International Baccalaureate

CAS Handbook

Class of 2018

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This CAS Handbook was adapted with permission from Washington-Lee High School in Arlington, Virginia.
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 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. Reagan 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
- Religious devotion and any activity that can be interpreted as proselytizing
- 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)
Examples of CAS Activities

The International Baccalaureate has designed the CAS – the Creativity / Activity / Service requirement – to ensure that all IB Diploma students are involved in extra-curricular activities as well as in academic pursuits. At Ronald Reagan High School, we encourage each candidate to design a CAS proposal that meets personal needs and interests, supports all CAS guidelines, provides challenge toward a new role/experience, and includes a balance of group and individual activities. In general, there is a lot of freedom in what you do, and the more creative you are in coming up with a good combination of activities, the more you will get out of the time you invest. 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 Huskie 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
- 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 Student Council, NHS, or other service club projects
- Church or youth group service projects of an outreach nature (that do not proselytize)
- Representing Reagan in athletic and academic competitions
  - All Supervised by an advisor (who is not a family member)

Some things do NOT count toward CAS …

When in doubt about whether a given activity qualifies as a CAS activity, it is always a good idea to check with the CAS Coordinator. The International Baccalaureate does not recognize activities such as the following:

- Unsupervised tutoring or helping a friend with his/her homework
- Activities in which you proselytize your religious beliefs to others or do work affiliated with a political party
- Volunteer work with a business or other "for-profit" organization
- Self-taught skills, projects, or activities without a supervising adult instructor
- Special classes that focus on self-benefit, like ACT preparation or Driver’s Education
Sample CAS Activities

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 Stratocaster (C)
- Learning to scuba dive (A)
- Gymnastics (classes, team practice, competition) (A)
- Joining a running club (A)
What to Do

Planning

CAS Proposal Document (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. 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 activities/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!

Doing CAS

CAS Online Documentation
As you complete each activity, you will submit documentation online in a CAS management system- ManageBac. The documentation consists of an activity description and uploading evidence in varying formats. In addition, there is a “CAS Completion Form” you must generate online. 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.

Documentation Deadlines: Diploma students who do not adhere to published deadlines are subject to academic probation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Documentation</th>
</tr>
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<tbody>
<tr>
<td>September-October</td>
<td>Advisement Meetings for CAS Proposal</td>
</tr>
<tr>
<td>November 1</td>
<td>Proposal Approved by Coordinator</td>
</tr>
<tr>
<td>February-April</td>
<td>Mandatory Junior Advisement Meetings</td>
</tr>
<tr>
<td>June 3</td>
<td>All Junior Activities Fully Documented</td>
</tr>
<tr>
<td>June 3-12</td>
<td>Coordinator Review. Candidate Revision.</td>
</tr>
<tr>
<td>End of School Year</td>
<td>All Junior Activities Approved</td>
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2016-2017

2017-2018

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<tr>
<th>Date</th>
<th>Documentation</th>
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</thead>
<tbody>
<tr>
<td>October 3</td>
<td>Summer Activities Documented</td>
</tr>
<tr>
<td>November-December</td>
<td>75% Documented C/A/S</td>
</tr>
<tr>
<td>Monday, March 5</td>
<td>Final Documentation</td>
</tr>
<tr>
<td>March-April</td>
<td>Coordinator Review. Candidate Revision</td>
</tr>
<tr>
<td>April</td>
<td>CAS Closing Interviews/ Presentations</td>
</tr>
</tbody>
</table>
Guiding Questions for CAS Activities

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

Your CAS activities should involve:
- Deep involvement (rather than a passive role)
- Real value (for the student and other people)
- Real reflection (you can find meaning in what you accomplished)

CAS Closing Interview/Presentation Questions

Diploma seniors will be interviewed at the end of the 18 month CAS experience. Applying CAS guiding questions to your activities can help prepare for this interview. These examples are potential interview questions:

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 eight 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?
Evaluation of CAS

CAS Hours

The focus is the experience and reflection upon it, not the mere logging of hours. The recommended participation hours support depth in an experience; this depth enhances and supports a successful documentation and interview assessment.

You need approximately 50 hours of participation per strand, documented with CAS evidence and supervisor’s evaluation. To provide a meaningful experience and opportunity for reflection, an experience should occur for at least 15 hours:

≈50 hrs. Creativity ≈50 hrs. Activity ≈50 hrs. Service

These hours are submitted online through ManageBac when an activity is completed. Students should develop a method to organize their participation hours. When you have completed the activity, then submit online the total hours dedicated. 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 Evidence

A minimum of ten pieces of evidence in varying formats must be submitted. 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 Activities

- Guidelines require that candidates engage in at least two different type activities per category C/A/S. For example, for the activity strand, a student may use Reagan soccer one year and Marching Band another. Therefore, 6 activities would fulfill at least 6 pieces of evidence of the 10 required.
- The remaining 4 of the 10 required pieces of evidence may be submitted for additional, new activities or for any activity a student participates in both school years, or a combination thereof.
- 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 Interview/Presentation.
- One activity must be designated as a CAS Project. (See explanation on p. 11)
Evaluation of CAS

CAS Project
The CAS Project is one activity of the minimum six that addresses specific expectations. Each student must undertake a CAS project of at least one month’s duration (approximately 30 hours of participation) 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. 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. (approximately 30 hours)
- 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 Interview/Presentation
Each candidate may select either the CAS Closing Interview or a CAS Presentation as an authentic assessment of his/her experience while fulfilling the CAS requirement. This interview will occur at the conclusion of the 18 months and will allow a student the opportunity to prepare a meaningful documentation of his experiences. The interview/presentation is ten minutes. Students have five questions to prepare; three are assigned and two are choice. Careful preparation within the ten minute time frame is essential. Preparation tips for these questions are listed on page 22. Student performance must demonstrate a “satisfactory” rating for each question, using the following standards:

- Depth of experience is evident.
- Depth of reflection is demonstrated
- Multiple examples are provided as evidence.
- Preparation is obvious.
- Interview criteria such as poise, appearance, and voice are addressed.
- Time frame is addressed.

CAS Documentation Approval
- An activity is approved by the CAS Coordinator when the activity summary (including hours), reflective evidence, and the signed “CAS Completion Form” are submitted successfully on ManageBac for each activity, according to published CAS deadlines. This includes the CAS Project.
- The CAS Closing Interview/Presentation is rated exemplary or satisfactory for all responses. An unsatisfactory rating requires a second interview.
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 evidence 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 guidelines and expectations. Complete the information below to plan your CAS proposal.

**THE CAS PROPOSAL DOCUMENT (PAGES 14-15) IS DUE BY MAY 6, 2016**
*(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 activities (at least two different ones)**
1.
2.

**Activity activities (at least two different ones)**
1.
2.

**Service activities (at least two different ones). At least one activity should reach beyond the Reagan community.**
1.
2.

What activity are you designating as your CAS Project?

Which activity(s) will engage your leadership role?

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?

Do your activities address recommended participation (approximately 50 per strand C/A/S)?

Will your activities provide you with an opportunity for significant reflection that is necessary to succeed in the CAS Closing Interview/Presentation (15 hour minimum engagement)?

How will you provide reflective evidence for each activity in varying formats (10 minimum)?
CAS Program Design Proposal—Due by 5/6/16
(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 approximate participation hours, 50 per strand C/A/S, with a reasonable balance in creativity, activity, and service commitments. 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**

Two different activities must be planned per strand C/A/S. Approximately 50 hours per strand must be dedicated. Any activity should involve a minimum of 15 hours. The CAS Project must be designated with a **. The CAS Project must address at minimum outcomes #2, 3, 5, 6, and 7.

<table>
<thead>
<tr>
<th>Activity/Project (minimum six)</th>
<th>Category</th>
<th>Outcome / Estimate of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Official Title of Activity)</td>
<td>(You may circle more than one.) (Indicate #1-7/hours)</td>
<td></td>
</tr>
<tr>
<td>1. __________________________</td>
<td>C A S</td>
<td>___/ ___</td>
</tr>
<tr>
<td>2. __________________________</td>
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<td>3. __________________________</td>
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<td>4. __________________________</td>
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<td>5. __________________________</td>
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<tr>
<td>6. __________________________</td>
<td>C A S</td>
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</table>
Explanation: Give a brief description of each activity/project listed. Provide projected begin/end dates within which the activity will be completed. Include Summer 2016. Dates must span the 18 month guideline. Check box if this activity will occur both junior and senior years.

<table>
<thead>
<tr>
<th>Activity/Project Description/Title (indicate C/A/S category)</th>
<th>Dates</th>
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<tbody>
<tr>
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Enter activities beyond the minimum six, or changes below:

<table>
<thead>
<tr>
<th>Activity/Project Description/Title (indicate C/A/S category)</th>
<th>Dates</th>
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<tbody>
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<td>10.</td>
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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.

- 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. Deadlines and advisement meetings are 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
Friday, MAY 6, 2016.

I HAVE READ THE CAS HANDBOOK, UNDERSTAND CAS GUIDELINES AND EXPECTATIONS, AND USED THE HANDBOOK TO PREPARE MY CAS PROPOSAL DUE ON FRIDAY, MAY 6:

Student Signature ______________________________________________________

Parent/Guardian Signature _______________________________________________

Date ________________________________

SUBMIT THIS DOCUMENT ON FRIDAY, MAY 6, 2016
FAQ

GENERAL:

Q: What is CAS?

C-A-S is shorthand for the IB requirement that all Diploma Candidates propose, participate, and document extracurricular activities in -- Creativity, Activity and Service -- for an approximate total of 50 hours per strand.

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

IB Diploma Candidates may begin participating in September of the junior year. All activities to fulfill the requirement must be documented by the first week of March of 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 activity. 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 first week of March 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 activities 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 hours 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 activities 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, Mrs. Dubey, the CAS Coordinator is available to answer your C-A-S questions in Room 109. During the summer, please contact Mrs. Dubey by e-mail at dubey@milwaukee.k12.wi.us.

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.

Q: Can I count as service activities at my church?

IB distinguishes between service that benefits members of one’s own faith community (church, synagogue or mosque) and service that benefits the larger community. For example, church-sponsored activities that benefit individuals or groups outside one's church to extend to the community can qualify for service, but volunteer activities that primarily serve or benefit church members only are not eligible to be credited as C-A-S activities.

QUESTIONS ABOUT ACTIVITY:

Q: Do I have to be on one of the Reagan athletic teams?

No. There are several ways to participate in ACTIVITY activities. Besides Reagan 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 Reagan 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 Reagan 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 Forensics, Debate, Congress as well as members of the newspaper and yearbook staffs, can apply those activities for creativity.

Q: I don’t have time during the school year to participate in Reagan-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 computer science/software design, architectural design or dance class 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 ACT 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 Wisconsin 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, ELO, 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 Closing Interview / Presentation

- 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 Interview / Presentation.
- All question responses should be thoroughly elaborated upon using details and examples. Each response must earn at least a satisfactory rating (p. 11)
- Prepare and practice within the designated ten minute time frame.
- 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 are the ten potential questions you should examine for each activity. If you discover that your CAS Project or other activities 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 eight 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.
Sample CAS LOG FORM

This is NOT a required documentation piece. Use any helpful tool to track hours for junior year, summer, and senior year documentation. Final hours per activity are posted via CAS online.

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