



# IB matters

A World for Learning

September 2005

Douglas County High School  
Castle Rock, Colorado

Volume 9 Issue 1

## Record Enrollees in Junior IB Class

There has been a huge increase in the number of juniors entering the IB program this year! In the past there have been 40-50 graduates each year, but this year 85 students decided to continue on. The number of students in each class are:

Seniors	40
Juniors	85
Sophomores	135
Freshmen	136

Why the big jump? "The students seem to instill a sense of confidence in each other," says Steve Fleet, our IB coordinator. "I also think that the seniors did a nice job of communicating what it will take to succeed in the program to the students last year."

In addition, of the 396 students in the program, 198 come from outside the DCHS attendance area. Around 60 are from Parker and 90 from Highlands Ranch area.

Meetings for prospective IB students for next year will be held this fall on October 27 at Cresthill Middle School and November 3 and 17 at DCHS. Applications for the program will be due on December 1. Applications will be available sometime in October, online on both the DCHS and District websites and at the counseling offices at all Douglas County middle and charter schools.

## Survey Results In—Now What??

Remember the IB survey we all filled out this summer with registration? The response was wonderful--almost 200 families returned the survey, about half of the number of pre-IB/IB students registered in the program. The survey results—

- Over half felt the IB program should be more international in scope, and even more wanted information about student opportunities outside of our area/country. Several suggested a student exchange program.
- Over half also would attend a parent TOK class!
- As far as meeting interests are concerned,
  - ... 82% want to meet the IB teachers
  - ... 85% want information to help in applying to college
  - ... 28% would be interested in having a parent social
  - ... 72% would like to see a freshman orientation session
  - ... 56% are interested in a panel of IB graduates who would discuss the program

### Volunteering

There is much pent-up desire for parents wanting to get involved in the program. Over 100 said they would like to help out in some way, and over 40 said they would be willing to help plan IB events during the year!

Many of you have already been called upon to help with activities that needed immediate attention. For example,

- ..... Several parents have stepped up to work together to update the IB display cases in both school buildings.
- ..... A group of parents met with the IB coordinators to plan the Junior IB Induction ceremony held on September 15.
- ..... One parent volunteered to work with Deborah Wick, IB Secretary, to coordinate other volunteers to help with IB mailings.

In addition, many students volunteered to write articles for the newsletter. Gretchen Simons, our new assistant IB coordinator, held a meeting with them on Sept 8 during advisement to brainstorm ideas and volunteer for assignments.

The IB coordinators have also recognized that an IB Parent Group, similar to those in existence at other schools, would be beneficial to the increased success of the program. It is hoped that an organizing group can be established this fall, so that regular meetings can start being held in the spring semester.

### More Information Please!

It was clear from the survey that much more information is desired on various aspects of the program. Most comments centered on course requirements and selection, CAS clarification and ideas, IB recognition for college, and IB exam testing descriptions.

Last spring improved information was prepared on the course flows for each of the IB subject areas. This information was provided to parents and students at the

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## Coordinator's Corner

by Gretchen Simons,  
Assistant IB Coordinator

Welcome to DCHS IB for the school year 2005-06. It is our hope that all IB students have begun a challenging and rewarding school year. This year, DCHS IB will continue the process of finding ways to facilitate students' progress through the program.

First, Theory of Knowledge teacher Matt Wigdahl will offer Advisement workshops on the Extended Essay. Seniors are encouraged to attend these sessions to have their questions answered and receive help from IB staff. Advisors of the Essay are also receiving detailed information to help guide individual students through the process of compiling and writing their essays.

Second, we have begun re-examining CAS, the community service aspect of IB. I was fortunate to attend IB Coordinator training and an IB regional conference this summer, where CAS was a major topic. Although schools are free to establish their own CAS guidelines within the suggested framework, the IBO encourages all schools to emphasize service. The IB Committee, made up of parents, students, teachers, a counselor, and DCHS administrators, will discuss revising our guidelines to better reflect this emphasis. Already, a group of IB juniors is organizing a long-term CAS project that will link Douglas County schools with schools in New Orleans, assisting them as they rebuild. In addition, we will offer

CAS workshops during Advisement, where students can get help with ideas for fulfilling CAS and completing their written requirements.

The IBO is encouraging all schools to broaden their focus on internationalism. In her presentation at the IB Regional Conference, Irene Davy, Director of Sunnybrook School in Toronto, said, "Children educated for tomorrow's world must be equipped with the habits of mind that will allow them to act in meaningful ways, whether locally or globally. It is as important to understand the 'other's' point of view as it is to understand one's own." Here at DCHS, we have begun to discuss not only specific events that will heighten international awareness, but ways to include this broader perspective in everyday learning.

Finally, we are working toward improved communication this year. We plan to offer an IB website with a calendar of important events and deadlines, and we hope to involve more of the many parents who have expressed interest in assisting with the program. We especially want students to feel welcome and supported by their teachers, administrators, and IB staff. Coordinator Steven Fleet, Assistant Deborah Wick, and I look forward to chatting with students and parents about particular concerns—and about what is going well! Please keep in touch. Our goal is to do the same.

### **Ib matters**

*Published four times during the school year.  
Contact anyone below for suggestions,  
comments, and submissions.*

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### **Survey Results**

*(Continued from page 1)*

10<sup>th</sup> grade meeting held in May. It will also be distributed to ALL students well before course registration this winter.

Ms. Simons attended several IB sessions this summer and came back excited about the potential for improving CAS activities at DCHS. She is going to prepare more extensive CAS guidelines and explanations, and is working with parent volunteers to identify community agency opportunities in our area for students.

An article in this newsletter on IB recognition at colleges is a start for those desiring more info on colleges that provide extensive credit to IB students. Subsequent articles will explore other aspects of the IB program.

Another improvement will be a new IB Parent / Student Guidebook that will contain "everything you need to know about IB," including much of the information you requested in the survey. Look for it to be issued later this calendar year.

Thanks to all who responded to the survey. We hope that your comments and suggestions will guide the IB department in making the program even more successful!

# DCHS Completes 5-Year IB Evaluation

The first Douglas County High School IB class graduated in 2000. With the completion of the 2003-2004 school year, the program had completed five full years of producing IB graduates. The IBO (International Baccalaureate Organization) requires each of its member schools to undergo an evaluation every five years. During the spring semester last year, DCHS participated in such a review.

The evaluation itself is conducted by the IBO regional office (IB-North America in New York). It consists of their evaluation of objective data (participation numbers, test scores and such) as well as a self-study performed by the school. The IBO considers the self-study to be the most important part of the whole evaluation process, in terms of the time and collective effort involved, and the value to be gained by the school program from the process.

The self-study contains a questionnaire which focuses on the school's principles and practices of 5 specific standards:

**Philosophy and International Mindedness** evaluates the alignment between the educational beliefs and values of the school and the IBO, promoting diversity of culture and international activities.

**Support for the Program** ensures the school's support of the diploma programme by personnel's attendance at developmental and regional meetings and workshops, appropriate communication with parents and community, and systems for monitoring the programme.

**Curriculum and Assessment** states there should be a balanced, well-planned curriculum that satisfies the requirements of the programme.

**Resources** includes the provision for sufficient funding, staffing, administrative structures and other resources for the programme.

**Student Support** requires the school to provide appropriate information to new and existing students regarding the program, and support for those with language and other special needs.

Douglas County successfully completed the five-year Diploma Programme review process, meeting or exceeding standards in all areas. Our outstanding students, staff and community made it possible for us to honestly assess the strengths and weaknesses of our program.

Although we feel our program fared well in the evaluation process, the review helped us focus on several areas for expansion or improvement. In many of these areas, activities were already planned or underway.

The improvements include having more contact with other IB schools both locally and world-wide, and promoting more international awareness in teaching. Last year, in order to better implement and monitor the program, we formally created an IB Committee to identify areas of need and to seek solutions. In curriculum, we established Year 1 courses in the sciences to be separate from the general science introductory courses, to prepare our students better in the topic areas focused upon in the IB science curriculum. We are also considering ways of placing discussions of environmental issues into the science curriculum, as an effort to increase awareness of the correlation between science and current events.

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## IB Bulletin Board

### Congratulations to . . .

. . . Michael Craven (IB Social Studies teacher) who will be getting married to Kacey Scroggins during fall break this year!

. . . Deborah Wick (the backbone of the IB program) who just welcomed a new granddaughter, Gillian, on August 25.

### Thank you . . .

Leda Stassi, for organizing an order for 40 Math Studies books for Mr. Brown's IB math class.

### Welcome to our new IB teachers . . .

J. J. Mai (English), Mike McGinnis (Algebra II), Roy Safstrom (Orchestra), and Reagan Sowa (English).

### IB Student Directory

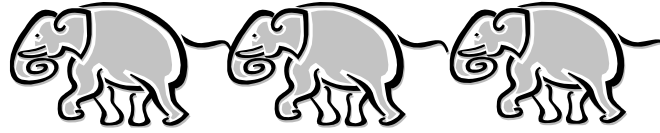
A new directory of our IB students will soon be available. Each student will receive one copy free. Additional copies (for parents!) will be \$3.00. Hopefully this will help with such things as contacting classmates for group projects, homework, and

**"We are what we repeatedly do.  
Excellence, then,  
is not an act, but a habit."**

# Chasing Elephants

When I arrived in America from South Africa, in the middle of what was to be my seventh grade year, I was amazed to discover that I could tell anyone anything about South Africa and they would believe it. For example, on my first day at an American school, someone asked me if lions and elephants roamed the streets of our neighborhood freely. I tried to be sarcastic in my reply, thinking that they were joking around with me, by saying "Yes, and those silly elephants also used to come into my garden every morning and make such a racket that I had to go outside and chase them away!" The fact of the matter is that not only did they believe me, but I had them going on about these elephants, and many more stories, for the two years I was in middle school!

It seems that very few people living here know many details about life in South Africa. Many Americans base their thinking of life in Africa on what they see in movies. Contrary to popular belief, we do not live in mud huts or run around chasing elephants. Obviously, there is still much tribal living among the native peoples, and there are many game reserves where animals do roam freely, but many of us South Africans live in houses in neighborhoods and cities, just like we are living here now.



It was extremely sad to leave our home four years ago as South Africa had finally, after many years of struggle, legitimized its politics. In 1994, my parents were proud to stand in line on a hot summer's day for close to 12 hours to participate in the country's first free elections ever. For the first time, people of every color and race stood in line to vote, many old and gray, voting for the first time in their lives. In 1948, the National Government came to power and instituted the infamous policy of Apartheid in South Africa. Apartheid meant "apart-ness" or "separate-ness" in Afrikaans (the language of that government.) It meant that different race groups had to live and conduct every part of their lives apart from each other. This system of Apartheid ended when Nelson Mandela was elected President of South Africa in 1994. I was lucky enough to be part of the first generation of people who lived without the Apartheid system. If I had not been, this would have meant that my best friend, an Indian girl named Malika, would not have been allowed to attend the same school as me, or even sleep over at my house. We certainly could not have eaten in the same

restaurant, or ridden the same bus.

11 years on, South Africa is still a country in transition. The legacy of Apartheid is masses of uneducated, unemployed people who are desperate for survival. It will take generations to reach "normality" in South Africa. But for now, it has an extremely high unemployment rate, which means it also has an extremely high crime rate. Everybody living there has to live in constant fear of becoming one of the very high crime statistics. Crime is not only very prevalent, it is also extremely violent. Our family, in 1997 was hijacked outside my school in the early hours of the morning. My sister, five at the time, and I each had a gun pointed at our heads. We managed to survive without harm, but that is not usually the outcome in most cases. Our house has also been the target of many intruders and break-ins.

That being said, I feel I also have to tell you that my family and I miss South Africa very much. We miss the vibrancy, the color, the music, and the willingness to forgive of the African people. Our trip back there in June 2005 reminded us of just how much we miss the rhythm of Africa that can be found nowhere else on Earth.

—by Megan Quilliam, Grade 11

## 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.*

**"Hard work beats talent  
when talent doesn't work hard.  
If you are not talented,  
make sure you work double hard."**

—Ceal Barry,  
Former CU Women's Basketball Coach,  
CU Graduation '05

## Upcoming Events . . .



### ***Sophomores, take the PSAT!!!***

Sign up to take the PSAT on October 12. It's good practice for the real thing next year. And if you check off the student search box, your mail box will fill with college solicitation brochures to ponder . . . Sign up in the counseling office September 19 through September 29. Cost: \$20, with checks made out to DCHS (Note that the PLAN test will be administered on the same day. Sophomores taking the PSAT will be administered the PLAN test at a later date.)

### ***Saturday College Fair and Workshop — October 8***

The annual Denver Area College Fair will be held 10 a.m. – 3 p.m. at Cherry Creek High School. Over 200 in-state and out-of-state colleges and universities will be in attendance. See [www.collegefairsdenver.org](http://www.collegefairsdenver.org). Parking can be an issue—try to car-pool if possible!!

### ***Change to London Student Trip***

The May newsletter announced a student trip to London planned for May/ June of 2006. The trip has been changed to include both London and Paris (over 8 days) and will occur during Fall Break in 2006. The cost is approximately \$1500. For information, see [www.efours.com](http://www.efours.com) (Tour No. 394001) or contact Seve Fleet 303-387-1131.

### ***Find Out What's Happening at DCHS!***

Regular School Advisory Council (SAC) meetings are held on Thursday evenings every other month. Meetings include topics of relevance and various speakers and are open to all members of the DCHS community. The meetings for this year will be held on November 9 (7 p.m. at Castle Rock Middle School), and January 12, February 9, and April 13 (all at 6 – 8 p.m. in the DCHS Library with a light dinner served). *Plan to attend!!*

## IB Evaluation

*(continued from page 3)*

CAS is also one area where we are planning to increase our focus. To this end we have added an additional IB coordinator, partly to help with CAS coordination. We would like to see more community involvement in the CAS activities. And we are establishing a student leadership committee to encourage more student initiative in the development of CAS projects.

We are also aiming to improve our programme information for both students and their parents. We have developed documents describing course sequences by subject area and charts depicting requirements. Additional counselors are also being trained this year to assist with IB course selection and scheduling.

This review was especially possible through the work of the DCHS International Baccalaureate committee. I would like to give thanks to students John McMahon and Lauren Schoeffler, parents Phil Daley, Peg Molloy and Cheryl Monroe, teachers Scott Campbell, Bev Farrell, Judi Hofmeister, Jen Knight, Gretchen Simons, Maria Sorensen, Tom Thieme, Wendy Wenkstem and Matt Wigdahl and principal Edna Doherty for making this important undertaking a success. We welcome all suggestions to help us make this the best possible educational opportunity.

## IB Committee Starts a New Year

The DCHS International Baccalaureate Committee is beginning its second year. Comprised of parents, teachers, students, and administrators, the committee seeks to identify areas for growth and to maximize our potential as a program.

Last year the five-year review occupied most of our time. This year we hope to expand our discussions to address scheduling issues, morale concerns, organization of CAS and internationalism.

*We currently need a sophomore student representative. Any student interested should contact Mr. Fleet.*

We also welcome discussion points from all members of our IB community. This committee believes that a firm commitment to democratic procedures will enable us to build the strongest possible IB program. Douglas County possesses the resources, the students and the personnel necessary and so any failure can only come from a lack of vision and commitment. This committee is designed to maximize both of these vital characteristics.

*—by Steve Fleet*

# Q & A

## Question: Which colleges offer credit for IB students?

Support of IB Diploma graduates continues to grow as universities and colleges come to a greater understanding of the rigor of the IB program. IB recognition policies are improving, and many institutions are strengthening their recruitment of IB students.

Currently, similar to the way credit is given to students for AP testing, most colleges award credit for IB courses. In most cases, credit is given for high-level IB courses only, when the college offers similar courses. However, some colleges also provide credit for standard level courses (although more credit is provided for the HL). As with AP tests, a minimum IB test score must be achieved, generally a score of 5 or higher. (IB exams are scored on a range of 1 - 7.) But for some schools, even a score of 4 may satisfy a core class requirement, particularly in the case of foreign languages.

Increasingly, states are passing laws to award sophomore status to IB diploma graduates, as they attempt to keep their brightest students from fleeing to out-of-state schools. Colorado was one of the earliest, when in 2003, a law was passed awarding a minimum 24 semester hours credit to those with an IB diploma (with 4+ minimum score on all exams) who attend Colorado state schools. Florida provides similar credit at its state schools. And Texas just passed a law this past summer also providing

24 hours of credit at its public institutions, again for diploma students with scores of 4+ on their exams. (The Texas Education Agency has yet to issue detailed implementation guidelines, so the schools do not yet reflect this information on their websites. If you are interested, individual colleges should be contacted.)

Each college and university differs in the course recognition it provides. The International Baccalaureate Organization (IBO) maintains a database of universities that recognize the IB diploma along with details of their IB recognition, at [www.ibo.org](http://www.ibo.org) (select "Services", then "Universities and Governments" and scroll down). All information should be verified at individual school websites, since current data is not guaranteed. IB-North America (IBNA) website also keeps tabs on recognition trends and issues in the U.S. and posts semi-annual newsletters on its site (<http://newsmanager.commpartners.com/ibourti/issues/>).

Below is a sampling of schools that provide outstanding recognition of IB coursework. Note that obtaining the diploma itself does carry extra weight, allowing in many cases for a student to essentially gain credit for SL coursework rather than just HL. *If you have knowledge of other colleges that offer exceptional recognition, please let us know so we can publicize it!*

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### **Oregon State University**

Diploma: guaranteed admission  
w/30 score: sophomore standing, scholarship  
No diploma: credit for HL scores of 5+

### **University of Tulsa**

Diploma w/28 score: sophomore standing  
Diploma w/24 score: 10 hrs. credit  
No diploma: credit for HL/SL scores of 5+

### **DePaul University**

Credit for HL scores of 5+ (and some 4+)  
Credit for some SL exams also offered

### **University of Wisconsin**

Credit for HL exams scores of 4+  
Diploma: 3 extra hours elective credit

### **University of MN--Twin Cities**

Diploma w/30 score (all test scores 4+): 30 hours  
No diploma: credit for HL scores of 5+

### **University of Denver**

Diploma w/30 score: may receive 45 qtr hours credit  
No diploma: credit for HL scores of 4+

### **Colorado College**

HL scores of 5+: 2 units (1 unit = 1 class)  
HL scores of 4+: 1 unit  
SL scores of 5+: 1 unit

### **Pacific Lutheran**

Diploma: 30 semester hours credit  
No diploma: credit for HL scores of 4+

### **Bryn Mawr**

Diploma w/30 score (minimum HL scores required):  
1 year credit

### **University of CA System**

(includes UCLA, Berkeley, Davis, SF, SD and others)  
Diploma w/30 score: 20 semester credits  
No diploma: credit for 5+ score on selected exams



# Where Did They Go?

## IB Graduates 2005

Caitlin Andrews	Colorado College	Schuyler Lee	Univ of Michigan – Ann Arbor
Ezekiel Boles	Colorado School of Mines	Mingen Liu	Univ of California – Berkeley
Hadley Bollacker	CU – Boulder	Mathew Lujan	Colorado State University
Jennifer Brown	Furman University	John McMahon	University of Denver
Nicholas Brunger	University of Denver	Benjamin Martin	<i>Unknown</i>
Ashley Cameron	Syracuse University	Kathleen Monteferrante	CU – Boulder
Leah Cho	University of Denver	Hazem Murib	CU – Denver
Rachel de Andrade Pereira	CU – Denver	Nicole Muyskens	Colorado College
Micah Denecour	California Polytechnic State	Jennifer Nelson	Northwestern University
Maeve Eichelberger	Moore College of Art & Design	Kyle Oliveria	University of Denver
Liliana Escorcía	CU – Denver	Joseph Schneiderwind	Colorado School of Mines
Annon Finch	<i>Unknown</i>	Astha Sharma	Univ of Michigan – Ann Arbor
Rebecca Friedel	CU – Boulder	Madison Shoemaker	Colorado School of Mines
Ashley Gilchrist	Westminster College (Salt Lake)	Anthony Siderius	Colorado School of Mines
Pavel Grusevich	Yale University	Sierra Sleeper	Southern Methodist University
Jody Higgins	<i>Unknown</i>	Keelie Smith	CU – Colorado Springs
Shelley Jiang	Univ. of California – Berkeley	Catherine Song	New York University
Brittany Keime	Brigham Young	Regina Spath	Colorado State University
Courtney Kiefer	CU – Boulder	Lindsay Thompson	<i>Unknown</i>
Hyun Kim	Colorado School of Mines	Kristen Thorsen	CU – Boulder
Richard Kim	<i>Unknown</i>	Heidi Van Gundy	Colorado State University
		Hana Yu	CU – Denver

## ...and Where They Chose NOT To Go

*Our students were also accepted at the following colleges but chose not to attend:*

Arizona State University	Oregon State University
Boston University	Smith College
Briar Cliff College	Syracuse University
Carleton College	Univ of Arizona
Claremont McKenna College	Univ of California – Santa Barbara
Clark University	Univ of California – Los Angeles
Colgate University	Univ of Chicago
College of William and Mary	Univ of Massachusetts – Amherst
Cornell University	Univ of Nevada, LV
Fairfield University	Univ of North Carolina
Gannon University	Univ of Puget Sound
Georgia Tech	Univ of Southern California
Gonzaga University	Univ of Wisconsin – Madison
Hope College	Univ of Wyoming
James Madison University	Washington State University
Kansas State University	Washington University in St. Louis
Knox College	Wheaton College
Lawrence University	Whitman College
Louisiana State University	William Jewell College
Mt. Holyoke College	

## College Standardized Testing Calendar

### SAT Reasoning / Subject Tests

[www.collegeboard.com](http://www.collegeboard.com)

October 8, 2005  
 November 5, 2005  
 December 3, 2005  
 January 28, 2006  
 April 1, 2006\*\* (No subject testing)  
 May 6, 2006  
 June 3, 2006

### ACT Testing

[www.actstudent.org](http://www.actstudent.org)

October 22, 2005\*\*  
 December 10, 2005  
 February 11, 2006  
 April 8, 2006  
 June 10, 2006

\*\* Test to be held at DCHS

# IB Calendar

## September

19 Begin PSAT Registration (thru Sep 29) Counseling  
 20,21,22 HS #8 Planning Meeting 7 p.m. CRMS  
 22 HS #8 Informational Meeting 5:30 p.m. Grange  
 23 **SCHOOL HOLIDAY (no students)**  
 27 Senior CAS Workshop 9:20 Room 35N  
 29 Junior CAS Workshop 9:20 Room 35N  
 29 PSAT Registration Deadline Counseling

## October

1 Junior, Senior CAS Check-up  
 5 Parent/Teacher Conferences 4 - 7:30 p.m. DCHS  
 8 Denver Area College Fair 10 a.m. - 3 p.m.  
 Cherry Creek High School  
 11 Parent/Teacher Conferences 3 - 6:30 p.m. DCHS  
 12 PSAT / PLAN Tests DCHS  
 14-23 **FALL BREAK**  
 27 Prospective Student Meeting Cresthill MS  
 31 Senior Essays Due!!!

## November

3 Prospective Student Meeting DCHS  
 4 **SCHOOL HOLIDAY (no students)**  
 9 School Advisory Council (SAC) 7 p.m. CRMS  
 17 Prospective Student Meeting DCHS  
 20 Junior Extended Essay Topic Due  
 23-25 **THANKSGIVING BREAK**

## December

1 IB New Student Applications Due

***Next Newsletter  
 Deadline:  
 November 5, 2005***