

International Baccalaureate
CAS Handbook
Class of 2017 and Beyond

Creativity, Activity, Service



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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.

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.

Table of Contents

<i>IB Learner Profile</i>	2
<i>Table of Contents</i>	3-4
<i>The nature of CAS</i>	5
<i>CAS Learner Outcomes</i>	6
<i>The Responsibility of the CAS Student</i>	7
<i>CAS Experiences</i>	9-10
<i>CAS Stages</i>	11-12
<i>CAS Strands</i>	13-14
<i>Time for Reflection, Forms of Reflection</i>	15
<i>What is a Reflection, what is it not?</i>	16
<i>CAS Portfolio</i>	17
<i>CAS Project</i>	19
<i>Service Project</i>	20
<i>Risk Assessment</i>	
<i>What is NOT CAS?</i>	21
<i>CAS Experience Requirements</i>	22
<i>CAS Project</i>	
<i>Guiding Questions for CAS Experiences</i>	
<i>Examples of CAS Experiences</i>	23-24
<i>More Examples of CAS Experiences</i>	25
<i>How to Get Started</i>	27-28
<i>Once you have completed your project(s) has been approved.</i>	
<i>Tips for Parents</i>	

<i>Tips for Posting Evidence on ManageBac</i>	29
<i>CAS Reflection Tips</i>	30
<i>Preparing for the CAS Closing Interview</i>	
<i>Frequently Asked Questions (FAQ)</i>	31-33
<i>FORMS</i>	35
<i>BETA CAS Personal Inventory Form</i>	37
<i>Brainstorming Ideas</i>	38
<i>Does an Experience Qualify as CAS?</i>	39
<i>CAS Calendar</i>	41
<i>Student / Parent CAS Contract</i>	43

The nature of CAS

“...if you believe in something, you must not just think or talk or write, but must act.”

(Peterson 2003)

CAS is at the heart of the Diploma Programme.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

Creativity—exploring and extending ideas leading to an original or interpretive product or performance

Activity—physical exertion contributing to a healthy lifestyle

Service—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives.

The students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, **students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.**

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. At BETA the CAS portfolio will be submitted on ManageBac.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme. More interviews may be held, if needed.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS Learner Outcomes

As a result of their CAS experiences, students need to show that **evidence** of personal growth. As part of the reflection process, students provide evidence that they have met each of the following learning outcomes through their CAS activities.

<i>Learning Outcome 1</i>	<i>Identify own strengths and develop areas for growth</i>
Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.	
<i>Learning Outcome 2</i>	<i>Demonstrate that challenges have been undertaken, developing new skills in the process</i>
A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.	
<i>Learning Outcome 3</i>	<i>Demonstrate how to initiate and plan a CAS experience</i>
Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.	
<i>Learning Outcome 4</i>	<i>Show commitment to and perseverance in CAS experiences</i>
Students demonstrate regular involvement and active engagement in CAS.	
<i>Learning Outcome 5</i>	<i>Demonstrate the skills and recognize the benefits of working collaboratively</i>
Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.	
<i>Learning Outcome 6</i>	<i>Demonstrate engagement with issues of global significance</i>
Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.	
<i>Learning Outcome 7</i>	<i>Recognize and consider the ethics of choices and actions</i>
Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.	

All seven outcomes must be present for you to complete the CAS requirement. Some outcomes may be demonstrated many times in a variety of activities, but **completion requires that there is SOME evidence for EVERY outcome.**

The Responsibility of the CAS student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences.

Throughout the Diploma Programme students undertake a variety of CAS experiences, **ideally on a weekly basis, for a minimum of 18 months.**

They must also undertake **at least one CAS project** with a minimum duration of one month. A CAS project must be decided on during the spring semester of your junior year. It is recommended that the CAS project be completed by the end of the fall semester of senior year.

Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio on ManageBac.

Using evidence from their CAS portfolio, students will **demonstrate achievement of the seven CAS learning outcomes** to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
- maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes on ManageBac
- understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

CAS Experiences

A **CAS experience** is a specific event in which the student engages with one or more of the three CAS strands.

CAS experience can be a single event or may be an extended series of events.

A CAS project is a **collaborative** series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

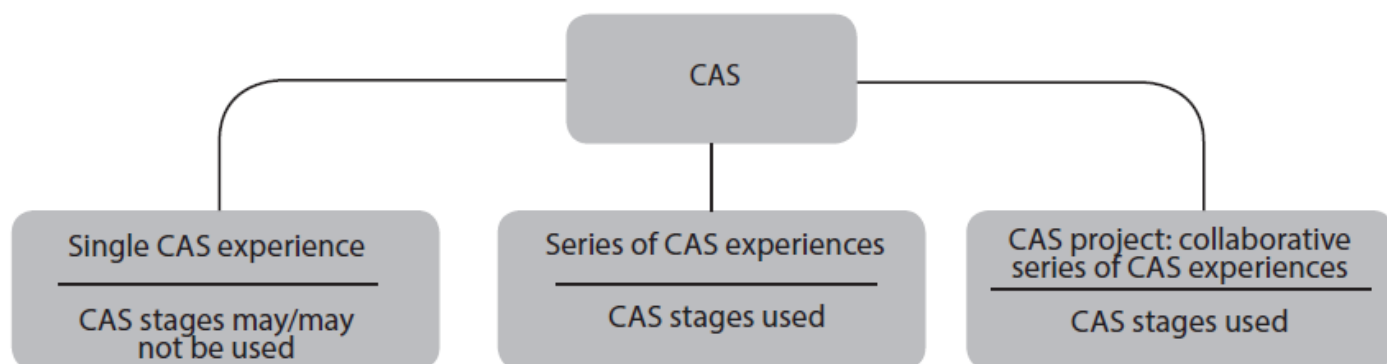


Figure 3
CAS experiences and stages

Typically, a student’s CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. **However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.**

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a bike ride could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

Guidelines to CAS experiences

There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student’s Diploma course requirements

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

CAS Stages

The CAS stages offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

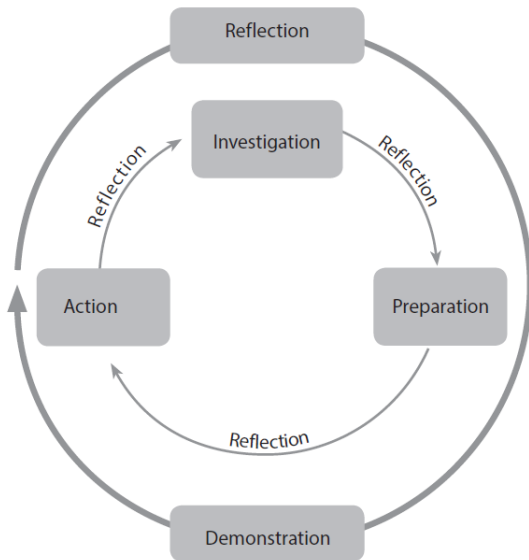


Figure 4
The five CAS stages

There are two parts as noted in the diagram.

The centre represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences).

The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

The five CAS stages are as follows.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal

manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

CAS STRANDS

Creativity (exploring and extending ideas leading to an original, interpretive product or performance):

Creativity provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

Activity (physical exertion contributing to a healthy lifestyle):

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

Students who regularly participate in suitable activity experiences are encouraged to develop and extend their participation. Students could expand personal goals, explore different training models to enhance their existing sport or become involved in a new sport. For dedicated student athletes, maintenance of a planned rigorous training programme is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines

As with all CAS experiences, students reflect purposefully on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.

Service (collaborative and reciprocal engagement with the community in response to an authentic need):

The aim of the “Service” strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, CAS service experiences are unpaid.

When defining “community”, consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

BETA encourages service commitments reaching beyond the school community.

The main principles of the CAS program involve developing students into internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Students are encouraged to “think globally and act locally”.

There are four more criteria that must be met for each CAS experience:

- Experiences should be real and purposeful with significant outcomes.
- Experiences should involve personal challenge and be achievable in scope.
- Experiences should involve thoughtful consideration
- Students should reflect on outcomes of the experiences and on personal learning.

Time for Reflection!!

Purposeful reflection is about quality rather than quantity. Students are not expected to reflect on every CAS experience; they should identify moments worthy of reflection.

The preferred emphasis is for the student to determine key moments during CAS experiences that inspire reflection. The following approaches may be helpful.

- Students choose significant moments as the basis for reflection, for example when:
 - a moment of discovery is happening
 - a skill is mastered
 - a challenge is confronted
 - emotions are provoked
 - achievement deserves celebration.
- Students reflect during or at the end of a CAS experience or series of CAS experiences, to identify important moments, discuss a possible learning outcome, recognize personal growth and achievements, and plan for their next CAS experience.
- Students engage in group reflection with their peers to discover shared insights.
- Students reflect at the beginning, during, and at the end of a series of CAS experiences. This enables students to deliberate on such elements as planning, opportunities, expectations, challenges, progress, and personal growth.

Reflection offers students opportunities to understand the concept, process and value of CAS experiences. With experiences that add meaning and self-knowledge, students can adapt, adopt and integrate reflection into a lifelong practice.

Forms of reflection

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. For example:

- A student might take photographs while hiking and use these to reflect in writing.
- Two students could compose a song describing how they helped children.
- A student might dramatize a poem to capture a feeling of creative endeavour.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience

Student reflection may be expressed through:

- a paragraph
- a dialogue
- a poem
- a comic strip
- a dramatic performance
- a letter
- a photograph

- a dance
- other forms of expression

Students should include reflections in their CAS portfolio that give evidence to achieving each of the seven CAS learning outcomes.

What is a Reflection, what is it not?

Reflection is:

- honest
- personal
- done in many different ways
- sometimes difficult
- sometimes easy
- sometimes creative
- building self-awareness
- necessary for learning
- what I did, combined with how I felt
- surprising
- helpful for planning
- done alone or with others
- about thoughts, feelings, and ideas
- adding perspective.

Reflection is not:

- forced
- right or wrong
- good or bad
- marked or graded
- difficult
- copying what someone else said
- predictable
- only a summary of what happened
- done to please someone else
- a waste of time
- only written
- only discussion
- only led by teachers.

Reflection and the CAS learning outcomes

Reflection is the primary evidence used by CAS coordinators to determine whether students have successfully attained the seven CAS learning outcomes. However, it is important to note that not all reflections should or must discuss learning outcomes.

CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser helps ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS programme. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given by the CAS coordinator or adviser.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared.

While the IB does not require any particular format for the CAS portfolio, BETA has chosen to use ManageBac as its format for the CAS portfolio. Students will be submitting their "Profile", "Experiences", and "Evidence" on ManageBac. Each section is intended to assist students to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

Profile: In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

Experiences: This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.

Evidence: In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.**

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

RISK ASSESSMENT

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students are encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability

to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary.

Students are to discuss the experiences they would like to participate in with their CAS adviser and parent before beginning the experience. The CAS adviser and parent can help the student identify any potential risks that may occur during the experience.

WHAT IS NOT CAS?

Here are some examples of what would not count as CAS:

- Any class, experience or project that is already part of your Diploma Program
- An experience for which you are personally rewarded (financially or some other benefit like receiving a grade or credit) unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks)
- Working in elderly care facilities when you:
 - Have no idea how the facility works
 - Are just making sandwiches
 - Have no contact at all with the elderly
 - Actually do no service for the elderly
- A passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or sports event, unless it clearly inspires work in a related experience in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family
- Religious experience that can be interpreted as proselytizing
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in sight
- An experience where there is no leader or responsible adult on site to evaluate and confirm student performance. **This adult cannot be a member of your family.**
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)

CAS Experience Requirements

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB learner profile
- Not be used or included in the student's Diploma course requirements
- A student must provide evidence that the seven learning outcomes were addressed. This evidence is provided in two formats: ManageBac and the CAS Closing Interview.
- One experience must be designated as a CAS Project.
- Each experience, including the CAS Project, must be **approved** by the CAS Coordinator/Adviser.

CAS Project

The CAS Project is one experience that addresses the following expectations. Each student must designate a CAS project:

- Can be from just one strand of CAS.
- Duration: Minimum period one Month.
- CAS stages to be used in carrying out project

Guiding Questions for CAS Experiences

- Is the experience a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this experience benefit other people?
- What can I reflect on during this experience?

Your CAS activities should involve:

- Deep involvement (rather than a passive role)
- Real value (for the student and other people)
- Real reflection (you can find meaning in what you accomplished)

Examples of CAS Experiences

The International Baccalaureate has designed the CAS – the Creativity / Activity / Service requirement – to ensure that all IB Diploma students are involved in extra-curricular activities as well as in academic pursuits. At BETA we encourage each candidate to design a CAS proposal that meets personal needs and interests, supports all CAS guidelines, provides challenge, and includes a balance of group and individual activities. In general, there is a lot of freedom in what you do, and the more creative you are in coming up with a good combination of activities, the more you will get out of the time you invest. Although many CAS opportunities will come along during your 11th and 12th grade years, you will be asked to have an overall plan prepared and approved early in your junior year. Among other expectations, this plan must also include one experience designated as a **CAS Project**. The following experiences are intended to give you some ideas:

CREATIVITY = Personal Enrichment

- Participation in BETA Chorus / Orchestra / Theatre performances*
- Private lessons in Music,* Art,* Dance, Theatre,* Photography,* etc.
(competitions, performances, shows, parades, recitals, and lessons associated with above)
- Special classes taken outside of school that benefit others as well as yourself (Examples: a sign language course, computer camp, etc.)
- Planning events and projects for school, community or other organizations to which you belong
- Participation in the BETA newspaper, literary publication, yearbook*

*These experiences may not be part of an any class for which you will receive a certificate or diploma, or receive credit/grade.

*These experiences count for the extra-curricular aspects of these activities (**not** for what you complete in class)

ACTIVITY = Physical Fitness

- Sports teams (BETA Tornados Volleyball or Basketball qualifies.)
- Recreational teams that are coached by an adult; adult cannot be your parent or family member.
- Club activities which involve physically active participation
- Scouting activities
- Taking an aerobics/Pilates/yoga class; supervised ‘working out’ at a health club (personal trainer)
- Dance classes and recitals

SERVICE = Reaching out to Others Locally and Globally

- Volunteering at a hospital, nursing home, public library, museum, animal shelter, etc.
- Participating in a summer or weekend community work project
- Working with Habitat for Humanity or other similar projects
- Participation in BETA’s FTK club, PEARL, TAFE, BPA, TSA, RECYCLING CLUB or other service club projects
- Church or youth group service projects of an outreach nature (that do not proselytize)
- Representing BETA in athletic and academic competitions

- All Supervised by an advisor (who is not a family member)

Some things do NOT count toward CAS ...

When in doubt about whether a given activity qualifies as a CAS experiences, it is always a good idea to check with the CAS Coordinator. The International Baccalaureate does not recognize activities such as the following:

- ❑ Unsupervised tutoring or helping a friend with his/her homework
- ❑ Activities in which you proselytize your religious beliefs to others or do work affiliated with a political party
- ❑ Volunteer work with a business or other “for-profit” organization
- ❑ Self-taught skills, projects, or activities without a supervising adult instructor
- ❑ Special classes that focus on self-benefit, like SAT preparation or Driver’s Education

More Examples of CAS Experiences

The letters C, A and S correspond to “creativity,” “activity” and “service.” Depending on the details of the experience, not all categories will apply.

- Physical assistance to the elderly (S)
- A structured series of visits to a home for orphans (S)
- Helping with rehabilitation at the local hospital (S)
- Teaching basic literacy (C,S)
- Establishing and coaching a sports team for disadvantaged youngsters (C,A,S)
- Establishing and leading a musical ensemble for visually impaired people (C,,S)
- Involvement in a theatrical production to which refugee children are invited (C,,S)
- Teaching the use of computers (C,S)
- Environmental restoration and protection (A,S)
- Teaching children who have a disability to swim (A,S)
- Coaching a softball team (A,S)
- Teaching guitar to children (C,S)
- Writing for the school newspaper (C,S)
- Working with abandoned children to paint murals in their institution (C,S)
- Teaching English to newly arrived immigrant children (C,S)
- Inter-generational learning and friendship (C,S)
- Leading a mountain expedition (A,S)
- Clearing a beach of oil pollution or litter (A,S)
- Organizing a walk-a-thon to raise money for guide dogs (C,A,S)
- Organizing student participation in and raising funds for the Model United Nations (C,S)
- Raising money for Amnesty International/Greenpeace/World Wide Fund for Nature (C,S)
- Creating and maintaining a service-oriented website (C,S)
- Assisting victims of a natural disaster (C,A,S)
- Learning to paint landscapes (C)
- Performing Wieniawski’s *Violin Etude No.3* on a Fender Stratocoaster (C)
- Learning to scuba dive (A)
- Gymnastics (classes, team practice, competition) (A)
- Joining a running club (A)

For more examples please visit the following websites:

<https://sites.google.com/a/hiroshima-is.ac.jp/our-class-noticeboard/creativity-action-service-cas/inspiring-cas-ideas> or Google “Ideas for CAS Experiences”

<http://schools.stlucie.k12.fl.us/lpa/files/ib/CASexample.pdf>

How to Get Started:

- ✓ Complete the Personal Inventory Form in this packet.
- ✓ Brainstorm experiences that you would like to engage in to meet your CAS requirement. Refer to local newspapers, community organizations or school organizations for ideas. Remember, CAS requires that you engage in 18 months of continuous service.
- ✓ Complete the form “Does my Experience Qualify as CAS?”
- ✓ Consult the calendar in this packet and note all important dates/deadlines.
- ✓ Login to Managebac and engage in a tutorial to learn how to use it. Decide on a first project and submit a proposal via ManageBac. The project should include:
 - The Name/Type of project or experience.
 - Whether the project meets the criteria for Creativity, Activity or Service (or a combination)
 - The Learning Outcomes you hope to achieve by working on this project
 - The name of the agency/team/club AND the name and phone number (or email address) of the adult who will supervise your experience.
- ✓ Schedule your initial interview with your assigned CAS Advisor. Be prepared to bring the following items to the interview:
 - Signed “Student CAS Contract”
 - “Personal Inventory Form”
 - “Brainstorming Ideas” form and “Does My Experience Qualify as CAS?” form

Once you have completed your initial interview and your project(s) has been approved:

- ✓ A CAS Time Log to record hours during an experience is **not** required. However, keeping track of your hours may be useful when applying for colleges, graduation requirements, NHS requirements, etc. Many colleges will ask for evidence of perseverance and commitment – a log of your hours will provide this evidence.
 - *The focus is the experience and reflection upon the experience, not the logging of hours. “Hour counting,” is not encouraged.*
 - The focus on learning outcomes emphasizes that it is the quality of a CAS experience (its contribution to your development) that is most important.
- ✓ **Begin to collect evidence** that you can use to show personal growth during your CAS experience. **It is suggested that you have at least 10 pieces of physical evidence that shows that you have completed your CAS requirement.** Physical evidence can include letters of commendation from your supervisor, physical objects such as a piece of artwork or sporting equipment, photographs, video, etc.
- ✓ **Post journal entry reflections, photographs, pod casts, imovies etc. to Managebac** documenting your growth. Depending on the experience, you may reflect once a week, once every time something memorable occurs or at least once every two to three weeks. You will receive feedback on your reflections through Managebac. Also, feel free to ask questions via Managebac.

Tips for Parents

- ✓ Parental encouragement and support is often a vital part of helping students complete the IB diploma and/or CAS. Below are some ideas of how parents can support their students:
- ✓ Familiarize yourself with the CAS requirements
- ✓ Discuss the requirements/opportunities with your student
- ✓ Share your own experiences and reflect upon your own personal growth through your participation.
- ✓ Explore your student's interests with him/her and look through listings of possible activities together.
- ✓ Encourage your student to build on previous experiences.
- ✓ Get involved: attend games, plays, concerts. Provide transportation when necessary.

TIPS FOR POSTING EVIDENCE ON ManageBac

JOURNALS:

- Entries should be in real time, not completed months later. The dates of entry are recorded on the website. Entries should be timely to be acceptable.
- The number of entries directly relates to the duration of the experience. For example, one extended entry would be appropriate for a one week event. For activities of longer duration, 3+ is more appropriate, representing the beginning, mid-point, and end of the experience. If you are not sure what might be appropriate, ask the CAS Coordinator for a decision in the matter.

PHOTOS:

- If the experience is with a team or group, then the photo should include you interacting with that team or group. A posed team or group photo that represents the experience is also acceptable. *You should be clearly recognizable in the photo.*
- If the experience represents individual participation, the photo should present you engaged in a real time experience. Avoid individual posed photos NOT in real time, for example posing at home in a team logo tee shirt or studying at home for an enrichment course. You should be clearly recognizable and engaged in the real time experience.
- Two type photos are acceptable evidence: individual and team/club.

FILES:

- All uploaded files should be easy to access, download, and WORK.
- If you scan a document as evidence (like a certificate of completion), it must be legible and clearly provide *evidence of your participation using appropriate attribution (your name, dates, official organization).*
- Powerpoints are acceptable evidence as long as there is bonafide attribution to you and/or your photo is appropriately included.

WEBSITES:

- Websites can be used to verify the purpose or goals of the organization in which you are involved.
- A website alone, however, does not provide clear evidence of your participation unless *there is a photo of you or attributed credit to you that is easily identifiable and accessible.*

YOUTUBE and videos:

- *YouTube* is excellent to provide evidence and documentation for individual or group performances. *You must be clearly visible in action in this video.*
- Any video used as documentation must present you in a real time event representing the experience. *You must be clearly visible in any video.*

BLOGS:

- Blogging is an easy way to complete real time journaling, reflecting, and photo captioning in a timely manner.

CAS REFLECTION TIPS

Preparing for the CAS Closing Interview

Diploma seniors will be interviewed at the end of the 18 month CAS experience. Applying CAS guiding questions to your activities can help prepare for this interview.

- Each experience or project that you choose to fulfill the CAS requirement must engage you in deep, reflective ideas.
 - This deep reflection is demonstrated at the CAS Closing Interview.
 - All question responses should be thoroughly elaborated upon using details and examples.
 - Once you select the five required questions, prepare and practice within the designated ten minute time frame. Preparation should be obvious; avoid reading responses and referring often to notes.
 - Engage in positive habits of mind such as poise, articulation, and personal awareness.
 - These are the ten potential questions you should examine for each experience. If you discover that your CAS Project or other experiences do not strongly engage these reflective questions, then it is not a worthy CAS endeavor:
1. Select one experience in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this experience?
 2. Select one experience. What difficulties did you encounter and how did you overcome them?
 3. What types of knowledge did you gain through your CAS experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?
 4. Of the eight CAS learner outcomes, which one did you feel was the greatest challenge for you and why?
 5. Ethics as an area of knowledge is primarily concerned with how we determine what is right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?
 6. CAS guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?
 7. Discuss your CAS project: in what way(s) was this project a new role for you?
 8. Leadership is an integral part of the learner outcomes. In which experience did you demonstrate leadership, what was your role, and how would you evaluate your success?
 9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular CAS experience?
 10. In what ways did CAS experiences clarify or change your sense of what is important.

FAQ

GENERAL:

Q: What is CAS?

C-A-S is shorthand for the IB requirement that all Diploma Candidates propose, participate, and document extracurricular activities in -- Creativity, Activity and Service.

Q: How much time do I have to participate in and document these activities?

IB Diploma Candidates may begin participating in September of the junior year. All activities to fulfill the requirement must be documented by the first week of March of the senior year. This deadline accommodates any needed revisions prior to the deadline in which all attendant documentation must be submitted to the IBO.

Q: When should I submit documentation?

Ideally, you will submit documentation as soon as you complete an experience. That way, your CAS online records are always up-to-date & there is less chance of losing or forgetting something. See CAS Calendar.

Q: How are C-A-S experiences verified? And can the student or his/her parent or other family member or a friend sign off as the “sponsor” of these experiences on the CAS Completion Form?

C-A-S hours must be verified by an adult sponsor (for example, a coach, a club sponsor, a teacher, or a program supervisor) who completes and signs the online “CAS Completion Form.” The student is responsible for turning in this signed form to the CAS Coordinator by published deadlines. Parents or other family members may not act as sponsors. (For unusual circumstances – e.g. when a parent *is* the team coach or program supervisor – please seek the advice and approval of the IB Coordinators before undertaking the experience.)

Q: Can I “finish” my C-A-S in grade 11?

No – You must be participating in some aspect of your CAS throughout the 18 months you are involved in the IB diploma program. However, some activities naturally take place in a short, compacted amount of time (e.g. a week spent on a Habitat for Humanity project) while others span several months (a sport season, class or CAS Project).

Q: If I have a question about certain activities qualifying for C-A-S, what is the best way to get answers?

Because the IB Diploma Class is large and because of the diversity of C-A-S related questions, the best way to accommodate questions is via e-mail. Please send your C-A-S questions by e-mail to the CAS Coordinator who will provide you with a prompt written response, which you should keep on file in your C-A-S Handbook. The IB Center will stand behind written guidance it gives to IB Diploma Candidates.

Q: If I have questions on C-A-S, who can I contact for assistance?

During the school year, the CAS Coordinator is available to answer your C-A-S questions in Room 105. During the summer, please contact the CAS Coordinator or the IB Coordinator by e-mail.

QUESTIONS ABOUT SERVICE:

Q: Can I dedicate service by simply “helping out” at school?

No. Learning outcomes specifically encourage service beyond the school community.

Q: Can I volunteer for any “non-profit” organization or simply by doing something on my own?

Just because an organization is “non-profit” does not mean that volunteer work done for the organization automatically qualifies as service. Service also involves interaction – not simply doing things for others, but doing things with others – that benefits those in need and that builds linkages with individuals or groups in the local, national or international community. Volunteer work performed without a sponsor or without community involvement will not qualify as Community Service under CAS guidelines.

Q: Can I count as service activities at my church?

IB distinguishes between service that benefits members of one’s own faith community (church, synagogue or mosque) and service that benefits the larger community. For example, church-sponsored activities that benefit individuals or groups outside one’s church to extend to the community can qualify for service, but volunteer activities that primarily serve or benefit church members only are not eligible to be credited as C-A-S activities

QUESTIONS ABOUT ACTIVITY:

Q: Do I have to be on one of the BETA’s athletic teams?

No. There are several ways to participate in Activity experiences. Students participating in athletic teams can use this as an Activity experience. Besides BETA athletics, students can also participate in organized activities like rec teams or ones that involve physical fitness, including weight training or aerobics, hiking or bicycling, rowing or bowling. Students may also engage in organized service activities requiring physical labor, such as building Habitat homes, cleaning streams, etc., to diversify Activity participation.

QUESTIONS ABOUT CREATIVITY:

Q: Can time I spend planning and organizing BETA club or class activities (for example, a club field trip or a class fundraising event) count as Creativity participation?

Yes, they represent a leadership role, such as a club or class officer or captain of an academic/sports team.

Q: If I’m involved in one or more of the Theatre Department’s plays, or if I’m a member of the Orchestra, am I allowed to use that participation for Creativity?

Yes, students involved in BETA drama productions (either on stage or as a member of the tech team), in orchestra or in choir can use that participation beyond class time toward Creativity. In addition, students participating in *UIL*, *TAFE* and *BPA*, as well as members of the newspaper, literary, and yearbook staffs, can apply those activities for creativity.

Q: I don’t have time during the school year to participate in BETA-sponsored music, theatre, other performing arts, or other creative organizations. What other type activities can I use for Creativity?

Individually designed creativity projects or activities (such as computer science/software design, architectural design or dance class *taken through a bona fide institution or organization*) can count for creativity. Summer enrichment program class hours can also be used. Structured tutoring is another possibility.

Q: I plan to take an SAT Review class. Can I apply those hours to Creativity?

Such a class rarely benefits others. While SAT Review classes may enhance performance on standardized tests, they have minimal value in terms of creativity. **This should NOT be one of your two required creativity activities to fulfill CAS guidelines.**

Q: Can I count non-IB courses for Creativity?

Yes. If your schedule allows a place for a course you might take for enrichment **after school hours** or **during the summer**, as long as they do not earn high school or college credit. *No class that is considered mandatory for the State of Texas can be considered for creativity.*

Often asked:

Q: Can serving as a student aide during a class period qualify for CAS hours?

No. Experiences for CAS must be beyond class time, such as before or after school or during your lunch.

Q: If an experience occurs during the summer in a distant location, how do I acquire my supervisor's original signature?

Make sure you can access online or take a hard copy of the "CAS Completion Form" from the CAS online website. It is your responsibility to acquire this hard copy original documentation. No experience can be approved without this completed form accompanied by an original signature of the supervising adult.

FORMS

NOTES:

BETA CAS Personal Inventory Form

1. List all extracurricular activities in which you are involved. Include sports, music, drama, clubs, etc.

2.
 - a. Do you take any electives outside the core 6? If so which ones?

 - b. Do you take any lessons or classes outside of school? Which ones?

 - c. What would you like to learn more about?

3. What skills do you have? For example, can you draw, organize events, understand computers, coach a sport, play an instrument, etc.?

4. Are there any new skills you wish to develop? Have you always wanted to play the piano, start a work out club to get into shape, become a better public speaker?

5. What community, national, global problems concern you the most?

6. What career interests to you have?

7. Describe your typical day. What days/times are you available to work on CAS?

BRAINSTORMING IDEAS

Your plan will most probably adapt over time as you reflect on your activities and your interests and preferences change. This plan therefore is not set in stone, but is an excellent place to start.

In which activities will you get involved? (You can place an experience in more than one box).

	Experience Description	Date (Month, Year)	Time Span (hours, days, weeks, etc.)
A group experience where you will collaborate with others.			
An experience that combines two of creativity, Activity or service.			
An experience that will be a new challenge to you.			
An experience that will be an extension of an existing one.			
An experience where you will learn a new skill.			
Involvement with international projects (locally, nationally, or internationally).			
An experience that will involve collaboration with others.			
An experience that you will initiate.			

Which experiences will be based at BETA?

Which experiences are NOT based at BETA?

Are there projects that you may have opportunities to engage in that are outside of the RGV? Explain.

DOES AN EXPERIENCE QUALIFY AS CAS?

You must have your CAS experiences approved in advance by your assigned CAS Advisor. This sheet will help you determine if your planned experience is suitable for your CAS portfolio.

Experience title: _____

- 1) Is this experience intended to meet the Creativity, Activity or Service requirement (or a combination)? How?
- 2) Is the experience a **new role** for me?
- 3) Is it a **real task** that I am going to undertake? (Do I have to plan, do and reflect?)
- 4) Does it have **real consequences** for other people and for me? (Does it fulfill a need?)
- 5) **What do I hope to learn** from getting involved?
- 6) How can this experience **benefit other people**?
- 7) Which **Learning Outcomes** will this experience enable me to meet? How?
- 8) How can I **reflect** on this experience?

9) Have you found an adult supervisor yet? Name of Supervisor: _____

CAS CALENDAR

Month	IB Year One	IB Year Two
August		<ul style="list-style-type: none"> ✓ Student progress checkpoint by Advisors. ✓ Students who have not completed the project the previous school year should be finalizing their plans to complete their project by February.
September	<ul style="list-style-type: none"> ✓ Participate in CAS orientation ✓ Brainstorm possible CAS projects ✓ Schedule initial interview with CAS Advisor ✓ Choose CAS experiences/Get approval 	<ul style="list-style-type: none"> ✓ Advisors should review each student's progress in CAS. Students not meeting the CAS requirements should be referred to the CAS Coordinator. ✓ CAS Coordinator should contact these students and their parents.
October	<ul style="list-style-type: none"> ✓ Initial interview must be completed by October 30 	
November	<ul style="list-style-type: none"> ✓ Student progress checkpoint (late November) 	<ul style="list-style-type: none"> ✓ Student progress checkpoint. Students should plan to complete all CAS requirements by February. Make any final adjustments to projects at this time; if needed. (late November)
December		
January	<ul style="list-style-type: none"> ✓ Student progress checkpoint. ✓ Student should be making final decision on project that will be presented to advisor for approval. 	<ul style="list-style-type: none"> ✓ Student progress checkpoint. Students should continue working on completing reflections, evidence and projects.
February	<ul style="list-style-type: none"> ✓ Progress interview must be completed by February 26th. ✓ During this progress interview the following should be discussed: <ul style="list-style-type: none"> ○ Students should consider their progress with their CAS Advisor and adjust their activities as necessary during this interview. ○ At least one project should be decided on. 	<ul style="list-style-type: none"> ✓ Students should begin to finalize their CAS requirements. Students should assemble 10 pieces of evidence and final reflections (must include at least 10 sample reflections) ✓ Projects should be completed by February 28th.
March		
April		<ul style="list-style-type: none"> ✓ Schedule Final CAS Interviews ✓ CAS should be completed before Final CAS Interview ✓ Final CAS Interviews will be held late April
May	<ul style="list-style-type: none"> ✓ Student progress checkpoint ✓ Interviews may be held with students not progressing in the CAS portion of the IB diploma. Goals can be set to improve over the summer at this time. ✓ Students should have met at least 4 learning outcomes and should have engaged in at least one project 	<ul style="list-style-type: none"> ✓ IB EXAMS

	✓ Orientation begins for incoming 10th graders	
June	✓ CAS Coordinator and Advisors Review students' progress ✓ CAS Coordinator and Advisors set CAS goals for the summer	

NOTES:

Student/Parent CAS Contract

(Please return to your CAS Advisor in a timely manner.)



Please read the following agreement, check each statement indicating that you have read and understood the implications of that statement and then sign the form in the appropriate place. Please note that both the student and a parent/guardian must sign this form before CAS work can commence.

_____ I acknowledge that I have received this booklet and that I have read and understand the contents within.

_____ I am a willing participant in the philosophy of CAS and will wholeheartedly support in its successful implementation.

_____ I understand that if I am completing a service project/experience off school property it is required that I am clear about my responsibilities, and to whom at the site I am to report (my parent cannot be my supervisor). Further, I must not participate in any experience involving the use of dangerous or potentially dangerous tools and/or equipment. Under no circumstances should I be exposed to or perform service in an area that involves dangerous activities. I should not operate a motor vehicle and should not drive while engaged in the service experience. I should not perform service at either unreasonably early or late hours of the day or evening. If engaged in clinical, medical, hospital or related settings, I should not attend to any duties resulting in exposure to fluids, excretions, or contaminations known to be harmful, contagious, or injurious. My safety and supervision is of the utmost importance.

_____ I understand I must get approval for each CAS project/experience from my CAS Advisor and/or the CAS Coordinator for all projects both on and off school property before I can begin work on that project/experience.

_____ I understand that if I am reported for adverse behavior while pursuing CAS experiences, show lack of interest or sincerity, am habitually late or absent after agreeing to work a project, I will be asked for a written explanation that will need to be signed by my parents or guardian.

_____ I hereby agree to save and hold harmless South Texas ISD and any of its employees from all cost, injury and damage incurred while participating in a CAS experience on or off-site, and from any other injury or damage to any person or property whatsoever.

Student Name: _____ Date: _____

Student Signature: _____

Parent Name: _____ Date: _____

Parent Signature: _____

