



**San Clemente High School**

**International Baccalaureate**

*Creativity . Activity . Service*  
*Handbook*



## Dear IB Diploma Candidate,

First and foremost, congratulations on your decision to partake in the IB Diploma Programme at San Clemente High School!

Over the next 18 months as part of your IB Programme you will be building a CAS portfolio! In addition to leaning on the two of us for guidance you also have this handbook as a resource! In this handbook you will find useful information, links, and forms.

We are looking forward to watching each of you challenge yourself, delve into your passions, experience new things, and most importantly have fun!

All the best,

*Ms. Dutton and Mr. Popovich*

CAS Coordinators

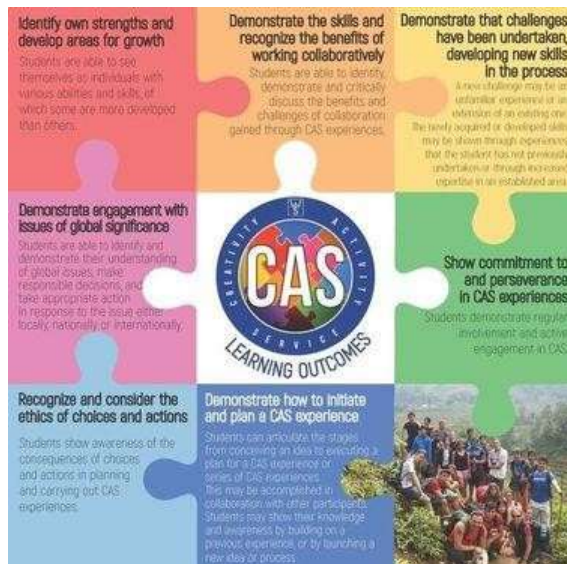
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# Table of Contents

- 1) What is CAS?
  - a) Why is CAS necessary?
  - b) CAS should involve
- 2) CAS Learning Outcomes
- 3) Student Responsibilities for CAS
  - a) CAS—an IB Diploma Graduation Requirement
  - b) CAS & Bright Futures
- 4) Recording and Reporting CAS
- 5) Guidelines for CAS Experiences and Projects
  - a) The CAS Stages
  - b) CAS Experiences & Projects
  - c) Reflections
  - d) What Counts as CAS
- 6) Understanding the CAS Strands
- 7) CAS Categories
- 8) CAS Timeline
- 9) CAS Helpful Links
- 10) CAS Supervisor Form



# What is CAS?

<b>Creativity</b>	Exploring and extending ideas leading to an original or interpretive product or performance
<b>Activity</b>	Physical exertion contributing to a healthy lifestyle
<b>Service</b>	Collaborative and reciprocal engagement with the community in response to an authentic need

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

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life changing. Each student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and backgrounds.

## Why is CAS necessary?

- A. CAS provides an important counterbalance to the academic pressures of the rest of the Diploma Programme
- B. Assists students with being more willing to accept new challenges and new roles
- C. Enables the student to be a more reflective thinker
- D. Students become more aware of themselves as members of communities with responsibilities towards each other and the environment
- E. Students become active participants in sustained, collaborative projects

## CAS should involve:

- A. Real, purposeful activities, which meet one or more of the 7 learning outcomes.
- B. Personal challenge—tasks must extend the student and be achievable in scope.
- C. Students using the CAS stages (investigation, preparation, action, reflection, and demonstration).
- D. Thoughtful consideration, such as planning, reviewing progress, reporting (done on ManageBac)
- E. Evidence and reflection on outcomes and personal learning

# CAS Learning Outcomes:

As a result of their CAS experience as a whole, there should be evidence/documentation that students have participated in experiences/projects that involve one or more of the

following outcomes (all 7 need to be achieved by the end of the CAS program):

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

***All seven outcomes must be touched on for a student to complete the CAS requirement.***

Some may be demonstrated many times, in a variety of activities, but completion requires that they have evidence of meeting the outcome ***a minimum of ten times.***

# Student Responsibilities for CAS

- Have a proactive attitude
- Use the CAS stages to guide CAS experiences and projects
- Take part in *at least* one CAS project
- Have balance between the CAS strands
- Keep records of CAS experiences/projects, CAS questions answered and reflective evidence on ManageBac
- Ensure there is an adult supervisor to verify CAS experiences/projects and that they complete a supervisor review at the end of each activity (must be a non relative)
- Demonstrate that all 7 learning outcomes have been achieved
- Behave appropriately, ethically, and with integrity
- Communicate with CAS Coordinator and attend three interviews during the duration of their CAS journey
- Complete and input experiences/projects in a timely manner (avoid procrastination)

## CAS—IB Diploma Graduation Requirement

A student who fails to satisfy the CAS requirement will not be awarded the IB diploma even if all other diploma conditions have been satisfactorily fulfilled. Fulfillment of the CAS requirement involves the following:

18 months of continuous creativity, activity, and service experiences/projects (begin documenting this day one of junior year)

Completion of documentation for CAS (via ManageBac and final reflection)

Additionally, students not completing CAS will not be eligible to earn their high school diploma due to not completing all elements of an IB curriculum in the state of Florida.

# CAS Requirements

Students are not required by IB to have a certain number of CAS hours but should instead be focused on demonstrating the 7 learning outcomes of CAS. Students should aim for CAS experiences and reflections on a biweekly basis at minimum.

## Recording and Reporting CAS

Students will document all CAS experiences/projects on the ManageBac website at:

<https://schs.managebac.com>

*Access to the ManageBac website will be given during the first nine weeks of junior year. It is the students' responsibility to make sure that they keep up to date with logging their CAS experiences/projects on ManageBac.*

Students will utilize ManageBac to propose, reflect, and complete their CAS experiences/projects. This will serve as their place of documentation to build their CAS portfolio. Students will attend work sessions with their CAS Coordinator to learn to navigate and use ManageBac effectively.



# Guidelines for CAS Experiences and Projects

## The CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye's "five stages of service learning", 2010) provides the framework for students to consider, make plans for, carry out, and reflect on their CAS experiences/projects. By applying these stages to CAS, students have a reliable yet flexible structure they can apply to future situations with confidence.

The five CAS stages are as follows:

1. **Investigation** – Identifying interests, skills and talents to potentially use for CAS experiences/projects and areas for personal growth and development.
2. **Preparation** – Determining roles, responsibilities, necessary resources, and an action plan.
3. **Action** – Implementation of the idea or plan to meet the CAS experience/project
4. **Reflection** – Describing what happened, expressing feelings, formulating ideas, and making connections.
5. **Demonstration** – Make it clearly known what was learned and accomplished.

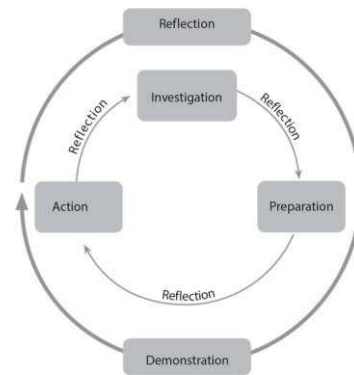


Figure 4  
The five CAS stages

## CAS Experiences vs. Projects

Students must take part in and **document CAS experiences and projects on a REGULAR basis for a minimum of 18 months**. *The earliest that a student may begin to document CAS is day one of junior year and all documentation must be completed by IB testing their senior year.*

**In order for a CAS experience/project to be approved, you must supply the following information (via ManageBac):**

- A *detailed description* of the experience/project as well as your *personal goal* for doing the activity.
- Indicate the CAS strand(s) to be addressed (creativity, activity, service)
- Identify which of the 7 learning outcomes will be addressed
- Identify an activity supervisor (*non-family member*) and list their name and email address



# CAS Experiences

The following guidelines should be applied when deciding if something may be considered a CAS experience:

- Meets one or more CAS strands
- Meets at least one of the CAS learning outcomes
- Based on a personal interest, skill, talent or opportunity for growth
- Provides opportunities to develop attributes of the IB learner profile
- Is not used or included in your DP course requirements

## CAS Projects

All students must be involved in **at least one CAS project** (*In ManageBac, there is a box for students to check to let you know if that particular activity is a 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.

Although only one is required, it is recommended that students engage in more than one CAS project over the duration of their CAS program. In addition to the criteria stated above for CAS experiences, the following must be in place in order for the experience to count as a CAS project:

- Is at least 1 month (4 weeks) in length from planning to completion
- All CAS projects should use the CAS stages of framework for implementation to ensure that all requirements are met
- All members participating in the project must be equally involved in all stages.
- This should be more robust than an experience and should lead to personal growth while pushing yourself outside your comfort zone.



# Reflections

For each CAS experience/project, students must have some sort of reflective evidence posted under the 'Reflections' tab on ManageBac. Reflective evidence may be documented in the following ways:

- Pictures
- Journals
- Video
- Uploading materials or providing links used in the experience/projects
- Another creative form of reflection

Reflection is a dynamic means for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- Expressing feelings: Students articulate emotional responses to their experiences.
- Also, you should reflect on each of the learning outcomes you chose to cover for each experience or project.

There needs to be at least one form of reflection for each experience/project, but for activities of longer duration students are encouraged to submit more reflective evidence and periodic reflection - not only at the culmination of the experience or project. For example, if a project/experience spans 20 hours, there should be at least 4 reflections that are completed throughout the experience/project. A rule of thumb would be one reflection of some kind for every five hours documented. Keep in mind that not all reflections should be written. Sometimes the best way to reflect on a project may be through pictures, video, or some other medium. With specific questions or to ensure your reflection is adequate please see your CAS coordinator.

The following two elements add greater depth and expand perspectives.

- Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.

Keep in mind, reflections are the primary evidence used by your CAS coordinator to determine whether you have successfully attained the seven CAS learning outcomes.

# What Counts as CAS?

In general, an experience/project may be **acceptable** if:

- The experience falls under one or more of the CAS strands (creativity, activity, service).
- The student can demonstrate how one or more of the learning outcomes will be met.
- The student can demonstrate how they will personally grow from the experience.
- The activity has real consequences or benefits for the student and/or other people.
- Experiences within Dual Enrollment Courses
- Experiences within courses that fall outside of the IB Curriculum

**Unacceptable** experiences/projects include:

- Anything for which money is paid.
- Anything that is for IB credit.
- Any course that is part of your IB Diploma Programme
- Time spent on simple, tedious, and/or repetitive tasks (ex. filing, replacing books on library shelves, shredding paper).
- Family duties, religious devotions, or proselytizing.
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.

## Political and Religious Activities

Due to the fact that this is an international program of study, the IB has no view on whether or not it is appropriate for students to be involved in political/religious activities as part of their educational experience. When trying to determine if an activity within one or both of these areas should be submitted for CAS approval please take into consideration the following:

- Does the activity meet the requirements above for something that counts as CAS?
- Could the activity be interpreted as proselytizing by others?
- Does religious activity take place during regularly scheduled worship?
- Is it an activity that will cause, or worsen, social divisions?
- Is the activity safe and secure, given the local circumstances?
- What are the learning opportunities for the student?

***When in doubt, please discuss the experience description and goals with your CAS Advisor prior to beginning the activity to see if it will count for CAS.***

## Understanding the CAS Strands

<p><b>Creativity</b></p> <p><b>30%</b></p> <p>Exploring and extending ideas leading to an original or interpretive product or performance</p>	<p>May cover a wide range of arts and other activities that the student engages in to design and carry out service projects (creativity of the mind). Activities may include arts and crafts, choir, band, acting, debate, singing, dance, photography, or any other creative activity. Appropriate ‘creative’ CAS activities should not involve just “more of the same” (ex. more practice, more concerts, etc.) and is not met by the appreciation of the creativity of others (ex. attending a concert or art exhibition)</p>
<p><b>Activity</b></p> <p><b>30%</b></p> <p>Physical exertion contributing to a healthy lifestyle</p>	<p>May include many types of physical activities such as participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service. These activities include school or community sports, mountain climbing, skiing, gardening, martial arts classes or competitions, coaching, club participation, or any charitable activity participation such as a March of Dimes Walkathon. Should not involve just “more of the same” --- more practice. “Extending” the student may go further (ex. Trying a team sport instead of an individual sport, coaching a little league team, etc.).</p>
<p><b>Service</b></p> <p><b>40%</b></p> <p>Collaborative and reciprocal engagement with the community in response to an authentic need</p>	<p>Involves community or social service. It can include environmental and international projects. Service work would include volunteering at a local hospital or nursing home, working on a Habitat for Humanity house, tutoring, participation in student government or service on community organizations or committees, working in a recycling program or organizing your own recycling project. Service can also include participation in a local or international fundraising event, travel to another country for humanitarian purposes. It is essential that the service activity has learning benefits, which rules out mundane, repetitive activities, as well as “service” without real responsibility.</p>

*\* If you are using a sport as activity, you cannot count it for more than 50% of your experiences.*

# CAS Categories

CAS experiences/projects in the various CAS strands (creativity, activity, service) may fall into the different categories below:

<b>Ongoing</b>	The student may already be engaged in an activity that falls into one or more CAS strands. Students may continue but are encouraged to further extend or develop participation if appropriate.	<ul style="list-style-type: none"> <li>-Learning to play a new instrument for a school performance</li> <li>-Continuing service at the Humane Society but seeking a different area of expertise</li> </ul>
<b>School-Based</b>	Activities sponsored by the school or school organizations that may fall into one or more CAS strands.	<ul style="list-style-type: none"> <li>-Learning to play a new position on the school basketball team</li> <li>-Participating in the Miss Paxon pageant</li> </ul>
<b>Community-based</b>	Activities sponsored by the local community.	<ul style="list-style-type: none"> <li>-Organizing a group to participate in Race for the Cure</li> <li>-Working with a group to create a community garden</li> </ul>
<b>Individual</b>	The student engages in a solitary activity in which they work towards a personal goal (ex.	<ul style="list-style-type: none"> <li>-Composing a song</li> <li>-Attending a gym</li> </ul>

# CAS Timeline

<b>Junior Year</b>	<i>After the first day of school</i>	<p>Attend CAS Workshop and have initial meeting with CAS Coordinator</p> <p>Students prepare and plan for CAS experiences/project using their CAS Interest Form</p> <p>Students begin posting CAS experiences/projects to ManageBac</p>
<b>Junior Year</b>	<i>Ongoing</i>	<p>Work on CAS experiences/projects</p> <p>Post reflective evidence frequently and complete CAS questions as experiences/projects are completed</p> <p>Log on to the ManageBac site AT LEAST once every two weeks to update CAS info and check messages for new CAS opportunities on Canvas</p> <p>Meet individually as needed with assigned CAS Coordinator</p>
<b>Junior Year</b>	<i>End of Year</i>	<p>Meet with the CAS Coordinator before leaving for summer break to plan. Continue work with experiences/projects</p>
<b>Senior Year</b>	<i>Ongoing</i>	<p>Students continue posting CAS experiences/projects to ManageBac</p> <p>Post reflective evidence frequently and complete CAS experiences as experiences/projects are completed</p> <p>Meet as needed with CAS Coordinator</p>
<b>Senior Year</b>	<i>Beginning of Year</i>	<p>Check status and meet with CAS Coordinator before Thanksgiving break to create senior year goals for CAS</p>
<b>Senior Year</b>	<i>Middle of Year</i>	<p>Attend CAS refreshment workshop</p>
<b>Senior Year</b>	<i>4 weeks prior to graduation</i>	<p>Meet with CAS Coordinator to review all experiences/projects and how the 7 learning outcomes were met (*final interview)</p> <p>📋 CAS Coordinator verifies completion of the CAS program</p>

## **The Three CAS Interviews**

Over the course of the 18-month period, 3 CAS interviews will be held. Rather than a means of evaluation, their primary purpose is to allow students to reap the program's rewards and serve as a means of checking in, so no one gets left behind. [CAS interviews are approached differently by each supervision](#), but in general they unfold according to a loosely structured framework will help guide the process and ensure students are maximizing the opportunities and possibilities of CAS.

### First CAS interview

The first CAS interview will take place once a student has completed a CAS orientation and is familiar with the elements of CAS. The purpose of this interview is to gauge the student's understanding of CAS, discuss relevant interests, get the student prepared for their very first CAS experience, and review the learning outcomes of CAS—while outlining possible ways that they might be achieved.

### Second CAS interview

The second interview is intended to assess whether or not the student's engagement with CAS is on track and determine the student's progress towards fulfilling CAS requirements and what evidence has been collected thus far. This interview should also act as an opportunity for the student to reflect verbally on CAS and to be reminded that CAS is meant to be enjoyable and beneficial to themselves and others with whom they are engaging.

### Third CAS interview

The final and summative CAS interview should focus on achievements and the realization of the CAS learning outcomes. Students need to examine their thoughts and feelings about the overall program and reflect on the growth that they have experienced. Now is the time to dig into personal awareness and development, more robust understandings of the world, and how the CAS experience might impact future choices and actions.

## **Helpful Links**

<https://schs.managebac.com/>

<https://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/>