

International Baccalaureate
CAS Handbook



Washington-Lee High School
1301 N. Stafford St.
Arlington, VA 22201

IB Coordinator:
Julie Cantor
Phone: 703-228-6234
Fax: 703-527-5918
Julie.cantor@apsva.us

CAS Coordinator:
Elizabeth F. Burgos
Phone: 703-228-8657
Fax: 703-527-5918
Elizabeth.burgos@apsva.us

Class of 2020

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.

CAS Handbook

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WHAT IS CAS?

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

Creativity:

This strand of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that includes creative thinking in the design and carrying out of service projects or structured, personal improvement.

This could involve doing dance, theater, music, art, or supervised tutoring, for example. You should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: *that you set goals, reflect on your progress, and in some way benefit others through this activity.*

Activity:

This strand of CAS is interpreted as physical exertion contributing to a healthy lifestyle.

This aspect of CAS 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. Activity may involve participation in sport or other activities requiring physical exertion – such as hiking expeditions, camping trips, yoga, and martial arts. Try to get involved in group and team activities and in undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: *you set goals, you reflect on your progress, and you benefit others.*

Creativity and activity can be enhanced by incorporating the service component. If you are involved in arts and in physical activities, you might consider coaching young children, seniors in residential homes, homeless children, etc.

Service:

This strand of CAS is interpreted as collaborative and reciprocal engagement with the community in response to an authentic need. Service projects and activities are often the most transforming element of the Diploma Program. 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 the school, the local community, 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 honor the dignity and self-respect of others.* Different types of services are:

- **Direct service:** Student interaction involves people, the environment or animals.
- **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest.
- **Research:** Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice.

W-L expects service commitments reaching beyond the school community.

WHAT IS NOT CAS?

It is important to consider the spirit of CAS!

The purpose is lost if this becomes an “hour counting exercise”, rather than a rewarding experience.

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

- Any class, activity or project that is already part of your Diploma Program
- An activity 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 activity in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in sight and/or omits awareness for a greater cause
- An activity 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)
- Unsupervised tutoring or helping a friend with his/her homework
- Religious devotion and any activity that can be interpreted as proselytizing
- Volunteer work with a business or other “for-profit” organization
- Self-taught skills, project or activities without a supervising adult instructor
- Special classes that focus on self-benefit, like SAT preparation or Driver’s Education



Examples of CAS Experiences

The International Baccalaureate has designed the CAS – the Creativity / Activity / Service requirement – to complement a challenging academic programme in a holistic way providing opportunities for self-determination, collaboration, accomplishment and enjoyment. Key to a student's CAS programme is personal engagement, choice, and enjoyment of CAS experiences. Students use the service learning stages of investigation, preparation, action, reflection and demonstration as they plan, act, reflect and demonstrate their service weekly three to four hours throughout 18 months. At Washington-Lee High School we encourage each candidate to design a CAS proposal using the CAS stages that meets personal goals and interests, supports all CAS guidelines, provides challenge toward a new role/experience, and includes a balance of group and individual activities. 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 in-depth experience designated as a **CAS Project**. The following activities are intended to give you some ideas:

CREATIVITY = Personal Enrichment

- Participation in WL Band / 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 WL newspaper, literary publication, yearbook*

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

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

ACTIVITY = Healthy Lifestyle

- Sports teams; intramurals at WL
- Recreational teams that are coached by an adult
- 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 W-L's **Key Club**, or other service club projects
- Church or youth group service projects of an outreach nature
- Representing W-L in athletic and academic competitions

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



Sample 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)
- Awareness and leadership to raise 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)



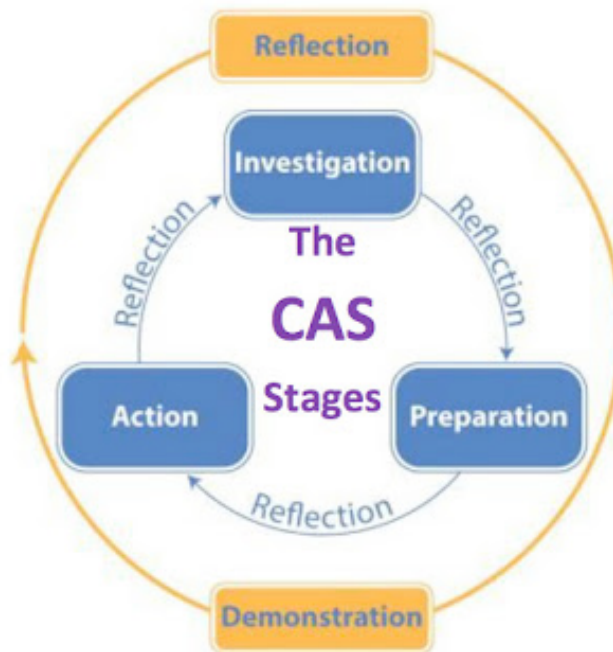
CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning,” 2010) 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 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.

The five CAS stages are as follows:

1. **Investigation:** When you identify your interests, skills and talents to be used in considering opportunities for CAS experiences.
2. **Preparation:** When you clarify roles and responsibilities, develop a plan of action to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** When you implement your idea or plan. This often requires decision-making and problem-solving.
4. **Reflection:** When you describe what happened, express feelings, generate ideas, and raise questions.
5. **Demonstration:** When you make explicit what and how you learned and what you accomplished.



What to Do

Planning

Using the CAS Stages of Investigation and Preparation: CAS Proposal (pages 14-15)

This Proposal is submitted signed by you and your parent/guardian after the CAS Orientation meeting held during the spring of your sophomore year. Students must consider risk analysis for experiences out of school. The Proposal must be submitted by the published deadline. During September and October of your junior year, you will have an advisement meeting with the CAS Coordinator in which you will discuss your selected experiences/CAS Project submitted on your CAS Proposal. The focus of this meeting is to revise or adjust your plan to complete your CAS diploma requirement over the 18 month time frame. Use the **“Planning Guide” on page 13** to review CAS guidelines and organize your proposal. The Proposal document that you must submit is located on pages 14-15.

Communicate with the CAS Coordinator before changing an approved proposal!

Using CAS stages of Action, Reflection, and Demonstration: Doing CAS

CAS Online Portfolio

As you complete each experience, you will submit reflections and evidence of CAS learner outcomes online in a CAS electronic portfolio-**ManageBac**. The documentation consists of an experience description and goals then uploading reflection in varying formats. In addition, there is a “CAS Completion Form” you must generate online if the experience is out of school. This form must be entirely filled out for each activity by your supervising adult, accompanied by an *original signature (no faxed or scanned signatures)*. A hard copy of this form must be submitted to the CAS Coordinator by published deadlines.

Interviews & Portfolio Timeline: Diploma students who do not adhere to published deadlines are subject to academic probation.

2018-2019

Date	Documentation
September-October	1 st Advisement Meetings for CAS Proposal
November 1	Proposal Approved by Coordinator
February	2 nd Mandatory Junior Advisement Meetings
June 3	All Junior Activities Fully Documented
June 4-17	Coordinator Review. Candidate Revision.
End of School Year	All Junior Activities Approved

2019-2020

September 23	Summer Activities Documented
First Quarter	75% Documented C/A/S
November-December	3 rd Mandatory Senior Advisement Meetings
Monday, February 24	Final Documentation
March	Coordinator Review. Candidate Revision
March	CAS Closing Demonstration & Reflection



CAS Portfolio

CAS Commitment

The focus is the experience and reflection upon it, not the mere logging of hours. The recommended participation of 3- 4 hours per week over 18 months supports depth in an experience; this depth enhances and supports successful reflection and documentation of the learner outcomes:

Experiences are submitted online through ManageBac when an experience is completed. When you have completed the experience you will post reflections or evidence to demonstrate your learning about the learner outcomes. *Balanced participation in all strands is required to demonstrate adequate progress end of junior year. Each student's goal should be to complete at least half the activities by end of junior year.*

CAS Reflection

Reflections in the CAS portfolio give evidence to achieving each of the seven CAS learner outcomes. During CAS, the form of reflection will take into account student choice. 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 endeavor.
- A student could produce a short video summarizing a CAS experience.
- A group of students create a poster highlighting aspects of a shared experience.

A **minimum of eight pieces** of reflection in varying formats must be submitted and connected to CAS learner outcomes. This evidence, submitted through CAS ManageBac, may be journal entries, photos, uploaded documents, videos, blogs, and websites. Please read carefully and use the “Tips for Posting Evidence in ManageBac,” pages 20-21.

CAS Experiences

- Guidelines require that candidates engage in at least 5 activities would fulfill the 3-4 hours a week commitment over 18 months, distributed equitably in three areas of creativity, activity and service, and complete at least 8 pieces of reflection posted in managebac. Any number of unplanned and spontaneous experiences can also be added.
- A student must assume a leadership role in at least one activity.
- A student must engage in at least one collaborative activity.
- A student must provide evidence that the seven learning outcomes were addressed. This evidence is demonstrated in two formats: ManageBac and the CAS Closing Demonstration.
- One activity must be designated as a CAS Project. (See explanation on p. 11)



CAS Project and Closing Demonstration

CAS Project

The CAS Project is one activity of the minimum five that addresses specific expectations. Each student must undertake a **CAS project** of at least one month's duration that challenges the student to show initiative and leadership, demonstrate perseverance, develop new skills such as collaboration, problem-solving, and decision-making, and grapple with ethical implications and global significance. The CAS project can address any single strand of CAS, or combine two or all three strands, as long as these minimum learning outcomes are addressed: 2,3,5,6, and 7. *The Service strand is integral to a successful CAS Project.* Risk analysis must be addressed. This project cannot be changed after junior year documentation:

- Must take place over an extended period of time: junior year, senior year or both. If during the summer only, *the duration of time must be approved by the CAS Coordinator.*
- Must incorporate at least one of the three categories C/A/S, with emphasis on Service.
- Must be collaborative with others.
- Must involve some planning and initiating of activities in a leadership role before and during the project.
- Must, in some way, challenge toward a new role.
- Must include some global and ethical implications.

CAS Closing Demonstration

Each candidate will share an authentic demonstration of his/her experience while fulfilling the CAS requirement with other candidates and invited guests. This demonstration will occur at the conclusion of the 18 months and will allow a student the opportunity to prepare a meaningful documentation of his/her experiences as they align with the seven CAS learner outcomes. Preparation tips for these questions are listed on page 22.

CAS Documentation Approval

- An experience is **approved** by the CAS Coordinator when the activity summary, reflections, questions, and the signed "CAS Completion Form" are submitted successfully on ManageBac for each experience, according to published CAS deadlines. This includes the CAS Project.
- The CAS Closing Demonstration serves as demonstration student's individual CAS experiences of CAS learner outcomes.

CAS Learner Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes documented through the student's commitment to his or her CAS program over a period of 18 months. The following learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students provide documented evidence in their CAS portfolio of having achieved each learning outcome at least once. The CAS coordinator collaborates during mandatory advisement meetings with the student as to what reflection is necessary to demonstrate achievement of each CAS learning outcome. There are seven learning outcomes:

- **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; however, each participant must specify a definitive role. 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.

- **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.



Proposal Planning Guide

Instructions: *Please read the CAS Handbook thoroughly and think about the CAS stages of investigation, preparation, and action. Use your interests, passions and goals to complete the information below to plan your CAS proposal. Risk analysis must be conducted for experiences off school grounds.*

THE CAS PROPOSAL DOCUMENT (PAGES 14-15) IS DUE BY APRIL 23, 2018

(The planning guide is for personal use. You are not required to submit this guide.)

Be as specific as you can at this time in planning your CAS Proposal:

Creativity experiences (at least two different ones)-

- 1.
- 2.

Activity experiences (at least two different ones)-

- 1.
- 2.

Service experiences (at least two different ones. At least one activity should reach **beyond the W-L community**.)-

- 1.
- 2.

What activity are you designating as your CAS Project? How will you take on a leadership role in the CAS project? What risks are involved?

Which activity(s) will be collaborative?

Which activity(s) will challenge you to develop new skills?

Which activity(s) will engage ethical issues? Global significance?

Ethical~

Global~

Do your activities address recommended participation 3-4 hours over 18 months?

Will your activities provide you with an opportunity for significant reflection that is necessary to demonstrate the learner outcomes for CAS Closing Presentation/Demonstration?

How will you provide reflective evidence for each activity in varying formats (8 minimum)?



CAS Program Design Proposal-Due by 4/23/18
(The CAS Proposal and CAS Handbook Verification are due together.)

Diploma candidate name _____

Graduation date _____

In planning your 18-month proposal for completing CAS which does include the rising senior year summer, the guidelines recommend 3-4 hours per week, with a reasonable balance in **creativity, activity, and service** commitments. **Students need to develop a risk analysis for experiences out of school.** Students must also provide evidence in the seven learning outcome areas:

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

The CAS Project must be designated with a **. The CAS Project must address at minimum outcomes #2, 3, 5, 6, and 7.

<u>Activity/Project (minimum five)</u>	<u>Category</u>	<u>Learning Outcomes</u>
<i>(Official Title of Activity)</i>	<i>(You may circle more than one.)</i>	<i>(Indicate #1-7) #1-7</i>
1. _____	C A S	_____
2. _____	C A S	_____
3. _____	C A S	_____
4. _____	C A S	_____
5. _____	C A S	_____

Explanation: Give a brief description and risk analysis of each activity/project listed. Provide projected begin/end dates within which the activity will be completed. Include Summer 2019. Dates must span the 18-month guideline. Check box if this activity will occur both junior and senior years.

<u>Activity/Project Description/Risk Analysis/ (indicate C/A/S category)</u>	<u>Dates</u>
1. _____	____ - ____ <input type="checkbox"/>
2. _____	____ - ____ <input type="checkbox"/>
3. _____	____ - ____ <input type="checkbox"/>
4. _____	____ - ____ <input type="checkbox"/>
5. _____	____ - ____ <input type="checkbox"/>

Enter activities beyond the minimum five, or changes below.

6. _____	____ - ____ <input type="checkbox"/>
7. _____	____ - ____ <input type="checkbox"/>
8. _____	____ - ____ <input type="checkbox"/>
9. _____	____ - ____ <input type="checkbox"/>

Student signature _____ Date _____

Parent signature _____ Date _____

Approval: _____ Date: _____

CAS Coordinator

(page 2)



CAS HANDBOOK VERIFICATION

- Each student is responsible for reading, discussing, and reviewing the CAS Handbook. We request that parents also be familiar with guidelines in order to support their student in the diploma requirement and discuss risks involved in their CAS experiences that are conducted beyond school grounds. Parents accept responsibility for all medical costs related to any injury as a result of an accident or incident while participating in CAS experiences or projects.
- Failure to attend formal advisement meetings and meet published documentation deadlines will result in academic probation and a conference with you, the CAS Coordinator, the IB Coordinator, and parents to develop a CAS success plan. Advisement meetings and timelines published in this Handbook and/or communicated through various media in a timely manner.
- While on academic probation, no college recommendations will be written for students who have failed to demonstrate adequate progress in meeting CAS guidelines by the end of the 11th grade and/or by the end of first quarter of the 12th grade. A student will be removed from probation when the student demonstrates adequate progress.
- The CAS Handbook should be read completely prior to signing this verification.

**THIS VERIFICATION IS DUE WHEN YOU SUBMIT YOUR CAS PROPOSAL
Monday, April 23, 2018.**

I HAVE READ THE CAS HANDBOOK, UNDERSTAND CAS GUIDELINES, EXPECTATIONS,
RISK ANALYSIS, AND USED THE HANDBOOK TO PREPARE MY CAS PROPOSAL
DUE ON MONDAY, April 23, 2018:

Student Signature _____

Parent/ Guardian Signature _____

Date _____

SUBMIT THIS DOCUMENT ON MONDAY, April 23, 2018

FAQ



Q: What is CAS?

C-A-S is shorthand for the IB requirement that all Diploma Candidates propose, participate, and document extracurricular experiences in -- Creativity, Activity and Service – for 3-4 hours over 18 months.

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

IB Diploma Candidates may begin participating on the first school day in September of the junior year. All activities to fulfill the requirement must be documented by the last week of February 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. However, the following deadlines will be observed:

- Before November 1 of junior year: proposal is approved.
- During first week of June of junior year: all activities documented for junior year
- By October 1 senior year: all summer activities documented
- By end of first quarter senior year: approximately 80% of activities documented, balanced among all 3 categories
- During last week of February of senior year: final documentation submitted for senior year activities
- By IBO deadline of senior year: revised and approved final documentation submitted to IBO

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 activities on the CAS Completion Form?

C-A-S experiences 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 activity.)*

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. 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 experiences 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 3009. During the summer, please contact the CAS Coordinator by e-mail or Ms. Cantor.

QUESTIONS ABOUT SERVICE:

Q: Can I dedicate all service by simply “volunteering” at school?

No. Learning outcomes specifically encourage service beyond the school community. Please refer to the “CAS Service Opportunities” handout in this notebook for activity suggestions, or discuss with the CAS Coordinator.

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.

QUESTIONS ABOUT ACTIVITY:

Q: Do I have to be on one of the W-L athletic teams?

No. There are several ways to participate in ACTIVITY activities. Besides W-L 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 W-L 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 Marching Band, the Concert/Symphonic/Jazz Bands or the Orchestra, am I allowed to use that participation for Creativity?

Yes, students involved in W-L drama productions (either on stage or as a member of the tech team), in bands, in orchestra or in choir can use that participation beyond class time toward Creativity. In addition, students participating in *Model United Nations*, *Debate Team*, 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 W-L-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 VJAS, computer science/software design, architectural design or dance *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/Drivers Education course. Can I apply those hours to Creativity?

Such a class rarely benefits others. While such classes may enhance performance on standardized tests or personal safety, they have minimal value in terms of creativity. **These 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. **Count class hours only**. *No class that is considered mandatory for the State of Virginia can be considered for creativity.*

Often asked:

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

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

Q: If an activity 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 activity can be approved without this completed form accompanied by an original signature of the supervising adult.



TIPS FOR POSTING EVIDENCE ON ManageBac:

- All evidence submitted should be clearly attributed to you by name or image.**
- Evidence should be clearly recognizable and easily accessed.**
- Each piece of evidence should support the indicated learning outcomes.**

JOURNALS: (authentic narration)

- Entries should be in real time, or reflect real time activities. The dates of entries are recorded on the website. Entries should be timely to be reflective.
- The number of entries should be three. One entry should represent the beginning, the next the mid-point, and finally the end of the activity. In each of the entries, the indicated CAS learner outcomes should be discussed, specifically referring to the language of the outcome. For example, “I experienced a new challenge when...”

PHOTOS: (individual and/or group images)

- If the activity 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 activity is also acceptable. *You should be clearly recognizable in the photo.*
- If the activity represents individual participation, the photo should present you engaged in a real time activity. 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 activity.
- Two type photos are acceptable evidence: individual and team/club/group.
- Captioning is available. However, the caption cannot explain the learning outcomes indicated; the outcomes should be obvious from the image.

FILES: (name indicated)

- 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: (name and/or image indicated)

- 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: (images)

- *YouTube* can 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 activity. You must be clearly visible in any video.

BLOGS: (images/authentic narration)

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

If an activity is re-documented, use a different format for additional evidence.





CAS REFLECTION TIPS

Preparing for the CAS Demonstration

- Each activity 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 Demonstration.
- Prepare and practice to be able to communicate with others. You can prepare an exhibit board, brochure, to highlight your CAS project and experiences and how you addressed the seven learning outcomes. You could include artifacts, pictures, timelines and contact information for new candidates.
- 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 ten potential questions you should examine for each activity. 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. Focus on one activity 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 activity?
2. Focus on one activity. 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 seven 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 activity 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 activity?
10. In what ways did CAS experiences clarify or change your sense of what is important.

