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.
10 Reasons

why the IB Diploma Programme (DP) is ideal preparation for university

1. **It increases academic opportunity**
   
   Research shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2. **IB students care about more than just results**
   
   Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3. **It encourages you to become a confident and independent learner**
   
   For example, the extended essay requires independent research through an in-depth study.

4. **The IB encourages critical thinking**
   
   Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5. **Graduates are globally minded**
   
   Language classes encourage an international mindset, key for increasingly globalized societies.

6. **It’s an international qualification**
   
   The DP is recognized globally by universities and employers.

7. **DP students have proven time management skills**
   
   Take good study habits and strong time management to further education and the working world.

8. **It assesses more than examination techniques**
   
   Learn to understand, not just memorize facts or topics and prepare for exams.

9. **Subjects are not taught in isolation**
   
   Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10. **It encourages breadth and depth of learning**
    
    You are able to choose courses from six subject groups and study subjects at different levels.

*Based on IB research - www.ibo.org/research

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As an International Baccalaureate (IB) student, you are distinctive and will bring a unique set of attributes to whatever university or college that you ultimately attend. The challenge is to how to bring those qualities, in addition to grades and standardized test scores, to the attention of admissions officers. Have you considered how best to describe your high school achievements in your university application?

IB Diploma (DP) and Career-related Programme (CP) students:
- know how to do independent research
- have a demonstrated foreign language skill
- contribute a global perspective to current events
- have given back to their communities through volunteerism and community service
- study the language, history and arts of diverse cultures, and approach problems from multiple perspectives
- have above-average time management skills and are exceedingly well-prepared for the rigour of college-level coursework.

Additionally, DP students take a year-long course to develop critical thinking, analysis, and explore ways of knowing (theory of knowledge (TOK)), while CP students bring work-related experience and a career-specific set of skills to their university application or resume.

Five more ways to emphasize your IB strengths:

1. **Highlight your advanced writing skills**: Completing multiple essays comes easily to IB students given the emphasis the programme places on self-reflection and written expression. IB students can capitalize further on this by using the interdisciplinary model of learning to respond to admissions questions from multiple perspectives.

2. **Consider universities that accept individual portfolios**: Some universities allow students to submit individual portfolios of work. The DP and CP programmes place emphasis on the development of a student’s abilities over time. IB students will have amassed a significant body of work in their personal portfolios and in the MYP personal project. Portfolio-based applications allow admission officers to understand how an IB student is reflective and critical in their work.

3. **Nail the interview**: DP students give multiple presentations over their two-year course work. The confidence and experience they develop in these public speaking opportunities will translate into a big advantage when interviewing for university admission, internships and work. Don’t forget to mention your creativity, activity, service (CAS) project in addition to your academic credentials.

4. **Recommendation letters that pack a punch**: The recommendation letter remains a pivotal component of the application package. When soliciting recommendation letters that stand out, consider providing your teachers with an easy-to-reference profile of your high school history beyond academics. Include your extended essay topic, your personal project topic, your CAS project, foreign language abilities, participation in any international programmes of study, extra-curricular activities and course workload.

5. **Show your global perspective**: IB students have a strong sense of their cultural identity, and respect the values and differences of other cultures. Trained to think globally and act locally, IB students are required to participate in civic engagement through a community service project that ties into some aspect of their coursework.
Going into my freshman year I heard a lot of things about the IB program at Niwot. I heard that it was rigorous. I had heard that the program was intended for the “kids with no social lives”, who were willing to devote sleepless nights and tireless hours to tasks seemingly pointless and mundane. And as I was entering my freshman year I thought to myself, “Why am I going to high school?” Back then, I assumed it was so I could go to college. Because as I was taught from a young age, the road to success went from doing well in high school, to getting into a good college, to acquiring a stable, decent job so that I could have a family and a successful, happy life. So I was not really concerned with whether I did IB or not, whatever looked best on the college applications, right?

As a freshman I decided to do pre-IB, to get the advantage of having the excellent pre-IB teachers, with the full expectation that I would drop out of the program after pre-IB and go into the AP program as a junior and a senior. After all, why would I bother to go through the immense trouble of IB exams, writing an extended essay, completing CAS hours, and taking courses known for their tediousness when the AP program offered the same prestige, the same marketability to colleges, with what I thought to be considerably less work?

I have an answer to that question, but it probably is not what most people would expect. When the end of my sophomore year demanded that I decide, AP or IB, I did not have to think very hard about my decision. For me the IB program had a distinct advantage over the AP program: the students. The students of my pre-IB classes were all making the same decision as me at the time, and what I found by talking to them was that the students that were deciding to stay in the program were the students that had a passion for learning.

I could say that the IB program changed my life, but I think it would be more accurate to say that my peers in the IB program changed my life. In class discussions about Hamlet lead to fantastic Saturday night discussions about Hamlet (he’s a pretty interesting guy if you haven’t read or seen the play). Talking to my classmates, I learned that some of them were Hindu. Fascinated by the new religion I had not been previously exposed to, I ended up writing my extended essay on the topic. Fulfilling the CAS hours made me appreciate community service in a way I never had before, and participating with my friends made it all the more enjoyable. Seeing my peers’ passion for various pursuits, whether they were academic, athletic, or just plain weird made me excited to be a part of an IB program where students like this did not just get through high school, but challenged themselves and excelled.

Now I would like to write a few words regarding some of the “myths” of IB. Is it tedious? Yes, at times, but that tediousness is used to prepare students for college. I felt extremely prepared for my college workload, and I know that is almost solely due to the IB program. Did I pull all-nighters all the time? No, I almost always went to bed by 10 or 11, and the latest I ever had to stay up was 3 am. Is IB only for the “socially awkward kids with no social lives”? While I admit I can be socially awkward at times, looking back I thought I had a great social experience in the IB program, as I believe the strongest aspect of the program is the students. Can students play sports and do IB? Yes, most of my close friends and I did both IB and athletics in high school.

There is more that I could say about the IB program: that it has fantastic teachers, that the curriculum is global, and that most colleges consider it equally if not more impressive than the AP program. However looking back on my experience, I know that for me the most rewarding aspect of the IB program was the incredible students I got the opportunity to surround myself with every day. I have made lifelong friends, which I know will keep inspiring me for as long as I know them.
To whom it may concern, My name is Tommy Stager and I am an IB Diploma recipient from Niwot’s class of 2017. Presently, I am a Cadet at the United States Air Force Academy and I am very thankful for the academic, social, and even athletic foundations that the IB program created for me. There are many focuses in the program, including academics, but the most underlying goal is to create good people who are well equipped to achieve their goals and have a positive impact on the people around them. At Niwot, I was not just an IB diploma candidate, I was also a very competitive athlete. The workload between my academics and extracurriculars were hard to balance. This amount of work coaxed me into developing new skills such as efficient learning, time management, and prioritization, all of which I use at the Academy on a daily basis. These skills were not developed on my own, however. In the IB program, the instructors are invested in their students and provide every opportunity to succeed, and they will work with their students to prepare them the best they can, including emphasizing and advising the development of these skills. Thanks to my teachers and their guidance, I was able to accomplish my goals in the classroom and on the athletic field. Another emphasis in the IB program is developing students who can think critically. This ability is coincidently an emphasis for those who have chosen to lead others in the profession of arms, because an officer’s ability to critically analyze situations can be the difference between life and death for the officer and those under their command. The IB program helps to develop a mindset that questions, analyzes critically from many points of view, and makes the most educated decisions based on these premises. I can honestly say that I am set apart from my classmates at the Academy as I am far along in the development of such a sharp mindset. Furthermore, this mindset extends past the profession of arms; it is a mindset that aids social leaders in every profession. The last and most important emphasis in the IB program is moral living. The IB program is a program that encourages critical thinking, but also moral thinking. Students in the IB program develop a strong moral compass that dictates how they live their lives. This starts with the programs academic honesty policy and extends past classes such as Theory of Knowledge, Psychology, and even Economics. A strong moral compass is the most important attribute a human can have, and the IB program helps to establish this in its diploma recipients. The IB program at Niwot sure has an academic focus, but that is not necessarily their primary task. One thing that I have noticed about students in the program is their general charisma, work ethic, morality, intelligence, and their intrinsic motivation for personal growth. The program may be difficult at times but it creates environments that encourage students to adapt into better versions of their former self, so that they may obtain qualities like these, qualities that are admirable in leaders all over the world and at every level of society. The IB program produces well rounded, morally straight, mentally awake, and overall good people. Braveheart said that “your heart is free, have the courage to follow it.” If this is what you want, buy into the system and work as a team. The IB program will be one of the greatest and most rewarding adventures you can embark on.
NPB Service Record

NPB Student’s Name (LAST/FIRST): ____________________________

Voluntary service type: ____________________________  # of Service Hours Completed: ________

1. Summarize what you did:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Explain what you hoped to accomplish through this activity/service:

________________________________________________________________________

________________________________________________________________________

3. What did you learn about yourself and others through this activity/service and/or what skills, attitudes and values have you developed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. How did your service benefit others?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Which of the seven Learning Objectives listed on the back did this service allow you to meet and how?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s Signature: ____________________________  Submitted on: ________
NPIB Service Requirement:

- 9th grade NPIB year- 25 hours of voluntary (free of monetary compensation) service. The NPIB Service Record/s and associated email confirmation/s are due to the NHS IB Office either by the last school day of the 9th grade year or by the first school day of the 10th grade year.
- 10th grade NPIB year- 25 hours of voluntary (free of monetary compensation) service. The NPIB Service Form/s and associated email confirmation/s are due to the NHS IB Office either by the last school day of the 10th grade year or by the first school day of the 11th grade year.

Why does NPIB require student to engage in service?

Service activities and/or projects are often the most transformative experiences. They have the potential to nurture and mold the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local school district, or it may exist on national and international levels. Service activities should not only involve doing things for others but also doing things with others and developing a real sense of commitment. The relationship resulting from service activities and/or projects should therefore be one of respect and fostering the dignity of self and others.

Learning Outcomes:

1. Identify own strengths and develop areas for growth.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Demonstrate how to initiate and plan a service experience.
4. Show commitment to and perseverance in service experiences.
5. Demonstrate the skills and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of choices and actions.

NPIB Service Record physically submitted in person to the NHS IB Office, shall be accompanied by an attached service confirmation email. Confirmation emails are replacing the previously required signatures from the service supervisors. NPIB students performing the voluntary service should request the service confirmation emailed to their svvsd.org email address. Each service confirmation email should be:

- Generated by the person/organization where the voluntary service was conducted
- Emailed directly to the student who performed the voluntary service (not NHS staff)
- Include the name of the student who performed the voluntary service, the date/s of service and total number of service hours performed.

**While evaluative feedback regarding the service provided by the NPIB students in not required, Niwot High School welcomes all feedback regarding the quality of our students’ service in the community.**

*** NPIB Parents/Guardians should not serve as the confirmation contacts for any of the voluntary service provided by their children.***
NIWOT HIGH SCHOOL THEATRE PRESENTS
A COMEDY BY DON ZOLIDIS

The brothers grimm Spectaculathon

"LET'S GO INTO THE WOODS!"

NOVEMBER 15-17, 2019
FRIDAY 7:00PM
SATURDAY 3:00 & 7:00PM
SUNDAY 4:00PM

TICKETS $10.00 ADULTS