load leading to a diploma. Instead, some take a few DP courses in areas where they have a particular interest or strength, similar to honours and Advanced Placement classes. Certificates are awarded on a course-by-course basis to students who choose not to do the full programme. Students who satisfactorily complete a DP course earn a certificate and may be eligible for university credit.

How does the IB DP differ from other university-preparatory programs such as Advanced Placement and Cambridge?

The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in the content and exams. The DP is a cohesive and comprehensive programme, not a collection of individual courses as is the case with Advanced Placement. The most important distinguishing factor is the core of the Diploma Programme (CAS, TOK and extended essay).

Can you give a specific example of how the DP prepared students for college?

A 2012 study by the Consortium for Chicago School Research found that Diploma Programme students who graduated from 12 Chicago public schools were more likely to attend college, attend a selective college and persist in college for 2 years than a matched comparison group. Additional studies on programme impact are available at www.ibo.org/research

How can I learn more about the IB and DP?

- Visit the IB website at www.ibo.org
- Attend school meetings and events
- Speak with your school’s DP coordinator
- Speak with your child’s DP classroom teachers.
COLO. HOUSE BILL 1108: COLLEGE CREDIT FOR IB DIPLOMA

CHAPTER 153
EDUCATION - UNIVERSITIES AND COLLEGES


AN ACT
CONCERNING A STANDARD POLICY FOR ACCEPTING INTERNATIONAL BACCALAUREATE DIPLOMA STUDENTS IN COLORADO INSTITUTIONS OF HIGHER EDUCATION.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Article 1 of title 23, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SECTION to read:

23-1-113.2. Commission directive - admission standards for students holding international baccalaureate diplomas. (1) (a) THE GENERAL ASSEMBLY HEREBY FINDS AND DECLARES THAT:

(i) IT IS IN THE BEST INTERESTS OF THE STATE TO ENCOURAGE THE DEVELOPMENT AND ADOPTION OF INNOVATIVE AND EFFECTIVE CURRICULA FOR HIGH SCHOOL STUDENTS;
(ii) THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM IS AN ESTABLISHED AND WELL-RESPECTED PROGRAM DESIGNED TO PROVIDE INNOVATIVE CURRICULA WORLD-WIDE;
(iii) IN MOST OTHER WESTERN EDUCATIONAL SYSTEMS, SECONDARY EDUCATION INCLUDES THE EQUIVALENT OF A THIRTEENTH GRADE, AND THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM CONFORMS TO THIS APPROACH WITH ITS RIGOROUS COURSE OF STUDY OVER TWO YEARS;
(iv) A STUDENT WHO HAS SUCCESSFULLY COMPLETED THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM IS VIEWED AS A HIGHLY ATTRACTIVE STUDENT BY INSTITUTIONS OF HIGHER EDUCATION DUE TO THE STUDENT'S AMBITION, WORK HABITS, AND SCHOLARSHIP;
(v) NATIONWIDE, INSTITUTIONS OF HIGHER EDUCATION RECOGNIZE THE HIGH LEVEL OF ACADEMIC SOPHISTICATION OF INTERNATIONAL BACCALAUREATE STUDENTS AND MANY OFFER CONSIDERABLE COLLEGE CREDIT AS AN INDCUENCE FOR THOSE STUDENTS TO ATTEND THEIR INSTITUTIONS;
(vi) MANY COLORADO INTERNATIONAL BACCALAUREATE STUDENTS LEAVE THE STATE TO ATTEND INSTITUTIONS OF HIGHER EDUCATION THAT PROVIDE ATTRACTIVE OFFERS OF CREDIT; AND
(vii) IT IS IN THE BEST INTERESTS OF COLORADO TO RETAIN THE STATE'S BEST AND BRIGHTEST STUDENTS WHO CAN ESTABLISH PERMANENT RESIDENCY AND SUBSEQUENTLY CONTRIBUTE TO THE INTELLECTUAL AND ECONOMIC VITALITY OF THE STATE.
(b) IT IS THEREFORE THE INTENT OF THE GENERAL ASSEMBLY IN ENACTING THIS SECTION THAT COLORADO INSTITUTIONS OF HIGHER EDUCATION BE REQUIRED TO ADOPT COMPREHENSIVE AND REASONABLE POLICIES TO OFFER CREDIT TO INTERNATIONAL BACCALAUREATE STUDENTS.

(2) (a) ON OR BEFORE JANUARY 1, 2004, THE COMMISSION SHALL ENSURE THAT EACH GOVERNING BOARD OF A STATE-SUPPORTED BACCALAUREATE AND GRADUATE INSTITUTION OF HIGHER EDUCATION IN THE STATE ADOPT AND IMPLEMENT, FOR EACH OF THE INSTITUTIONS UNDER ITS CONTROL, A POLICY FOR THE ACCEPTANCE OF FIRST-TIME FRESHMAN STUDENTS WHO HAVE SUCCESSFULLY COMPLETED AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM.

(b) EACH GOVERNING BOARD SHALL REPORT THE POLICY ADOPTED AND IMPLEMENTED PURSUANT TO PARAGRAPH (a) OF THIS SUBSECTION (2) TO THE COMMISSION AND SHALL MAKE THE POLICY AVAILABLE TO THE PUBLIC IN AN ELECTRONIC FORMAT.

(c) EACH GOVERNING BOARD SHALL SET THE NUMBER OF CREDITS THE INSTITUTION MAY GRANT TO A STUDENT WHO HAS SUCCESSFULLY COMPLETED AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM, EXCEPT AS OTHERWISE PROVIDED IN PARAGRAPH (d) OF THIS SUBSECTION (2), THE NUMBER OF CREDITS GRANTED BY AN INSTITUTION SHALL BE, AT A MINIMUM, TWENTY-FOUR SEMESTER CREDITS OR THEIR EQUIVALENT. EACH GOVERNING BOARD SHALL IDENTIFY THE SPECIFIC GENERAL EDUCATION OR ELECTIVE REQUIREMENTS THAT THE STUDENT SATISFIES BY HAVING SUCCESSFULLY COMPLETED THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM AND SHALL OUTLINE THE CONDITIONS NECESSARY TO AWARD THE CREDITS.

(d) EACH INSTITUTION MAY DETERMINE THE LEVEL OF STUDENT PERFORMANCE NECESSARY TO GRANT THE CREDITS, AS MEASURED BY A STUDENT’S EXAM PERFORMANCE IN THE SPECIFIC COURSES CONSTITUTING THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM. AN INSTITUTION MAY ONLY GRANT LESS THAN TWENTY-FOUR SEMESTER CREDITS OR THEIR EQUIVALENT IF THE STUDENT HAS RECEIVED A SCORE OF LESS THAN FOUR ON AN EXAM ADMINISTERED AS PART OF THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM, IN WHICH CASE THE NUMBER OF SEMESTER CREDITS OR THEIR EQUIVALENT GRANTED BY THE INSTITUTION SHALL BE REDUCED ACCORDINGLY.

(3) THE PROVISIONS OF THIS SECTION SHALL NOT APPLY TO ANY INSTITUTION OF HIGHER EDUCATION THAT HAS ENTERED INTO A PERFORMANCE CONTRACT WITH THE COMMISSION AS AN EXEMPLARY INSTITUTION OF HIGHER EDUCATION.

SECTION 2. Effective date. This act shall take effect at 12:01 a.m. on the day following the expiration of the ninety-day period after final adjournment of the general assembly that is allowed for submitting a referendum petition pursuant to article V, section 1 (3) of the state constitution; except that, if a referendum petition is filed against this act or an item, section, or part of this act within such period, then the act, item, section, or part, if approved by the people, shall take effect on the date of the official declaration of the vote thereon by proclamation of the governor. Approved:

April 18, 2003

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Capital letters indicate new material added to existing statutes; dashes through words indicate deletions from existing statutes and such material not part of act.