



PAGE HIGH SCHOOL
INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME
CAS HANDBOOK



International Baccalaureate Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Page Honor Code

Recognizing the importance of each student as an individual, I will accept my responsibility to demonstrate the components of both academic and personal integrity including respect, honesty, kindness, work ethic and civility. Accepting my position as a significant member of this student body, I will conduct myself in a manner that exemplifies pride in myself and my school. Seeing the necessity to lead as well as follow, I will challenge my peers to create an environment that is conducive to learning, accepts everyone, and allows them to reach their full potential.

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WHAT IS CAS? (FROM THE IB CAS GUIDE)

CAS is at the heart of the Diploma Programme. With its **holistic** approach, CAS is designed to strengthen and extend students' **personal** and **interpersonal learning**.

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. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

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.

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.

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.

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.

WHY IS CAS IMPORTANT?

Successful completion of CAS is a requirement for the award of the IB Diploma. Students will reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained, and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities to each other and the environment

WHEN DOES CAS START?

CAS starts the first day of your junior academic school year. When considering time spent in each of the three strands, only include time that was devoted to the strand specifically. For instance, attending a summer camp on the performing arts could count for CAS, but only the time spent learning new performance pieces, practices, and performing would be appropriate for the hours. Time spent eating, sleeping, socializing, etc. would not count.

WHAT WILL MY CAS PORTFOLIO LOOK LIKE?

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 student reflections. Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed, but students need to document their activities and provide evidence that they have achieved seven key learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

At Page High School, students will maintain an online portfolio in the Managebac system. Guidelines can be found below.

WHAT COUNTS AS CAS?

In order for an activity to be considered CAS-worthy, it must involve learning and it must include ALL FOUR of these criteria:

- real, purposeful activities, with significant outcomes
- personal challenge –tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Program work.

WHAT DOESN'T COUNT AS CAS?

- anything that is part of the IB Diploma Programme coursework
- any activity in which the student receives monetary compensation
- a passive pursuit like visiting a museum, watching a movie, or observing a sporting event
- duties and chores within a family
- religious activities that serve to promote or advance a particular religious view (religious-sponsored community service does count)

CAS LEARNING OBJECTIVES

The CAS portfolio must address how the activities connected to both the IB Learner Profile and the CAS Learning Outcomes:

1. Identify strengths and areas for growth
2. Demonstrate challenges have been undertaken and new skills developed
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment and perseverance
5. Demonstrate 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

CAS REQUIREMENTS

- starts the first day of your academic junior year
- not about random activities, but a consistent focus that can show personal growth and reflection
- shows a reasonable balance of creativity, activity, and service
- students will complete a CAS portfolio (reflective blogging and evidence of personal engagement)
- must include a project of at least one month's duration that shows initiative, perseverance, and collaboration. The project challenges students to:
 - show initiative
 - demonstrate perseverance
 - develop skills such as collaboration, problem solving and decision making
- will engage in three formal, documented interviews with coordinator/advisor concerning progress (internal assessment process)

CAS AND SERVICE LEARNING

IB students are not required to complete the service learning diploma; however, many of our IB students choose to pursue the service learning diploma because it aligns well with CAS requirements.

If you are interested in the service learning diploma, you should begin the application process during your freshman year. We recommend that IB students who intend to pursue the Service Learning Diploma complete a minimum of 100 hours by the end of the sophomore year.

Two different levels of recognition are available:

Service-Learning Exemplary Award: 100 hours

Service-Learning Diploma: 250 hours

The Page High School Service Learning Coordinator can help answer any questions you may have.

Please contact Michelle Sims, Counselor and Service Learning Coordinator, at simsm@gcsnc.com

IB LEARNER PROFILE

IB aims to develop internationally minded people (both teachers and students) who are striving to become:

Inquirers	Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned 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.
Risk-Takers	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
Open-Minded	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
Well-Balanced	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
Reflective	They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

PAGE IB CAS TIMELINE

Month	Junior Year	Senior Year
Aug.	<ul style="list-style-type: none"> • CAS Meeting: Introduction to CAS • CAS personal profile 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Sept.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Oct.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	<ul style="list-style-type: none"> • Senior CAS check-in meetings • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Nov.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Dec.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week • Student check-in with advisor 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Jan.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week • Student group reflective meeting 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Feb.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Mar.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week
Apr.	<ul style="list-style-type: none"> • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	<ul style="list-style-type: none"> • Final reflections due • Final senior meetings • All CAS completed by April 26th—no exceptions
May	<ul style="list-style-type: none"> • CAS reflection check-in and meetings • Minimum of 2 experience posts • Aim for 2-3 hours of CAS each week 	
June	<ul style="list-style-type: none"> • Aim for 2-3 hours of CAS each week 	
Jul.	<ul style="list-style-type: none"> • Aim for 2-3 hours of CAS each week 	

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.

A **minimum of one month** is recommended for a CAS project, from planning to completion.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, students should consider ways to reflect as a group and as individuals.

Students are expected to complete a CAS Project Proposal before initiating the project, to ensure proper planning and execution.

CAS EXPERIENCE POSTS AND REFLECTIONS IN MANAGEBAC

Periodically in the CAS experience, students will connect multiple experiences together and reflect on what they have gained from their CAS experiences. We do not provide a set format for these reflective blog posts. We want students to have the opportunity to authentically reflect on how they have grown as a learner. References to the IB learner profile and the CAS learning objectives should be a central focus as students document their personal growth. While a portion of the reflective blog posts must be written to address the learning outcomes and learner profile, other mediums of reflection are also accepted and encouraged. Some examples of the reflection formats include video journals, vlogs, photographs, artistic representations, etc.

The most important part of the reflection process is that students learn more about themselves as learners and as individuals. This learning process includes determining the type of reflection that best suits the needs of you as an individual

The CAS experience post does not have to follow a set format, but must address the following elements:

- Provide a 2-3 sentence description of the experience.
- Address which IB learner profile attributes it helped develop.
- Describe your role in the experience.
- Detail which of the seven learning outcomes you addressed and need to address more in the future.
- Share any final thoughts about the experience. What did you gain from the experience? What did you learn?
- Share pictures, artwork, videos, etc. to further share your experience. (Not required for all posts, but evidence is needed for each activity)

If students would like to address the above in a vlog (video blog), podcast, or other creative way, they may do so (and are encouraged to do so) for one of the required experience posts per month. The reflective blogs must all have a written or verbalized component.

In September of junior year, students will receive a personalized walkthrough of Managebac to familiarize themselves with the interface and how to properly post reflections for each experience.

CAS REFLECTION SAMPLE QUESTIONS

Here are some questions for students to consider when reflecting on their CAS experiences. They should not serve as a format for reflections, but should instead be the questions that trigger reflection. Let your reflection be authentic and fluid, not structured.

<ul style="list-style-type: none"> -What did you learn about yourself? -How were you challenged? -Did you encounter conflict? How did you react to it? -How did you feel during your activity? -How could improve your experience in the future? -What was satisfying? -What was frustrating? -Did anything surprise you? How so? -How could you share this experience with others? -What did I see today that was different? -What was difficult? 	<ul style="list-style-type: none"> -What did you learn about others? -Why did I decide to do this activity/experience today? -What brought me joy? -What fears did I have before and during my experience? -Did my actions make a difference today? -Describe the people you interacted with. -Did you have any epiphanies? If so, what were they and what triggered them? -Did I take a risk today? -What kept me from taking a risk today? -Was this experience meaningful?
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CAS MEETINGS

Students will meet with the CAS Coordinator **a minimum** of four times over the course of the two years of the diploma program. The first two meetings will occur during the junior year. The student and supervisor will discuss CAS as a whole and the timeline the student should consider for their activities. They will also discuss the difference in the three strands of CAS on a personal level and then discuss different ways of reflecting throughout the program.

The third meeting will occur towards the start of the senior year. The supervisor and student will review reflections on the blog and discuss what the student is learning about themselves and how they are growing. Progress on the CAS project will also be discussed at length or reviewed if student has completed it.

The final meeting will occur towards the end of the CAS experience in the senior year. The supervisor and student will make sure student is on track to complete the CAS program and has all the necessary requirements in place. They will also discuss what the student has learned over the eighteen-month period using the learning outcomes as a guide. This discussion will also be linked to the learner profile and how they have seen themselves grow within that profile over the course of the CAS program.

CAS ASSESSMENT

Each candidate must meet the CAS requirement in addition to the other mandatory components for the award of the diploma. Through a series of blog posts (self-evaluation, experience posts, and reflection posts) and one-on-one meetings with the CAS coordinator, students will **demonstrate quality, balanced content, and commitment in order to meet the CAS requirement.**

CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes. Page High School will confirm that all diploma candidates have satisfactorily completed the CAS requirement. Failure to meet the requirements will result in no diploma being awarded. A school's CAS program is regularly monitored by IB and students should put forth their best effort.

CAS PERSONAL PROFILE

Because CAS is a personal experience and an opportunity for personal growth and reflection, the first CAS assignment is to spend some time evaluating yourself and brainstorming future CAS activities. In order to do this, students will examine the IB Learner Profile and the CAS Learning Outcomes and think about how their proposed CAS experiences will address these attributes and outcomes. Students will complete the below form and post it as their first CAS blog post. Students are expected to have something for each section of the form. This form will be a good reference for the first CAS talk with the CAS coordinator.

On the next page, you will find the CAS Personal Profile all students are expected to complete.

CAS PERSONAL PROFILE ACTIVITY

Something to note: Please realize CAS is near and dear to my heart (which is why I'm the CAS Coordinator), and it can make or break your eligibility for your IB Diploma. You all deserve that diploma, and we've had high CAS success rates! EVERYTHING you do for CAS should be *meaningful* in some way. If it feels like an obligation, you're doing it wrong.

Instructions: Answer the following questions in the boxes provided. Thorough answers are needed.

What are your main interests? (List at least 5)

Choose 3 of the above interests. How can you turn those three into meaningful CAS experiences?

What personal goals can you set for yourself for the three activities listed above?

What talents do you have?

What skill or talent would you like to improve?

What school or community groups do you belong to?

What are you already doing that could possibly count as CAS?

What issues of global or local scale do you feel are important to you? How can they be addressed in the CAS program?

What have you always wanted to try but haven't yet?

SAMPLE CAS PROGRESS FORM for CHECK-IN MEETINGS

Name: _____ Graduating Year: _____

DATE	Meeting and notes if applicable	Signature of Student	Signature of CAS COORDINATOR

SAMPLE CAS PROJECT PROPOSAL AND PLANNING FORM

The following pages are the sample CAS Project Proposal Forms students complete when beginning the initial stages of the CAS project.

Candidate Name: _____ Graduating Year: _____ CAS PROJECT
PROPOSAL FORM

PART 1: REFLECTION

Step 1: complete the CAS project lesson

Step 2: In the box below, list all of your interests

Step 3: In the box below, list the issues in our community that should be addressed. You may want to “think globally, act locally,” meaning find a global issue and act on a local scale. One way of starting this? Look at the Millennium Development Goals! Those are all global issues!

Step 4: Come up with ideas for what you think would be an appropriate CAS project. I will tell you from experience in the maternity ward at Women's Hospital, because it was St. Patrick's day, the volunteers gave us all little handmade outfits to the newborns (SUPER cute, unfortunately Spencer's head was too big for the hat...). Premies need things, too. Diapers are provided by the hospital, but sometimes clothing for babies, personal hygiene wipes for mom, extra pillows or blankets, snacks, etc. Are always useful in the hospital! Many elementary schools I'm sure would love assistance reading to kids, or you could do a reading time at a local library once a month. Raising awareness of major issues can count as a project if you can find leadership and initiative within the project itself. A free yard-mowing service would count, if you and a group of friends decided to mow 10 yards/month for elderly individuals who cannot mow on their own (or a weed-pulling service for the elderly). Think of how you can make an impact in your community. Starting a club is NOT a CAS project, and anything the school already does (like the canned food drive) is off-limits. The point of the project is to demonstrate initiative and planning—how are YOU taking a leadership role with your friends?

PART 2: THE ACTUAL CAS PROPOSAL FORM

In the box below, define "initiative" in your own words.

What strand(s) of CAS will your project meet?

(C)reativity _____ (A)ctivity _____ (S)ervice _____

What is your CAS project Idea?

How is this project meaningful to you? WHY did you choose this idea?

What are your personal goals with this project? How does this activity/project challenge you, personally, in ways?

Since this is collaborative, with whom will you be working? (CAS projects MUST be collaborative—it doesn't have to be collaboration with another IB student, but oftentimes it is!)

What resources or materials will you need to fulfill this CAS Project? List ALL materials or resources you need.

What will your role be in this project? (think about what your strengths are and how those can be put to good use)

What are the various roles of your teammates?

Who are your points of contact (other than the CAS coordinator)? For instance, what are the numbers/emails of the people you need, or who will be involved, or who you need to contact? Be thorough—this should include EVERYONE.

What is your timeline/calendar of events for all aspects of your project? Remember, this MUST span over the course of at LEAST one month—IB prefers longer. The timespan includes preparation, planning, launching the idea, and finishing it. **BELOW, create a timeline for the planning and execution of the project. What will you be doing when? When do you plan on having this finished?**

What potential problems/challenges do you think you may face with this project? There will always be issues, so "no issues" is not an excuse. Think of every possible, viable scenario that could pose a problem)

How do you plan on addressing the problems listed to the left?

How are you going to measure the success of your project? What is your end-goal with this project?

THE LEARNER OUTCOMES

All 7 learner outcomes are listed on the next page.

Learner Outcome	Prediction of how I will address this LEARNER OUTCOME

LEARNER OUTCOMES: This comes directly from the IB CAS Guide.

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	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.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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.
LO 4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences. CAS learning outcomes
LO 6	Demonstrate engagement with issues of global significance
Descriptor	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
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

BIBLIOGRAPHY

Creativity, Activity, and Service Guide. IBO. Web. 15 December 2015.