

Creativity

Action

Service

Student Guidelines

International Baccalaureate



Valencia Academy

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Introduction

The CAS “attitude” is captured in John Hall’s poem.

“Real Evaluation”

**Is anybody happier because you passed this way?
Does anyone remember that you spoke to him today?
The day is almost over, and its toiling time is through;
Is there anyone to utter now a kindly word to you?
Can you say tonight, in parting with the day that’s slipping fast,
That you helped a single person of the many that you passed?
Is a single heart rejoicing over what you did or said?
Does the person whose hopes were fading, now with courage look ahead?
Did you waste the day, or lose it? Was it well or sorely spent?
Did you leave a trail of kindness, or scar of discontent?
As you close your eyes in slumber, do you think someone will say,
“You have earned tomorrow by the work you did today?”**

John Hall

Creativity, Action, Service (CAS) complements the academic disciplines and counter-balances academic concentration. It is a three to four hour per week commitment over the two years of the program. CAS is a spirit of discovery, self-reliance, skills, and interests.

Mission Statement

The creativity, action, service (CAS) requirement takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic self-absorption some students may feel within a demanding school curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IBO's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. The educational benefits of CAS apply in the school community, and in the local, national and international communities.¹

CAS is about commitment, being involved with others, and giving of your time and talents.

CAS at Valencia High School

The CAS program at Valencia High School is designed:

- To provide a challenge to each student
- To provide opportunities for service
- To complement the academic disciplines of the curriculum and to provide balance to the demands of scholarship placed upon IB students
- To challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility
- To encourage the development of the student's individual skills and interest.

Your CAS hours must reflect a balance of creativity, action, and service activities.

¹ IB Diploma Programme Guide: CAS 2001

Aims and Objectives of CAS

Aims of CAS

The goal of CAS requirement is to allow students to develop:

An appreciation of the potential of the human mind and spirit

Knowledge, skills and understanding

An awareness of humanitarian issues across the world

Recognition that education imposes lifelong ethical responsibilities

Confidence in student's ability to initiate change, both individually and collaboratively

Autonomy and self-reliance

Objectives of CAS

Once a student has completed the CAS requirements, candidates are able to demonstrate:

Self-confidence and modesty

Attitudes and values that respect human dignity

An awareness of humanitarian issues

The development of an ethical position on issues from a local, national and international standpoint

A willingness to interact meaningfully with others

A sense of responsibility towards members of local, national and international communities and a commitment to be of value to those communities

An ability to reflect on and learn from experiences

The ability to meet challenges

Practical skills which can be used in the service of others and in a future career

Performance criteria

Since IB values and desires that students develop more than just academically, the following performance criteria were developed to describe qualities or attributes that candidates are expected to demonstrate during CAS. It is the goal of IB that many of these aspects will be developed during the 150 hours (or more) of CAS activities. The final evaluation of the student will be in accordance with these criteria.

Personal achievement.

The student demonstrates:

The ability to meet challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems

Personal skills.

The student demonstrates the abilities of:

Thinking creatively, researching community needs, planning and organization, resource management, identifying success and failure

Personal qualities.

The student demonstrates:

Perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability, initiative

Interpersonal qualities.

The student demonstrates:

Adaptability, collaboration, empathy, respect, a sense of justice and fair play

Awareness of global issues.

The student demonstrates:

An ethical appreciation of humanitarian and environmental issues to guide choices from a local, national and international perspective

Sample Activities at Valencia High School

CREATIVITY is imagination. Creativity involves creating or making something. It is your own, not something someone else will do. If there is no imagination involved, it is probably not creative. Music is creative if you are involved in writing a composition or score and then have it performed publicly. If you are following someone else's creations, then it is not creative; it's learning a skill.

Academic Decathlon	Literary Magazine
Band/Orchestra*	Mural Art Project
Ceramics	Newspaper
Choreography*	Science Olympiad
Choir/Vocal Performance Groups	Writing Club
Mock Trial	Yearbook
Drama & Theater*	

**Credit is given for time spent performing, choreographing and/or composing, not for rehearsal.*

ACTION means to carry out or execute a plan of some sort. Action is not going to a club meeting and sitting in the corner watching the clock. Action implies movement. Participation beyond the discussion level. You DO something.

Baseball	Martial Arts
Basketball	Soccer
Cheerleading	Softball
Cross Country	Swimming
Dance	Tennis
Football	Track
Golf	Volleyball
Gymnastics	Wrestling

Sports Teams: Credit is given for time spent in competition only. Take the number of games/matches and multiply by two.

SERVICE means you met a need in the community at large, you helped someone. Think: charity, environment, help someone, going beyond the school.

Black Mentors	Volunteering in:
Coaching	Camps
Conflict Managers	Day Care Centers
Church group activities	Elementary Schools
Computer Club	Women's Shelters
Key Club	Nursing Homes
International Club	Soup Kitchens
Interact Club	Special Olympics
Peer Counseling	
Scouting Service	
Student Government / ASB	
Tutoring	
PAL	

CAF Activities and Projects

Description	Creativity	Action	Service
Academic Decathlon	X	X	
Band/Orchestra	X	X	
Ceramics	X		
Choreography	X	X	
Choir/Vocal Performance Groups	X		
Mock Trial	X	X	
Drama & Theater	X		
Literary Magazine	X		
Newspaper	X		
Science Olympiad	X	X	
Writing Club	X		
Yearbook	X		
Organized School Sports (Baseball, Basketball, Football, Cross Country, Tennis, Track, Soccer, Softball, Swimming, Volleyball, Wrestling)		X	
Cheerleading	X	X	
Dance	X	X	
Golf		X	
Gymnastics		X	
Martial Arts	X	X	
Black Mentors			X
Colorguard		X	
Coaching	X	X	X
Conflict Managers			X
Church group activities		X	X
Computer Club			X
Key Club			X
International Club			X
Interact Club	X	X	X
Peer Counseling			X
Scouting Service	X	X	X
Student Government / ASB	X		X
Tutoring		X	X
PAL	X		X
Mural Art Project on campus	X	X	X
Creating and managing a web site for a school organization	X		X
Volunteering at Special Olympics		X	X
Organizing relief for victims of fires/earthquakes	X	X	X

CAS General Guidelines

This page is to be read by both student and parent, signed and submitted to CAS Coordinator.

- Each IB student is required to generate a CAS portfolio. This will include your CAS logs, activity evaluations by the student and supervisors and the final CAS self-reflection by the student. Additional materials (i.e. photographs, video) may be added to enhance your CAS portfolio.
- Proposals must be submitted before any hours are done. All CAS projects must be PRE-APPROVED by the CAS Coordinator and parent. Names, telephone numbers, and addresses for the supervisor must be included on the proposal. This ensures that the activity is CAS appropriate and provides a record of your activities. Please use the forms provided by the CAS Coordinator.
- CAS logs should be submitted to the CAS coordinator each month. Students must meet all deadlines.
- Upon completion of each CAS activity CAS Evaluation forms must be filled out by the student and supervisor and submitted to CAS Coordinator.
- Activities can cover two or more categories as long as the activity has the appropriate category characteristics. Note that hours cannot be counted more than once. If you complete 10 hours, these hours can count in one category or another or be divided between categories. The hours cannot be double counted.
- A minimum of 150 hours must be completed during the junior and senior year of the IB program. The projects should include a balance of Creativity, Action, and Service. A minimum of 50 CAS hours must be classified as CREATIVITY. A minimum of 50 CAS hours must be classified as ACTION. A minimum of 50 CAS hours must be classified as SERVICE.
- A minimum of 35 CAS hours must be completed each semester. If you reach 150 hours during the summer of your junior year, you will be required to continue for at least 35 more hours in your senior year.
- Students may not receive academic credit or monetary compensation for CAS activities.
- CAS hours may be earned for exchange/immersion trips only if they are creative, entail action, or provide service.
- Religious activities must be activities which extend beyond the church/synagogue.
- Tutoring hours cannot be privately arranged by the student. They must be overseen by a school sponsor and are subject to approval.

- Participation in sports, music, or drama activities only count when competing in the events representing Valencia High School or in giving service to others. Practice hours do not count.
- Students cannot verify CAS hours. Club sponsors, activity directors or other teachers must verify extracurricular activities.
- Any paperwork that you need to turn in regarding CAS needs to be placed in the CAS box in the Coordinator's office. DO NOT try to give paperwork to the Coordinator in the classroom or in passing.
- The CAS Portfolio will remain in the CAS Coordinator's office.
- Failure to fulfill the requirement means IBO will not award an IB diploma.
- The CAS experience should be a meaningful experience. Make an impact!

I understand the general guidelines and obligations of my CAS requirements. The CAS Portfolio will be updated monthly and the CAS Coordinator will review progress throughout the junior and senior year.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

***f**valuation*

Reflection and **self-evaluation** by the student is an important part of CAS. This is why it is critical to log all activities. Students are reminded that:

- Activities must be pre-approved
- Logs record each CAS activity
- A self-evaluation will be made at the conclusion of each series of regular activities or at regular intervals in the course of a project
- Records and reflective comments should contribute to a CAS portfolio

Students should consider for each activity

- to what extent they have developed personally as a result of the CAS activity
- the understanding, skills and values acquired through the experience
- how others may have benefited from the activity
- the extent to which they are aware of their own strengths and weaknesses

Students may record aspects of their CAS activities with photographs or videotapes. These can provide a useful reference when completing the formal evaluation reports.

At the end of every CAS activity, students must make a final self-evaluation addressing the questions below. The guiding questions should be used to structure the self-evaluation.

1. Describe the activity. What did you do at each stage? Include dates where relevant.
2. What did you hope to accomplish by this activity? What did you actually accomplish?
3. What difficulties did you encounter?
4. Did you feel at any stage that you were failing to achieve what you wanted to from this activity?
5. What did you hope to learn from this activity, about yourself, about others, or about academic subjects? (For example, self-confidence, modesty, respect, awareness, responsibility, curiosity, honesty, objectivity, commitment, initiative, determination, new skills and the ability to meet challenges.)
6. Did anyone help you during this activity? If so, describe the help given.
7. How did this activity benefit other people or institutions?
8. What would you change if you did this same activity again?
9. What would you like to do next if you could continue with this activity?

Evaluation by supervising adults

Minimally this requires a quick comment written on the student self-evaluation form at the conclusion of a series of regular activities or a project. Supervising adults are encouraged to write letters to be placed in the student's CAS portfolio.

Final CAS evaluation report

At the end of the entire CAS experience students must make a final evaluation report by listing all their projects and activities and then write a critical reflection on their entire CAS experience. It can be useful to divide the final evaluation report into 3 separate sections according to Creativity, Action and Service but it is not a requirement. The following must be included in a final report:

1. A final **summary table** where all the activities are listed individually and distributed according to C, A or S, including the amount of hours spent on each activity (just like the first year evaluation report).
2. An essay where you reflect on your experiences as a CAS student. This should include:
 - a. An overall description of all your CAS activities (for example listed separately under Creativity, Action and Service)
 - b. Each activity and what you gained personally by the experience (personal growth and achievement, awareness of for example problems you did not know existed, challenge to your values, beliefs, or strengths, how others benefited from the activity, etc.)
 - c. The extent to which you'll continue doing some of the activities undertaken under the CAS program.

A sample Final Evaluation form is included in this packet.

Summary of CAS deadlines for Two-Year Block

You will be responsible for making appointments with the CAS Coordinator. Sign up sheets will be posted outside the CAS office. Feel free to submit forms or meet for review in advance of the deadlines. Stop by to make an appointment.

<i>Date</i>	<i>Year One</i>	<i>Year Two</i>
May (before 1st year)	Receive CAS Guidelines Consider options Submit proposals for summer activities	
September	Submit CAS proposals and logs by Sept. 30	Submit CAS proposals and logs by Sept. 30
October	Meet with CAS Coordinator to review logs and evaluations	
November		Meet with CAS Coordinator to review logs and evaluations
December	Submit CAS proposals and logs by Dec. 15	
January		Submit CAS proposals and logs by January 30
February	Meet with CAS Coordinator to review logs and evaluations	
March		Meet with CAS Coordinator to review logs and evaluations. By March 30, all final logs and self evaluation completed
May	Submit CAS proposals and logs by May 30	

Timeline

Junior Year: By September 30, submit logs for summer hours
By December 15, submit logs for at least 40 hours
By May 30, submit logs for at least 35 more hours (75 total)

Senior Year: By September 30, submit logs for summer hours
By January 30, submit logs for at least 125 total hours
By March 30, all final logs and self evaluation completed.

Notes for Parents

The full Diploma International Baccalaureate (IB) program requires that a student complete three fundamental components: Theory of Knowledge (TOK), Extended Essay and Creativity, Action, Service (CAS). Through community service activities, CAS encourages the IB student to take more seriously life outside of the classroom. As the IB itself states, CAS enables students “to share their energies and special talents while developing awareness, concern and ability to work cooperatively with others.” CAS requires 150 hours and is earned between the summer of the student’s sophomore year and March of the student’s senior year. Prior to earning any CAS hours, the IB student is required to complete a CAS proposal. This ensures that each CAS activity is appropriate and that a balance of Creative, Action and Service activities exists. Any hours done prior to the approval of a CAS proposal may be denied.

Proposals for summer 2004 can be submitted in June 2004. Summer 2004 CAS hours must be logged, signed and submitted by September 2004. During the student’s junior year, all CAS hours are to be logged, signed and submitted by May 2005. Senior year CAS hours must be logged, signed and submitted by March 2006.

Timeline for Completion of Hours:

- Junior Year:**
- By September 30, submit logs for summer hours
 - By December 15, submit logs for at least 40 hours
 - By May 30, submit logs for at least 35 more hours (75 total)
- Senior Year:**
- By September 30, submit logs for summer hours
 - By January 30, submit logs for at least 125 total hours
 - By March 30, all final logs and self evaluation completed.

Lack of completion of CAS hours according to this timeline could jeopardize a student’s continuation in the IB program.

Tips for Parents

Parental encouragement and support is often a vital part of helping students complete the IB diploma or involving themselves in volunteer activities. Here are some ideas of how you as a parent can encourage your student:

- Familiarize yourself with the CAS requirements
- Discuss the requirement/opportunity with your student
- Share your own volunteer experiences with your student and reflect on what you have given and gained through volunteering
- Explore you student's interests and look through the listing of possible volunteer activities together
- Many students who have chosen the IB program have had experience with volunteer activities in their junior high schools. Encourage your student to build on previous successful volunteer experiences.
- Be willing to be involved – come to games, plays, concerts; volunteer for various activities; provide transportation; talk about your student's experiences.
- **ENCOURAGE YOUR STUDENT TO START EARLY.** Students may start recording activities from summer following sophomore year to January of senior year.

FORMS

- *These guidelines and all forms are available from the VHS Website:*

<http://www.val.pylusd.k12.ca.us/valencia/ibprogram.htm>

- *Additional copies of all forms are available from the CAS Coordinator.*

IB CAS Form: This paper must be kept in your CAS folder at the CAS coordinator's office.

CAS proposal (must be submitted to the CAS coordinator personally or by email to nwatkins@pylUSD.org **before** you start the activity). Only a signed approval counts. The Coordinator will consider the following CAS activity and sign for approval (only one activity per paper).

Date: _____ Student: _____ email: _____

Activity: (describe exactly what you intend to do)	Creativity, Action, or Service?	Activity Supervisor and/or name of organization	Phone number/ Address of Activity Supervisor	How many hours have you planned for this activity?	Rationale for doing the activity? What skills will you achieve through your participation in this activity?

I agree to participate in the above program and to do my best to live up to the requirements. I agree to notify my supervisors and the CAS Coordinator in advance if I should miss my activity or change them for any reason.

Participants Signature _____

Signature and date for approval: _____

CAS coordinator's comments:

CAS activity self-evaluation form

Student Name: _____ **Date:** _____

Type of activity: _____

Number of hours: (include whether C, A or S) _____

1. Summarize what you did in this activity and how you interacted with others

2. Explain what you hoped to accomplish through this activity

3. How successful were you in achieving your goals?
What difficulties did you encounter and how did you overcome them?

4. What did you learn about yourself and others through this activity/project?
What abilities, attitudes and values have you developed?

5. Did anyone help you to think about your learning during this activity/project?
If so, who helped and how did they help?

6. How did this activity/project benefit others?

7. What might you do differently next time to improve?

8. How can you apply what you have learned in other life situations?

Student's signature.....Date

To be completed by the activity/project leader

Punctuality and attendance: _____

Effort and commitment _____

Further comments _____

The activity/project was (circle the desired response)

Satisfactorily completed

not satisfactorily completed

Activity leader's name: _____

Activity leader's signature: _____

Further comments (if any)

CAS Review

- *C (creativity), A (action), S (service) are integrated in the 150 hours required for the IB diploma.*
- *Students plan and participate in activities that benefit the community.*
- *Students evaluate activities as a preparation for the final self-evaluation at the end of the two-year program.*
- *The school will record and evaluate CAS work, which will be part of the diploma.*
- *The CAS Coordinator will help students achieve their CAS goals.*

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