



**Shawnee Mission East High School**

**INTERNATIONAL BACCALAUREATE DIPLOMA**

**CAS HANDBOOK**



*To Develop Responsible Global Citizens and Leaders through Excellence and Inquiry*

## **What's the point of Creativity, Action and Service?**

Before we get started, let's talk about why you are doing Creativity, Action and Service (CAS). What is the goal of this core part of the IB program?

In the IB Diploma Program a large part of your time will be devoted to the courses that you've selected from the 6 groups. CAS, however, provides a rare opportunity. In CAS, you get to choose what you're going to discover about yourself and the world around you. CAS is your chance to take charge of what you learn. You plan and make the decisions about your CAS activities. Another way of looking at it, CAS is a curriculum that you get to decide and one that focuses on what is hopefully your passions or your interests.

*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 is also different from your other IB courses in that CAS is an opportunity for *experiential* learning. It involves learning by experiencing which differs in many ways to learning in a classroom. Many high school students' educational experience is dominated solely by classroom learning but this is not the case for you. You have the opportunity to challenge yourself and learn in a completely different way than you would in the classroom.

Finally, CAS provides an opportunity for you to learn about and give back to your local or global community by getting involved. Through CAS you have the opportunity to give your time and skills to benefit other people who may need help or are less fortunate. The ultimate goal of CAS is to foster your awareness and appreciation of life outside the academic arena.

My advice is to approach CAS with an open and creative mind. Take some time to think how you want to approach your CAS program, what activities would challenge you and most importantly, think about what you would enjoy. CAS provides an opportunity for you to plan, observe and reflect but also have some fun.

As your CAS Coordinator, I'm not only here to assess that you have evidence for the eight learning outcomes, I'm here to help. I want to see you challenge yourself and grow while having fun and feeling good about the activities that you've been involved in. Therefore, remember that my door is always open to help you at any stage of your CAS experience.

Here to help,

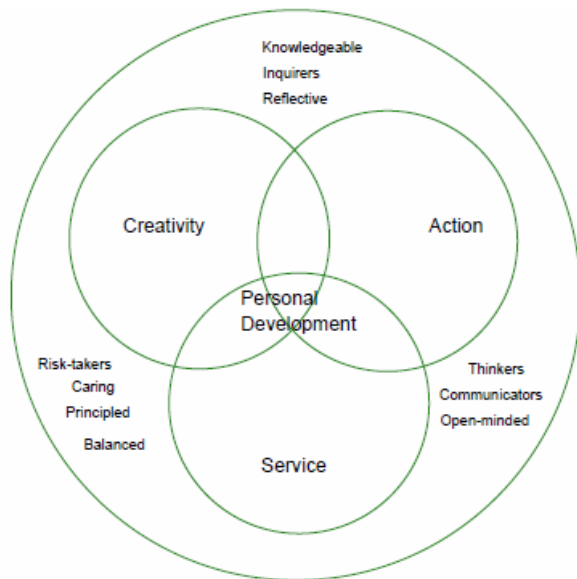
*Meredith Sternberg*

# CAS Handbook

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## **I. The Aims of CAS**



CAS aims to develop students who are:

- Reflective thinkers who they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced and who enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

## **II. What Is CAS?**

CAS is at the center of the Diploma program, being one of three essential elements in your Diploma experience. In the design of your CAS activities, you are asked to demonstrate quality/balance between the three areas, and commitment to them. There is an element of a holistic approach these experiences that emphasize **self-determination, collaboration, accomplishment and enjoyment**. Experiences should not be isolated and sporadic, emphasizing quality not “laundry-list” quantity. You will need to document your activities on Managebac and reflect on personal growth to provide **evidence that you have achieved the 5 stages** of a CAS experience/project.

The whole point is to make meaningful the journey of discovery for yourself and for others. Students are demonstrating the attributes of the IB Learner Profile in a real and meaningful way. So much of what you do in school and in life is already a CAS experience, but recognizing it and making meaning of it through reflection is where you are able to better yourselves and your personal development.

### **What defines each of the three strands of CAS?**

## **Creativity**

This aspect of CAS is interpreted as activities which include creative thinking in the design. It is meant to provide an opportunity to explore your own original thinking and expression. This could involve doing dance, theatre, music and art, for example. Individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: that goals are set and the student reflects on progress. You can also better an art form that you feel passionately about and want to create new goals in or explore more of.

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. The idea of a personal challenge is pivotal here - tasks must extend the student and be achievable in scope.

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give talks to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely "more of the same" - more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed during class time, but does not exclude music, dance or art activities that these students are involved with outside their coursework.

## **Activity**

This aspect of CAS is to promote healthy habits and physical well-being. It can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or other activities requiring physical exertion - such as expeditions and camping trips, or digging trenches to lay water pipes to bring fresh water to a village, community clean-up programs etc. Students are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: goals are set and the student reflects on progress.

Similar considerations apply here as they do in creativity. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement is vital. "Extending" the student to go further, for example, by asking them to pass on some of their skills and knowledge to others, could possibly be worked into the CAS program. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards the other can offer. Some excellent "action" activities are not sporting or competitive, but involve physical challenge by demanding endurance (such as long distance hiking) or the conquest of personal fears (for example, rock climbing).

## **Service**

Service projects and activities are often the most transforming element of the Diploma Program for the individual student; they have the potential to nurture and mold the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The "community" may be within the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students' time. This rules out mundane, repetitive activities, as well as "service" without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.

The general principle, sketched out in the section "The nature of creativity, activity, service", is that the "rights, dignity and autonomy of all those involved [in service experiences] are respected", means, among other things, that the identification of needs, towards which a service activity will be directed, has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes both the potential benefits to the recipients and the learning opportunities for the students.

### III. What Is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of experiences that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be **interaction**. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible.

Examples of activities, which at first sight might be inappropriate, are listed below.

- Any class, activity or project that is already part of the Diploma Program
- Any team or activity in which you have already been participating, unless you set new growth goals for yourself and your achievements that can transform you into an active, reflective participant
- An activity for personal reward, financial or benefit-in-kind
- Doing simple, tedious and repetitive work
- All forms of duty within the family
- Work experience which only benefits the student
- Fund-raising with no clearly defined end in site
- Religious devotion and any activity which can be interpreted as proselytizing
- A passive pursuit, such as museum, theater, exhibition, and concert visits
- An activity where there is no responsible adult on-site to evaluate your performance
- Activities which cause division amongst different groups in the community
- Working with underserved populations, foundations, or organizations when you:
  - Have no idea of how the organization operates
  - Have no idea of the issues involved
  - Have no contact at all with the underserved populations or those being served by the foundation or organization

#### **Guidelines for Specific CAS Experiences involving Political or Religious Activity:**

The IB expressly **prohibits activities that create divisions between people or experiences that seek to proselytize others to one's way of thinking**. Given the nature of political or religious activity, it is important to evaluate these two areas when planning a CAS activity or project that involves political or religious implications.

Political activity that is informational or participatory, without causing division, is acceptable. For example, being a poll-worker during an election or participating in a school forum/mock

debate on political issues is acceptable. Participating in a political protest might not be, if the protest goes beyond the civil expression of free speech into the arena of hostile activities that are divisive.

Some of the same concerns apply to participation in religious experiences, particularly when it comes to proselytizing. Work done by a religious group in the wider community that has what would otherwise be secular objectives, in which students are able to make choices and use their initiative, is acceptable. For example, distributing food, building or repairing homes done as part of a religious outreach program are all considered CAS; singing religious songs, participating in prayer, or reading scriptures as part of a religious outreach program are clearly not CAS.

## **IV. Learning Outcomes And Five CAS Stages**

To complete the CAS requirement, you must provide evidence that all five stages described below have been met. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is evidence for every outcome.

**At least one significant, enduring project that is self-directed and self-initiated that lasts at least longer than a month is required.**

As a result of your CAS portfolio as a whole, including your reflections, there should be evidence you have:

1. **Investigation**-Identified your interests, skills, and talents to be used when considering opportunities for CAS experiences, as well as areas for personal growth and development.
2. **Preparation**-Clarify the roles and responsibilities in the project, develop a plan of actions to be taken, identify the resources needed and make a timeline, and finally consider the skills you'll need to engage in the experience.
3. **Action**: Implement your plan! This requires you to be a decision-maker and problem-solver whether you are working individually, in a group, or with a partner.
4. **Reflection**-Students describe what happened, express their feelings, generate ideas, and raise questions based on their thoughts. You are encouraged to reflect all along the process to help clarify where you are and where you want to go. After all, reflection should lead to new action!
5. **Demonstration**-Students make clear who and how they learned and what they have accomplished. Sharing with others your CAS experiences or portfolio-whether formal or informal-you solidify your understanding and get others to respond and also think more deeply.

### **Learning Outcomes:**

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

## **V. Steps to Success in CAS - Your Responsibilities**

## 1. Self-Evaluation and Pre-planning (*Must be done BEFORE you begin activities*)

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS activities. This will involve identifying your interests, strengths, weaknesses, and resources. Forms and prompts to help you complete this process are in the back of this handbook and appear on the IB school website.

## 2. Create your CAS Plan

- You must take part in a range of activities, **including at least one significant, enduring project, some of which you initiated yourself**. You should plan on spending, on average, approximately two to three hours per week, with a reasonable balance between creativity, activity and service. If you find that you have not engaged in activities relating to your CAS Plan for longer than three to four weeks, it is definitely time to get re-engaged.
- You must meet with your CAS advisor to discuss your CAS Plan. The Plan outline should include an outline of what your plan to do, a loose timeline for completion, and the learning outcomes you think each activity will address. Make sure the CAS Plan meets all four requirements in the “What is CAS?” section on pages 4 – 6 of this handbook.
- Your plan should include specific ideas as to how you will reflect on your activities—what questions will you be asking yourself, and how you will demonstrate reflection.
- **Please note that this plan is fluid and will change as you begin to carry out your plan, grow, reflect and meet with your CAS advisor.**
- **All experiences must be pre-approved by your CAS advisor before you start an activity.** This process will be done through the Managebac website. You will have access to this site at the beginning of your junior year. Approval must be granted prior to engaging in the activity. Approval should be granted within 24 hours.

## 3. Carry out your CAS Plan

You must plan your experiences, carry them out, and **REFLECT** on what you have learned.

## 4. Recording and Reporting

You must keep records of your experiences and achievements, including a log of the principal experiences, supervisor verification forms where required, and photos, audio or video recordings whenever possible, as part of your CAS portfolio. You must provide evidence of your achievement of the 5 stages and 7 outcomes as presented on page 7 of this guide. This evidence can be in a variety of forms: scrapbooks, diaries, forum/blog entries, photo essays, videos/DVDs, poetry, originally composed song lyrics, or essays. You will be keeping this CAS portfolio on the Managebac website.

**Reminder – Variety is the spice of life ☺**

## 5. Meet with your CAS advisor periodically

You will be meeting with your CAS advisor for at least two interim reviews of your progress junior year, and again, at the beginning of senior year, and for a final review; these meetings will include a review of your plan and your documentation and may be done through email or WebEx video conferencing.

## 6. Reflections



Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. **It also involves personal observation and reflection of your feelings and interactions**--analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down feelings, thoughts, and observations you have made, applying this learning to the next activity or situation. This is the spiral of self-evaluative feedback, change, and growth that drives experiential learning and CAS. What can you accomplish through the process of reflection?

- Taking charge: Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.
- Increasing your problem-solving ability: Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills.
- Power to assess your personal impact: Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.

Reflections may not come naturally to you. To help you get started you should consider the following key questions:

- What did I plan to do and why did I plan to do it?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about ethical and global issues that are evident in our local, national, and world community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

**Reflect at the end of each experience, or after every 10-15 hours for longer-running activities.** This does not mean an essay each time; remember that reflection can take different forms and media expressions. Reflections are a **huge** part of CAS and you will learn how to do it and how to improve. Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning.

## **VI. Steps to Success in CAS - School Responsibilities**

### **1. Help you identify your personal and social goals for CAS**

The CAS advisor, will discuss your self-evaluation with you, help to guide inquiries or questions, and mentor you through the CAS process.

### **2. Monitor the range and balance of activities that you are undertaking**

Being familiar with the IB expectations for a successful CAS portfolio, the CAS advisor will help you define and achieve a balance of experiences that meets the Diploma Program expectations.

### **3. Develop your powers of reflection**

Your CAS advisor will provide feedback on your ongoing reflections, in writing, in discussion, through emails, asking guiding questions and helping you develop as a reflective CAS practitioner. This includes feedback and response to your portfolio entries.

### **4. Support you in your consideration of ethical and global concerns**

The CAS advisor will help you make connections between your CAS activities and the ethical or global considerations. He/She will provide postings of events that might enhance your ethical and global world view, as they occur in the school, local, national, and international community. You can choose to participate or not, as your schedule and interests dictate.

DATE		DATE	
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<b>Aug (11<sup>th</sup> Grade)</b>	<b>CAS Information Session</b>	<b>May</b>	<b>Plan Summer activities if you have not done so.</b>
<b>Aug</b>	Study this handbook. Schedule a meeting w/ the CAS Advisor if you have questions.	<b>June – August (12<sup>th</sup> Grade)</b>	<b>Vacation – outside school CAS activities. Input into Managebac!!!</b>
<b>Aug</b>	Complete Self-Evaluation and a CAS Plan.	<b>September</b>	<b>Schedule &amp; have 3<sup>rd</sup> CAS Plan discussion meeting MAKE SURE YOU HAVE A PROJECT!!</b>
<b>Sept (11<sup>th</sup> Grade)</b>	Undertake experiences, collect evidence and write reflections.	<b>October</b>	Undertake activities, collect evidence and write reflections CAS Update/grade
<b>Oct</b>	Undertake activities, collect evidence and write reflections	<b>November</b>	Undertake activities, collect evidence and write reflections
<b>Nov</b>	Undertake activities, collect evidence and write reflections. First CAS update/grade	<b>December</b>	Undertake activities, collect evidence and write reflections
<b>Dec</b>	Undertake activities, collect evidence and write reflections	<b>January (12<sup>th</sup> Grade)</b>	<b>You should be nearly done!!</b> Check your portfolio for completeness of evidence. CAS Update/grade
<b>Jan (11<sup>th</sup> Grade)</b>	Undertake activities, collect evidence and write reflections. 2 <sup>nd</sup> CAS Update/grade	<b>February/March</b>	Undertake activities, collect evidence and write reflections. Revise portfolio, finalizing evidence, as needed
<b>Feb</b>	Undertake activities, collect evidence and write reflections.	<b>May 20 (12<sup>th</sup> Grade)</b>	Submission of all CAS Completion Form and Reflections done. CAS Update/grade
<b>March</b>	Undertake activities, collect evidence and write reflections		
<b>April (11<sup>th</sup> Grade)</b>	<b>Appointment w/ CAS advisor to check progress</b> (Update/grade.		

<b>May</b>	Your CAS program should be at least ½ complete.		
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**Remember, if 3-4 weeks have passed and you have not been engaged in a CAS experience or project, it's time to get going! Reflect after each activity, or after 10-15 hours for ongoing, longer activities or projects.**

### **Creativity, Activity, and Service Opportunities**

It is the intent of IB to foster a lifelong commitment in CAS philosophy. It is the responsibility of the IB student to take the initiative and pursue activities which interest them. The CAS Coordinator can guide students, but cannot make direct referrals to specific organizations. The following are some suggestions to help students think about the multitude of opportunities they could be involved in.

#### **Creativity**

- Art gallery / museum volunteer
- Band
- Chess Club
- Chorus
- Instrument lessons (learning or teaching)
- Symphony volunteer
- Theatre
- Web page design for an organization

#### **Activity**

- Community Clean-up / Beautification
- Habitat for Humanity
- Little League Coaches, Referees and Umpires
- Martial Arts
- Participation on an organized sports team
- Race for the Cure
- Relay for Life
- Special Olympics
- Volunteer Lifeguard
- Walking, running, hiking, biking with an organization (Ex: Boy Scouts of America)
- Yoga Lessons

#### **Service**

- American Cancer Society
- American Diabetes Association
- American Heart Association
- American Lung Association
- American Red Cross
- Big Brothers / Big Sisters
- City Rescue Mission
- Environmental Clean-up
- Food Banks
- Girl / Boy Scouts
- Goodwill Industries
- Habitat for Humanity
- Hospice
- Harvesters
- Homeless Shelters
- Hospital Volunteer
- Humane Society
- Kansas City Zoo Volunteer
- Leukemia & Lymphoma Society
- Make-A-Wish Foundation
- March of Dimes
- Meals on Wheels
- National Multiple Sclerosis Society
- Non-profit Summer Camp Volunteer
- Public Library Volunteer
- Retirement and Elder Care
- Ronald McDonald House
- SADD
- Salvation Army
- Soup Kitchens
- Special Olympics
- United Way
- YMCA

## **IB CAS Self-Evaluation and Activity Inventory**

*Think through these questions to help guide you in creating your CAS plan.*

### **CREATIVITY:**

1. Are you involved in any creative or artistic endeavors (orchestra, band, yearbook, MUN, theater, choir, Mock Trial, etc.)? Do you use your creativity in helping to plan events/activities? Explain your answers for each organization or activity.
  
2. How are you involved—as a participant or do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
  
3. How committed are you to the activity? Is it a substantial, significant commitment? Do you take an active role in participation? Explain your answers for each organization or activity.
  
4. What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
  
5. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

### **ACTIVITY:**

6. List any clubs, organizations, sports, or other teams in which you are currently involved:

7. How are you involved—as a participant, as an officer, do you have a leadership role? What gifts or talents do you contribute? Explain your answers for each organization or activity.
8. How committed are you to the activity? Is it a substantial commitment? Does the organization, club, or team involve themselves in substantial, significant endeavors of which you are an active participant? Explain your answers for each organization or activity.
9. What goals have you or will you set for yourself in terms of your performance and endeavors in each of these activities? Are these goals realistic and achievable? For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop? Will these goals “stretch” you?
10. How will achieving the goals for any of the above referenced activities result in your growth? How will it make you more aware of yourself as a global citizen? How will it make you more aware of the ethical considerations of your actions?

**SERVICE:**

11. List community/national/global issues that concern you the most.

12. How have you currently involved yourself in these issues?

13. What issues would you like to learn more about?

14. Consider all your current responsibilities. How much time can you realistically commit to service on these issues?

15. What skill(s) would you like to develop or learn in your service endeavor?

16. How do you anticipate "stretching" yourself in your service endeavor?

17. What challenges do you think you might encounter?

18. Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?
19. How long do you plan on carrying out your commitment - three months, six months, one year?

**COMPLETE THIS PROCESS BEFORE BEGINNING ANY CAS EXPERIENCES**

**IB CAS Experience Supervisor**



Dear Experience Supervisor,

The International Baccalaureate (IB) diploma is a program of education held at upper-secondary schools throughout the world. As a part of the IB diploma, students must complete a program called CAS, which stands for Creativity, Activity, Service.

The CAS program aims to provide the student with challenges in three areas:

**Creativity.** This covers a wide range of creative activities, including the arts, and creative thinking in planning and carrying out projects or in problem-solving.

**Activity.** This includes sports and other physical activities outside the normal curriculum in which the student experiences physical exertion.

**Service.** This entails doing things for others and with others, in a relationship of mutual respect and with no compensation.

The students should undertake each task with clear goals and with a responsible adult supervisor. The students should not receive payment for these activities and they should not be assisting family members or relatives. If the student is already regularly involved in a sport, team, or artistic endeavor such as orchestra, then the student should be doing activities extending beyond the normal routine, such as developing additional skills or skill levels as well as competing in a local, regional or national championship. At all times, students should be looking to extend and "stretch" themselves, and, if you are their coach or art/music teacher, please have them communicate their goals with you.

Your cooperation as an experience supervisor would be greatly appreciated. Your understanding, support and guidance are important for the overall success of the young person in the experience.

As a supervisor, you will be asked to evaluate the student's performance. In particular, you will be asked to monitor the student's attendance, provide guidance and support relating to the activity, alert the CAS coordinator of any problems, and report on the student's performance.

Should you have any questions regarding the CAS program, please contact the CAS Advisor listed below.

Thank you for your support.

With regards,

*Meredith Sternberg*

meredithsternberg@smsd.org

#### **IB CAS GETTING STARTED – CHECKLIST**

This following checklist should help you to get started your CAS journey at SME. Sign your name

in each box when you are sure that you have fully understood. **COMPLETE THIS PAGE and return to Mrs. Sternberg by the end of September 30<sup>th</sup> of your junior year.**

I acknowledge the following:	Sign once, initial the rest.	Date
I have carefully read through the information contained in this CAS handbook and I have fully understood the CAS requirements.		
I know who the CAS Advisor is, the location of the CAS Advisors' classroom, and that I can always discuss CAS issues with my Advisor, by appointment or email.		
I know that I am expected to self-initiate and self-direct a significant, enduring project that incorporates collaboration and at least two strands of creativity, action, and service.		
I am aware of the two-year CAS Timetable and I will follow it.		
I need to complete a self-evaluation and activities/service inventory BEFORE beginning any CAS experiences.		
I need to develop my own CAS plan that covers experiences and projects for two years.		
I know that I must try and maintain a balance between Creativity, Activity and Service.		
My parents/guardians are informed of the CAS program and its requirements.		
I will set goals for each activity and I will reflect carefully on the activities I undertake.		
I must submit an Activity Proposal Form for pre-approval before undertaking any CAS activity.(Through Managebac)		
I have a responsible adult supervisor (not from my family) for each experience I undertake.		
Supervisors known at this time have read <i>A Letter to the Supervisor</i> and agreed to perform any responsibility required.		
I will maintain log of my experiences on Managebac.		
I will keep all the written records, photos, rosters, programs, videos, and newspaper or magazine clippings when possible <b>and</b> post them on Managebac		
I have copies, or know where to get copies, of all the necessary forms, including the supervisor evaluation form.		
I know that I must submit an official reflection at the completion of each experience I undertake. (Through Managebac)		
I am aware that I must present my evidence that I met the learning outcomes in my portfolio.		
I clearly understand without the satisfactory and timely completion of the CAS program, the IB Diploma will not be awarded.		