



Parent/Guardian: Meeting Notes-IB informational meeting-11/13/18



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.

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.

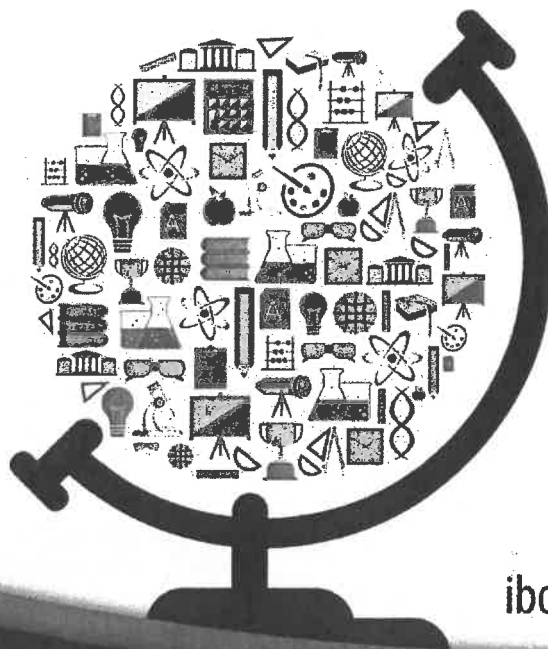
Extended essay

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 are 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?

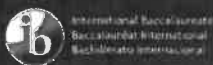
The IB DP is a two-year comprehensive curriculum with a culminating set of externally graded final exams. IB, Advanced Placement (AP) and other college-preparatory curriculums like Cambridge are all university preparatory, academically rigorous programmes. There are important differences, however, in 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.



How Do Universities View The IB Diploma Programme?

Universities around the globe recognize the International Baccalaureate (IB) Diploma Programme for excelling in preparing students for successful university educational experiences and for life in a global society. In addition to some views on IB offered by admissions professionals from Michigan and highly selective universities immediately below, in this document you will find information on:

- How to investigate IB credit, standing, and scholarship opportunities offered by hundreds of universities worldwide
- IB related information on Michigan's public universities
- Information on the 14 US states that have legislated policies on how their public universities will recognize IB students' achievements
- Credit, standing and scholarship information for Diploma Recipients from "IB Friendly Universities"
- Credit policies of "IB Friendly Universities" for IB course students

What Admissions Directors are saying?

Brown University, Panetha Ott, Admissions Officer

"I don't think there is anyone who does not respect the I.B."

Duke University, Christoph Guttentag, Director of Undergraduate Admissions "One of the advantages of an IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

Harvard University, Marilyn McGrath Lewis, Asst. Dean of Admissions "Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Program on the transcript." GPA is not nearly as important a factor in university admission as the IB Diploma. If a student has to choose, choose the Diploma over protecting the GPA."

Michigan State University, Pamela Horne, Assistant to the Provost for Enrollment and Director of Admissions "My eyes light up when I see 'International Baccalaureate Diploma Programme' on a transcript. Students who apply to Michigan State University with IB credentials are assumed to be mature, curious, and creative. They have proven to be successful in a rigorous program that is both broad and deep in its content and intellectual challenge. On campus, IB graduates move with ease in a diverse and global university that demands intercultural skill and adaptability. The challenge of completing

an IB diploma means that a student has engaged in the kind of rigorous work that is likely to help them become not just an outstanding college student and citizen of the world, but an exceptional one.”

Oakland University

Oakland University values the International Baccalaureate Diploma Programme and its engaging and challenging curriculum that encourages critical thinking, intercultural understanding and respect.

University of Michigan, Cliff Sjogren, former Director of Admissions “A transcript that reveals a student’s enrollment in International Baccalaureate courses serves notice to the admissions officer that the applicant is someone who accepts rather than avoids educational challenges. Further, a successful IB student will enroll at Michigan with some advantages over students who have taken less intensive programs...Unquestionably, a school that graduates each year a number of students with IB diplomas has demonstrated its commitment to high educational standards and that commitment will serve to influence admissions decisions at the University of Michigan.”

Virginia Tech, Dr. Eugene Carson “. . . IB students who attended that university (Virginia Tech) as freshmen significantly outperformed all other freshmen, including students who had taken Advanced Placement courses.”

IB credit and standing policies of hundreds of colleges and universities:

The link below provides policy summaries for universities and colleges within a specific country and state. IB recognition is spreading and improving, and these policies are periodically updated, so be sure to check directly with the university under consideration <http://www.ibo.org/recognition/university/index.cfm>

Important Note: As mentioned earlier, university policies are changing as more and more IB students are having great success after leaving high school. Even if a published IB credit and standing policy excludes credit for SL courses, many universities do grant credit for these classes. Be sure to ask! Remember, too that universities offer placement exams which are often free and whose results can lead to credit as well.

States with Legislated IB Policies and Guidelines for Their Public Universities:

California, Colorado, Florida, Georgia, Minnesota, Montana, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, Texas, Utah, Wisconsin.

The attached university application is submitted by a Diploma Programme candidate who is graduating in 2019



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

International Baccalaureate Diploma Programme (DP)

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations and assessments that prepare students, normally aged 16 to 19, for success at university and life beyond. The programme is taught over two years and has gained recognition and respect from the world's leading universities. Since 1968 the programme has:

- provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course
- encouraged international-mindedness in IB students, starting with a foundation in their own language and culture
- developed a positive attitude to learning that prepares students for university education
- gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide
- emphasized the development of the whole student - physically, intellectually, emotionally and ethically.

Authorization and recognition

Only schools officially authorized by the IB may offer the Diploma Programme and register candidates for an IB examination session. There are over 3,300 IB World Schools offering the Diploma Programme in more than 150 countries.

- The IB has shown that students are well prepared for university work and the Diploma Programme has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. These include institutions such as Cambridge, Harvard, Heidelberg, McGill, MIT, Oxford, Princeton, Rotterdam Erasmus, Sorbonne, University of British Columbia, and Yale.
- Universities requiring additional information are invited to consult the IB web site for universities [www.ibo.org/university-admission] or contact the IB.
- Contact details for the IB can be found on the IB public website [www.ibo.org]
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The curriculum: Diploma Programme

Diploma Programme candidates are required to study six subjects and a programme core. One subject is chosen from each of groups 1 to 5 and the sixth subject from group 6 or, alternatively, the student can elect to study a second subject from groups 1 to 4, further mathematics Higher level (HL) from group 5 or an IB approved school based syllabus. The core of the Diploma Programme consists of the theory of knowledge (TOK), the extended essay (EE) and creativity, activity, service (CAS). Theory of knowledge provides a forum for discussion, reflection and instruction that considers the nature of human knowledge and supports the development of interdisciplinary understanding. The extended essay provides the opportunity to investigate an academic research question of individual interest and in the process to develop the independent research and writing skills expected for further education. Participation in the school's CAS programme broadens the educational experience by expecting students to be involved in creative, physical and service activities.

Specialization is provided by requiring at least three, and no more than four, of the six subjects to be studied at HL. Breadth is provided by studying three subjects, or two if four HL subjects are taken, at Standard level (SL)



IB course candidates

A candidate who has elected to design their own programme of study and/or take less than six subjects or who does not satisfy the requirements of the full Diploma Programme is awarded a *Diploma Programme Course Results* document for the subjects they have completed. Diploma candidates who complete more than six subjects receive a *Diploma Programme Course Results* document for any additional subject[s].

Studies in language and literature (Group 1)	Language A: literature	A course in literary analysis.
	Language A: language and literature	A course in textual analysis, based on non-literary and literary genres.
	Literature and performance	An interdisciplinary course that explores the relationship between literature and theatre.
Language acquisition (Group 2)	Language B	A language-learning course for candidates with previous experience of the language.
	Language ab initio	A language-learning course for beginners.
	Classical languages	A course in Latin or Classical Greek language, literature and culture for candidates with previous experience of the language.
Individuals and societies (Group 3)	Business management, economics, geography, global politics, history, information technology in a global society (ITGS), philosophy, psychology, social and cultural anthropology, world religions, and environmental systems and societies.	
Sciences (Group 4)	Biology, chemistry, physics, design technology, sports exercise and health science, computer science, environmental systems and societies, and a nature of science pilot.	
Mathematics (Group 5)	Mathematics HL, mathematics SL, mathematical studies SL, further mathematics HL.	
The arts (Group 6)	Visual arts, music, theatre, film, dance, and literature and performance	
Interdisciplinary:	Literature and performance: interdisciplinary between groups 1 and 6. Environmental systems and societies: interdisciplinary between groups 3 and 4	

Assessment: grading and results

A candidate's assessment performance in individual subjects is graded 1 (lowest grade) to 7 (highest grade). Theory of knowledge and the extended essay are graded from E (lowest grade) to A (highest grade). If an "N" appears in place of a grade then no grade has been awarded.

The Diploma Programme candidate's six subjects can yield 42 points. Three further points are available for the combination of the extended essay and work in TOK. Therefore, the maximum possible score is 45 points. The award of the diploma requires candidates to score at least 24 points as well as meet other standards and conditions including the completion of a suitable CAS programme. Approximately 80% of candidates are awarded the diploma and the IB has maintained consistent standards, with no grade inflation, over the 50 years of its existence.

A bilingual diploma is awarded to a candidate who fulfils one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

King Soopers Reloadable Card Program 2018-2019 Registration

Thank you for participating in the King Soopers Reloadable Card Program for the Niwot High School IB Program.

How It Works

1. Stop by the Niwot High School IB Office (Michelle Baker, 303.652.2550, baker_michelle@svvsd.org) with this King Soopers Card Registration and purchase reloadable King Soopers gift cards. Each card will have a \$2.50 preloaded balance. The first card per IB Enrolled student is free. Each additional card is \$2.50.

2. Visit any Kroger-affiliated store throughout the United States. Kroger-affiliated stores include (Loaf and Jug excluded):

King Soopers	City Market	Kroger
Fred Meyer	Ralphs	Fry's
Fry's Marketplace	Dillons	Smith's Food & Drug
QFC	Food 4 Less	Owen's
Foodsco	Hilander	Jayc
Pay-Less Supermarkets	Cala-Bell	Baker's
Fred Meyer Jewelers	Littman & Barclay Jewelers	

3. Before your groceries are scanned (in a separate transaction) reload your card(s). You can also reload at the customer service desk.

4. Complete your purchase using your King Soopers Card.

5. 5% of every dollar you reload onto your card will go toward your students IB Account in the Niwot High School IB Program.*(see page 2 for additional information)

Frequently Asked Questions

Services charges or penalties? No extra charges, no signup fees, no penalties.

Do the cards expire? The card will only expire if the balance on the card is \$0 for 90 continuous days. If this happens, just stop by our school treasurer's office to pick up a new card.

What happens if a King Soopers Card is lost or is thrown away? Each reloadable King Soopers card comes with an ID Number on the back that keeps track of your balance. If your card is lost, your money isn't gone (provided someone didn't find the card and use it immediately). If your card is lost, the balance can be retrieved, your old number is retired, and a new card is issued with the balance from your lost card! A new card will then need to be purchased from the Niwot High School IB Office.

What about gift cards purchased at the store? Students can only earn credit from King Soopers Cards purchased & registered through the school treasurer's office.

What can be purchased with King Soopers Cards? Any merchandise in a King Soopers or its affiliated stores except services. Services include Western Union, Money Orders, TicketMaster, Postage Stamps, Lottery Tickets, & other King Soopers Gift Cards. Remember to use your King Soopers Card every time you fill your gas tank!

How do I find the balance on my King Soopers Card?

- The balance is always printed on the bottom of your register receipt
- Visit www.gcbalance.com
- Call 1-866-822-6252
- Any cashier can check your balance.

King Soopers Reloadable Card Program 2018-2019 Registration (Cont.)

Card Serial Number:

Cardholder's Name:

Cardholder's Email:

Cardholder's Phone:

IB Student Account Name:

*As the Cardholder I understand that the funds received by the IB Program from King Soopers in the above IB Student Account are to be used in the Niwot High School IB Program. If the enrolled student **withdraws** from the IB Program, moves to another school and/or graduates, any unused funds in the IB Student Account will not be returned or transferred. The IB Student Account will be closed and any unused funds will be considered a donation to the Niwot High School IB Program. **Funds cannot be used for AP Exams.** The Cardholder also understands that all funds collected after the above IB Student Account has been closed from the King Soopers Reloadable Card above will be donated to the Niwot High School IB Program.

Cardholder Signature

Date

IB Transportation AM/PM Stops Locations and Times 2018/19

Revised 7/23/2013

Home High School AM Bus Route AM Departure PM Bus Route PM Arrival

Erle High School					
Pick up/ Drop off @ EMS	136	6:47	127	2:43	
Pick up/ Drop off @ EHS	No AM	No AM	127	2:51	

Frederick High School					
Pick up/ Drop off @ FHS	136	6:23	127	3:05	
Pick up/ Drop off @ CRMS	136	6:10	127	3:17	

Longmont High School	198	7:00	198	2:58	
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Lyons High School	127	6:45	127	4:03	
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Mead High School	193	6:15	127	3:33	
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Skyline High School					
Pick up/ Drop off SHS	193	6:31	193	3:11	
Pick up/ Drop off TRMS	193	6:56	No PM	No PM	

Silver Creek High School	195	6:28	195	3:19	
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Students are encouraged to be at their home high school stop five minutes before listed A.M. bus departure time.

