

FLIBS STUDENT SCHOLARSHIPS



2009-2010 GUIDELINES

1. Each school's scholarship nomination package is due by 9:00 p. m. on November 17, 2009. **NO LATE OR INCOMPLETE NOMINATIONS WILL BE ACCEPTED.** (Courier service is recommended; no faxes accepted.). Enclose 8 copies of each nomination (please, no extras).
Send to **Bill Fussell**
8326 Tree Farm Road
Panama City, FL 32404 USA
 2. Applicants must be IB Diploma candidates from schools that are official FLIBS members in good standing.
 3. Two applications from each school are accepted each year (2 Merit or 2 Need or 1 Merit/1 Need). Only Need-Based applications should include page 4.
 4. The FLIBS member schools annually determine the total amount of scholarship monies available in any given year. The full FLIBS membership determines the composition of the Scholarship Committee.
 5. The FLIBS Scholarship Committee reviews, approves, and selects the scholarship recipients each year. That committee annually determines the scholarship award, not to exceed \$2,000. Committee members must not participate in the consideration of scholarship applications from their own schools.
 6. The Scholarship Committee gives greater credence to the subjective attributes of the individual applicants, as they personify the ideals of the International Baccalaureate Diploma Program, than to any formula of quantitative criteria.
 7. The Scholarship Committee reviews applications at the December meeting of FLIBS and announces awards no later than December 31. Awards are made directly to the recipient. FLIBS does not restrict the use of the award.
 8. The Board of FLIBS has the authority to review all decisions of the Scholarship Committee, including appeals from nominating schools.
- * The following items must be included in each student's application packet:
- Completed application [only Need-based should include financial disclosure– page 4]
 - Double-spaced, typed essay, not to exceed 500 words [see topic on application, page 2]
 - Extended Essay abstract
 - Completed Release form

 - Completed IBC / Counselor reference form
 - Completed Teacher reference form

2009-2010 SCHOLARSHIP APPLICATION

(Pages 1 – 2 are to be completed by the student)



Merit _____
Need _____ (Check one)

Student Name _____

Student Signature _____

Street Address _____

City _____ Zip _____

School _____ IB Coordinator _____

A. List the top 4 colleges to which you have applied:

- | | |
|----------|----------|
| 1) _____ | 3) _____ |
| 2) _____ | 4) _____ |

B. Name the two faculty members who support your nomination:

- | | |
|------------------------|----------------|
| 1) _____ | 2) _____ |
| Counselor / IBC | Teacher |

C. List the top 6 high school honors, awards, scholarships or prizes you have already received:

- | | |
|----------|----------|
| 1) _____ | 2) _____ |
| 3) _____ | 4) _____ |
| 5) _____ | 6) _____ |

D. List and describe, in the space below, the top 3 school or community activities (including athletics) in which you have participated: No attachments will be considered.

<u>Activity</u>	<u>Description</u>
1) _____	_____
2) _____	_____
3) _____	_____

E. Extended Essay* information:

Subject area: _____

Title: _____

***Attach a copy of your Extended Essay’s abstract to this application.**

F. Type [double-spaced] and attach on a separate sheet of paper, an essay based on the following topic:

“The IBO strives to promote quality learning through the IB Learner Profile. The IB Diploma Candidate should exemplify the characteristics of the Learner Profile. Describe how you best demonstrate at least three (3) of those traits. Include specific examples from your IB experience.” [limit: 500 words or less]

IB learner profile

- | | |
|----------------------|--|
| Inquirers | Develop their natural curiosity; acquire skills necessary to conduct inquiry and research; show independence in learning; actively enjoy learning. |
| Knowledgeable | Explore concepts, ideas and issues of local and global significance; acquire in-depth knowledge; develop understanding across a broad and balanced range of disciplines. |
| Thinkers | Exercise initiative in applying thinking skills critically and creatively; recognize and approach complex problems; make reasoned, ethical decisions. |
| Communicators | Understand and express ideas / information confidently and creatively in more than one language and in varied modes of communication; work effectively and willingly in collaboration with others. |
| Principled | Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of others; take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | Understand and appreciate their own cultures and personal histories; are open to the perspectives, values and traditions of other individuals and communities; seek and evaluate a range of points of view; are willing to grow from the experience. |
| Caring | Show empathy, compassion and respect towards the needs and feelings of others; have a personal commitment to service; act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | Approach unfamiliar situations with courage and forethought; explore new roles, ideas and strategies; are brave and articulate in defending their beliefs. |
| Balanced | Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | Give thoughtful consideration to their own learning and experience; assess and understand their strengths and limitations in order to support their learning and personal development. |

FLIBS SCHOLARSHIP RELEASE FORM
(This page is to be completed by the student and parent/guardian)

Nominee: _____

Street Address: _____

City: _____ State: _____ Zip: _____

School: _____

IB Coordinator: _____

I hereby grant the release of record information contained in the nomination documents and further grant permission to release announcement of any award to the media.

(Student Signature)

(Date)

(Parent/Guardian Signature)

(Date)

IB learner profile

Student _____

Coordinator / Counselor: Using a scale of 1 – 5, with **1 being the lowest and 5 the highest**, please rate the extent to which the student reflects the following characteristics:

_____	Inquirer	Develops a natural curiosity; acquires skills necessary to conduct inquiry and research; shows independence in learning; actively enjoys learning.
_____	Knowledgeable	Explores concepts, ideas and issues of local and global significance; acquires in-depth knowledge; develops understanding across a broad and balanced range of disciplines.
_____	Thinker	Exercises initiative in applying thinking skills critically and creatively; recognizes and approaches complex problems; makes reasoned, ethical decisions.
_____	Communicator	Understands and expresses ideas / information confidently and creatively in more than one language and in varied modes of communication; works effectively and willingly in collaboration with others.
_____	Principled	Acts with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of others; takes responsibility for own actions and the consequences that accompany them.
_____	Open-minded	Understands and appreciates own culture and personal history; is open to the perspectives, values and traditions of other individuals and communities; seeks and evaluates a range of points of view; is willing to grow from the experience.
_____	Caring	Shows empathy, compassion and respect towards the needs and feelings of others; has a personal commitment to service; acts to make a positive difference to the lives of others and to the environment.
_____	Risk-taker	Approaches unfamiliar situations with courage and forethought; explores new roles, ideas and strategies; is brave and articulate in defending own beliefs.
_____	Balanced	Understands the importance of intellectual, physical and emotional balance to achieve personal well-being for self and others.
_____	Reflective	Gives thoughtful consideration to own learning and experience; assesses and understands own strengths and limitations in order to support own learning and personal development.

Comments: (May be continued on the back of this sheet, if needed)

IBC / Counselor Signature

Title: IBC / COUNSELOR

IB learner profile

Student _____

Teacher Reference: Using a scale of 1 – 5, with **1 being the lowest and 5 the highest**, please rate the extent to which the student reflects the following characteristics:

_____	Inquirer	Develops a natural curiosity; acquires skills necessary to conduct inquiry and research; shows independence in learning; actively enjoys learning.
_____	Knowledgeable	Explores concepts, ideas and issues of local and global significance; acquires in-depth knowledge; develops understanding across a broad and balanced range of disciplines.
_____	Thinker	Exercises initiative in applying thinking skills critically and creatively; recognizes and approaches complex problems; makes reasoned, ethical decisions.
_____	Communicator	Understands and expresses ideas / information confidently and creatively in more than one language and in varied modes of communication; works effectively and willingly in collaboration with others.
_____	Principled	Acts with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of others; takes responsibility for own actions and the consequences that accompany them.
_____	Open-minded	Understands and appreciates own culture and personal history; is open to the perspectives, values and traditions of other individuals and communities; seeks and evaluates a range of points of view; is willing to grow from the experience.
_____	Caring	Shows empathy, compassion and respect towards the needs and feelings of others; has a personal commitment to service; acts to make a positive difference to the lives of others and to the environment.
_____	Risk-taker	Approaches unfamiliar situations with courage and forethought; explores new roles, ideas and strategies; is brave and articulate in defending own beliefs.
_____	Balanced	Understands the importance of intellectual, physical and emotional balance to achieve personal well-being for self and others.
_____	Reflective	Gives thoughtful consideration to own learning and experience; assesses and understands own strengths and limitations in order to support own learning and personal development.

Comments: (May be continued on the back of this sheet, if needed)

Teacher's signature

Title: TEACHER Subject: _____