



**Student: Meeting Notes-IB informational meeting-11/13/18**

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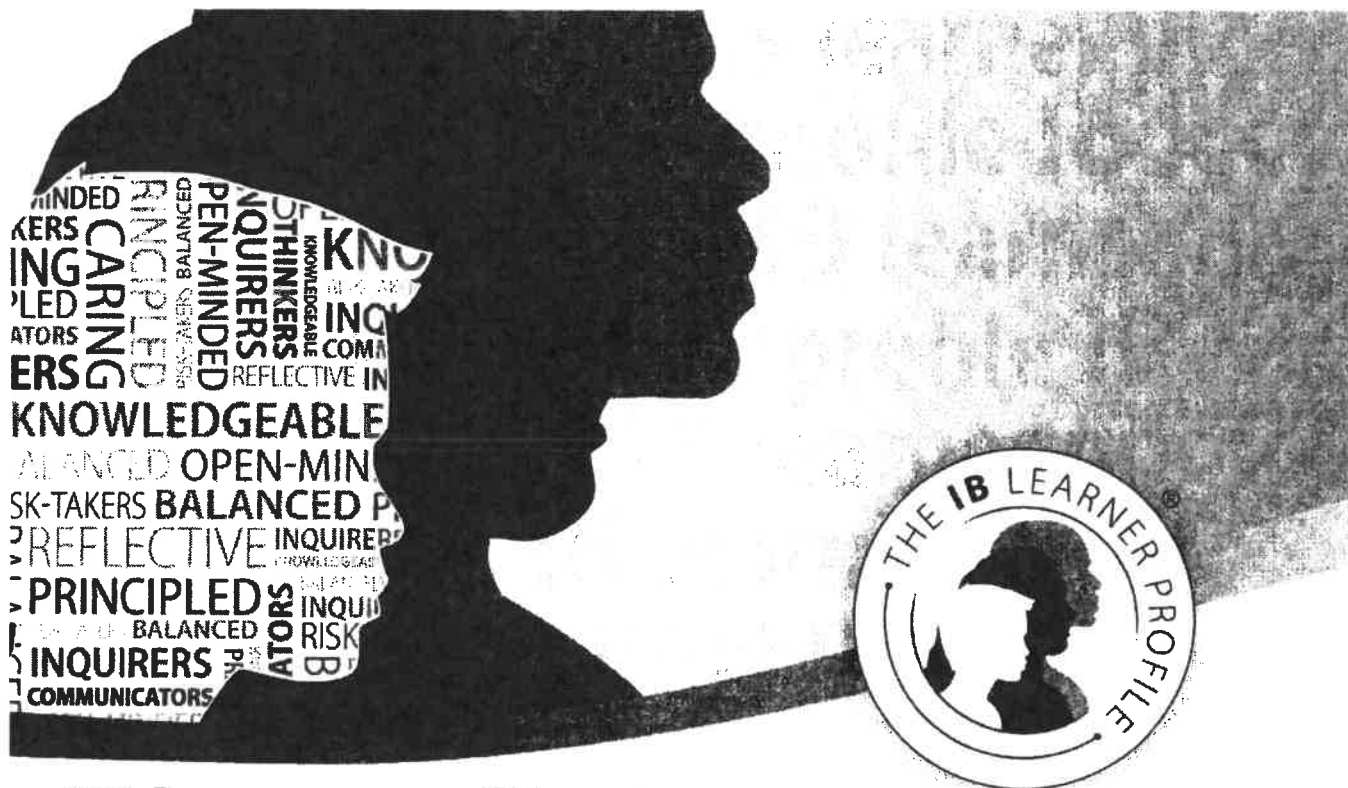
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# IB learner profile

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.



## “My Experience in the IB Program” - by Nick Stager NHS Graduate (Class of 2012), currently at Harvard University

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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.

**Tommy Stager, NHS Graduate Class of 2017, currently at United States Air Force Academy**

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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 coincidentally 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.

# 10 REASONS

## WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

### 1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



### 2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.



### 3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE

The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

### 4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.



### 6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—exams are externally assessed with no grade inflation for more than 30 years.

### 5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

### 7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



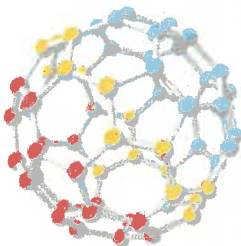
### 8 THE IB ENCOURAGES CRITICAL THINKING

Inquisitiveness and interpretation are among the key cognitive properties of an IB education.



### 9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.



### AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.



# Project Uganda: Cougars & CDC Creating Classrooms

## OPEN HOUSE CELEBRATION

Thursday, November 29, 2018 | 9:00 a.m.- 4:00 p.m.

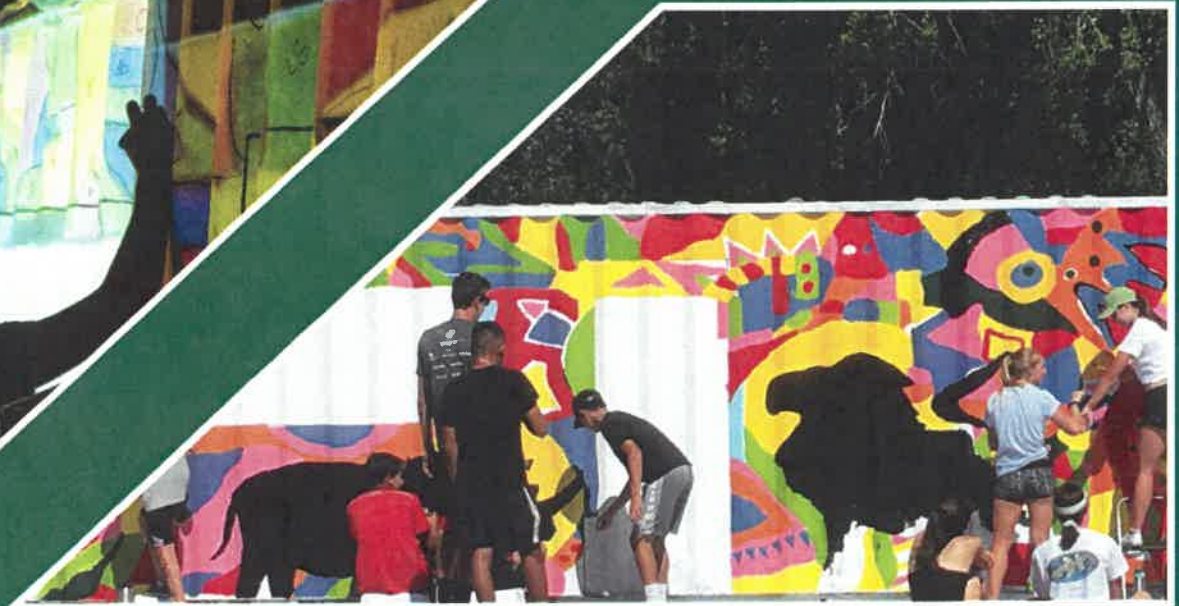
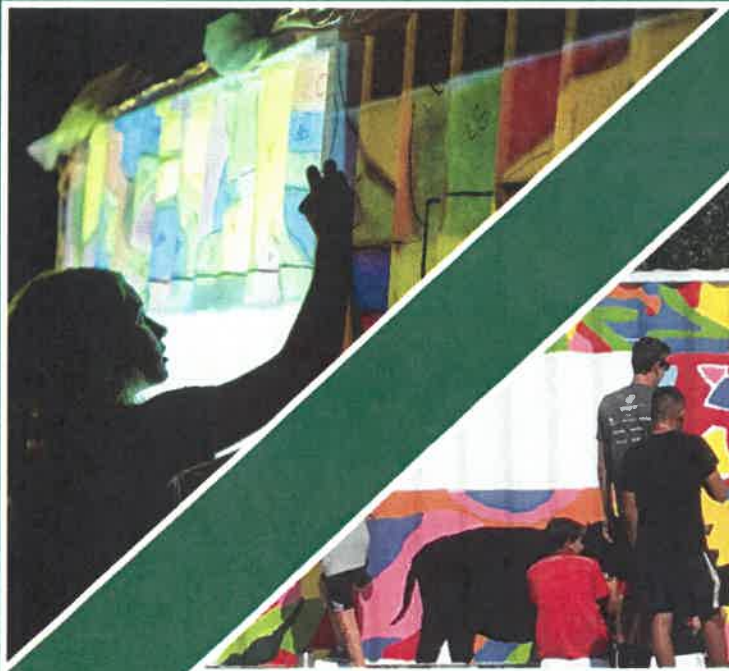
# JOIN US!

Niwot High School  
8989 East Niwot Road  
Niwot, CO 80503

All student and adult participants are welcome to join the Niwot Feeder and CDC members for the completion ceremony of Project Uganda: Cougars & CDC Creating Classrooms.

Participants who have not had the opportunity to add their handprints to the container may do so from 4:00 - 4:30 p.m. before the ceremony.

The completion ceremony will be held from 4:30 - 5:15 p.m. for project participants and their families.



A PARTNERSHIP PROJECT



