

Creativity, Activity, Service Student Handbook
Utica Academy for International Studies
Student Name: _____

Table of Contents

CAS Student Guide.....	1-10
Fundraising Flowchart.....	11
Elective Classes and CAS.....	12-13
Staff-Sponsored Clubs/Activities.....	14
CAS Interview Instructions & Rubrics.....	15-17
Supervisor Agreement Form.....	18
Offline Supervisor Completion Form.....	19
Intervention Procedures.....	20
CAS Project Proposal Samples.....	21-22

The Nature of Creativity, Activity and Service

“An education isn’t how much you have committed to memory, or even how much you know. It’s being able to differentiate between what you know and what you don’t.”
–Anatole France

I. Aims and Overview

CAS provides an opportunity for students to further develop the IB learner profile traits. The aims of CAS have been written in a form that highlights their connections with the IB learner profile. The CAS programme aims to develop students who:

- Find significance in a range of CAS experiences
- Reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Embrace new challenges and adapt to new roles
- Participate in one or more sustained CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

A. The Spirit of Creativity, Activity, and Service

Above all else, CAS should involve:

- real, purposeful experiences and projects, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning
- a healthy balance among creativity, activity, and service hours in and **outside** UAIS that is focused on professional—not personal—relationships

B. Requirements for Completion of CAS

1. Range and Diversity

CAS emphasizes personal and interpersonal development through experiential learning. A good CAS programme should be both challenging and enjoyable, but it must also be diverse. When proposing ideas to CAS advisors, students should consider the following questions:

- Is at least one experience/project something that I am initiating myself?
- How am I making activities my own rather than repeats of what others have done?
- Am I showing that these experiences are goal-oriented specifically to me?
- Where am I active in the community outside UAIS and my house of worship?

All UAIS students should involve the greater community as part of their CAS programme for not only the learning experiences but also the personal benefits it creates.

2. Minimum Guidelines for Completion

“Successful completion of CAS is a requirement for the award of the IB diploma.”
--Creativity, activity, service guide 2015

CAS does not contribute direct points to the 24 required points to earn the IB diploma; it is a pass/fail grade. A failing grade automatically results in the forfeiture of the IB diploma. UAIS students will receive a passing grade for CAS in March of senior year if they achieve:

- A. a minimum of 150 total hours of completed hours¹
- B. a reasonable balance² of creativity, activity, and service
- C. a sustained CAS programme lasting eighteen months
- D. at least one CAS project, lasting at least one month in duration
- E. evidence of achieving each of the seven learning outcomes
- F. maintaining an online CAS portfolio for reflections and documentation
- G. a minimum of five CAS interviews with their CAS advisor

3. The CAS Project

CAS students must be involved in at least one CAS project during their CAS programme. Many students complete more than one CAS project as well. The CAS project should:

1. Be at least one month in duration
2. Involve collaboration (with other students or people in the community)
3. Qualify as creativity, activity, service or as a combination of strands
4. Follow the service learning stages for implementation:
 - a. *Investigation*: The student identifies their skills, interest and opportunities for personal growth. If service-based, they confirm a community need to justify the proposal of the project *and* a required level of student participation.
 - b. *Preparation*: Using MangeBac, design a plan of action to be taken; include timelines, resources, materials; acquire any skills needed to complete the project
 - c. *Action*: Implement the idea or plan collaboratively, which requires decision-making and problem-solving
 - d. *Reflection*: Complete reflections based on the learning outcomes—before, during, and at the end of the project

¹ Hour counting is discouraged. Students must propose more than 150 hours in the event they do not complete the full proposed amount. Students should certainly approximate hours at the onset but can easily adjust hours up or down for each CAS experience/project when they interview to complete CAS experiences.

² Students should attempt experiences and projects that emphasize all three strands of CAS to some extent, and advisors should push hesitant students to engage in all strands. The importance here is to complete some hours in each strand, noting strengths and areas for growth

- e. *Demonstration*: Make explicit what they learned and what they have accomplished. This can be formal or informal.

Students are encouraged to think globally, act locally.

II. CAS Roles and Responsibilities Inside and Outside UAIS

A. The CAS coordinator is involved in every aspect of the CAS programme, which includes:

- developing and maintaining policy statements and documentation
- providing leadership for staff involved in CAS
- training activity supervisors, advisors and students
- ensuring that staff, parents and other students are kept informed about CAS
- publicizing achievements
- ensuring that students are prepared for the challenges they will face
- reporting student achievement to the IB

B. CAS Advisors are involved in:

- helping students to identify personal goals
- monitoring range and balance of CAS experiences
- supporting students in their consideration of ethical concerns
- reading/responding to reflections
- meeting with students no fewer than five times during the two year program
- ensuring proper supervision with outside supervisors related to safety and training
- communicating concerns about CAS completion with parents and the coordinator

C. CAS Students are required to:

- approach CAS proactively and positively
- develop a clear understanding of CAS and its purpose
- explore personal values, attitudes, and areas for growth
- plan, do and reflect on CAS experiences/projects
- initiate and lead five meetings with their CAS advisor
- keep diligent records of their experiences/projects
- take part in a range of experiences, including at least one CAS project
- maintain a CAS portfolio that shows achievement of the seven CAS learning outcomes and maintains other non-digital documentation, including supervisor agreement forms
- behave professionally and ethically

D. CAS Supervisors can be defined as:

Any adult of no familial relation to yourself who agrees to monitor you in the completion of a CAS project or CAS experience, provide helpful advice and training, account for your safety and whereabouts (if necessary), and provide objective feedback documenting the successful completion of said project or experience.

CAS supervisors are never yourself, your siblings, or your parents, or another UAIS parent, or another family member (extended or not). Family friends are also highly discouraged and should be avoided. Such relationships create a conflict of interest and are not indicative of the real purpose of CAS because these relationships, are as much personal than professional. Exceptions are rare but include the following:

1. a pre-existing professional relationship already established for a significant duration
2. a parent chaperoning an event for which there is no teacher
3. a club or organization for which the parent is the organizer or advisor

Even in these cases, if another adult is a viable supervisor, the student is expected to list the non-familial adult as the supervisor.

How CAS Supervision Works:

1. Each approved CAS experience for a student at UAIS is required to have a supervisor. For each activity, the student must identify and meet with the adult who will supervise the activity. This person should be best aligned to fulfill the duties listed above. The student should make sure the supervisor reads the form in its entirety and provides necessary contact information before signing it at the bottom.
2. The student and supervisor discuss the CAS experience/project proposal the student has completed on managebac, signs the form, and returns it to the student.
3. The student then hand-delivers the form to the advisor or must be place as a scanned document on his/her managebac page before the experience/project will be approved
4. The advisor retains a copy of the agreement form for the student in case that adult needs to be contacted for verification of completion or any other issues that arise.
5. Once the CAS experience/project has been approved, the student then begins the activity and works as closely with the supervisor as is necessary. Students are expected to develop a relationship/ rapport with each supervisor, seeking help and advice, as necessary.
6. At the close of the CAS experience/project, the student should promptly request the supervisor to complete the supervisor completion form via email on the uais.managebac.com website.
7. Once the supervisor has evaluated the student, the student can officially close out the experience/project and be awarded hours.

8. Solitary CAS Experiences: While collaboration with others is expected in one's CAS programme, by nature some CAS experiences are non-collaborative and require no new skills or training. Examples of these experiences include jogging, working out at the gym, knitting, painting, designing a photo-album, and others. The CAS advisor will help identify which experiences fall into this category. In this case, students should list the advisor as the supervisor, not themselves. The advisor and student will work out an acceptable form of documentation for completion of the activity.

III. Exploring the Three Strands of CAS

A. Definitions of Creativity, Activity & Service

The three strands of CAS, which are interwoven with particular experiences/projects, are provided here. Please see the CAS website for an extended list of CAS ideas (www.uaiscas.com).

Creativity: Creativity is defined as “exploring and extending ideas leading to an original or interpretive product or performance” (CAS service guide 2015). Creativity in CAS arts, and other experiences that involve creative thinking or production in some measureable sense (event planning, formulation of a club, stage crew, scrap booking, drawing, painting, website design, learning an instrument, organizing a fundraiser, speech preparation).

Whatever the case, creativity must result in some sort of product.

Because creativity is largely abstract, creative experiences must have a definite goal or outcome to allow for observation and measurement. They should be planned and evaluated like all CAS experiences. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. Is continuing to play this instrument “creative,” then? Probably not. However, the student can adapt a classical piece of music into a modern form and perform it as part of a school fundraising activity, or become a tutor to younger children in the art of playing the instrument. This would then constitute creativity.

Activity: Activity is defined as “physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme” (CAS service guide 2015). Examples include sports, an exercise program, karate, a hiking trip, planting a garden, weight loss). Think sweat!

Similar issues rise here as to what constitutes activity. An established athlete cannot simply count hours for simply participating on the same team for another year. However, by establishing a personal goal, an accomplished athlete can create personal challenge, further success, and make the sport more enjoyable. Similarly, by shifting the range of play from a personal sport to a team sport or by creating a league for underprivileged children and teaching them the game, the action occurs in a different context that may constitute personal challenge and even reach into realm of service.

Categories for Attaining Activity Hours Include:

1. UCS Sponsored Sports
2. Team Sports Outside UAIS
3. Personal Fitness Plan
4. Elective Gym Class
5. As Part of Another Creativity/Service Event

Service: Service is defined as “collaborative and reciprocal engagement with the community in response to an authentic need” (Creativity, Activity, Service Guide 2015). Examples include hospital volunteering, participating in a cancer walk, planning/setting up a school dance, volunteering at a nursing home or an elementary school, and earning Key Club or NHS hours. Service must also meet the following criteria:

- A. is unpaid and refuses/donates monetary gifts
- B. addresses an authentic need in the defined community (especially for fundraisers)
- C. is not directly designed to support a UAIS teacher, immediate family, or extended family members

B. How to Determine CAS Appropriate Experiences

Students are responsible for asking themselves a series of questions to determine the appropriateness of a CAS experience. This is never a simple, close-ended answer. Rather, it requires a description and plan specific to the student rather than a general “yes” or “no.” Here is a general guide for students to ask themselves:

- Does it fit the definition of a CAS strand?
- Is it based on personal interest, skill, talent or opportunity for growth?
- Does it provide opportunities for challenge/growth?
- Does it provide opportunities to develop the attributes of the IB learner profile?
- Is it used in any way toward your Diploma course requirements?
- As you describe it, does it violate the IBO mission statement?

The examples below are *possible* appropriate CAS experiences.

C. What May Count for CAS Hours:

- Extracurricular activities (sports, arts, music, dance) outside DP classes and assignments
- In-school club service hours
- Personal hobbies and passions from which you design your projects
- Leadership conferences that involve active planning, networking, and participation
- Volunteer hours for which you are not paid
- Speeches or presentations you prepare and give
- Coaching, tutoring, or teaching
- Painting, composing, drawing, sketching, and related activities
- Meetings that you direct and run for clubs that you represent

- Religious activism of a secular (non-religious) nature
- Any planning for an event that you carry out

D. What CANNOT Count for CAS Hours:

- Any project or experience that primarily benefits a teacher
- Work completed on Extended Essay, TOK, IAs, or other IB diploma requirement
- Any class taken outside UAIS for college credit
- Experiences that offer no learning opportunities (letter-stuffing, for example)
- A paid job or hired position
- A volunteer position associated with a family (extended family) business
- Listening to a lecturer/speaker or sitting through any class
- Attending regular meetings for clubs simply as a member
- Projects of a religious or political context or setting that do not fit the IB learner profile
- Key Club activities you plan to count as NHS activities or vice versa (no triple dipping!)
- CAS-eligible activities/projects completed prior to the approval of your CAS proposal
- Meetings with your CAS advisor or coordinator
- Writing reflections or maintaining your uais.managebac.com account

E. Politics and Religion in the CAS Environment

Political activism is acceptable for the CAS project provided that the student works carefully to meet the following criteria. Students must:

- Engage in experiences that unify rather than cause or worsen social divisions
- Work to create change with a tone of harmony, not disharmony
- Specifically plan out the learning opportunities for personal growth and acknowledge in a discussion with their advisor any personal limitations and biases
- Promote a project that can assure school administrators that activities will maintain a safe, secure environment for the student
- Recognize a goal to provide service to others, not superimpose one's values on others

CAS work within a religious community is acceptable as an experience or project provided that the student meets the following criteria, which aligns with the IBO's Mission Statement. The student must:

- Refrain from proselytizing to others or in some way violate the rights and beliefs
- Refrain from counting hours associated with personal worship (attending Catechism classes, attending regular worship services).
- Students are encouraged to frame CAS experiences with a secular (non-religious) goal in mind. An example would be classroom management in teaching a Catechism class.

IV. Fundraising Protocol and Considerations

Fundraising as part of a CAS project, club, or other experience may fulfill the service element of a project. In-school fundraising must benefit the school in some way, not an outside organization with no ties to a UAIS club or event. Fundraising efforts involving outside organizations and have no tie to UAIS must take place outside the school. Fundraisers should be carefully planned with advisors and supervisors—well in advance. Student should follow the flowchart for fundraising provided in this packet and on the uaiscas.com website under the “Fundraising” tab.

V. UAIS Electives as CAS Experiences

If your junior or senior year schedule includes a non-IB testing class (certificate class only), you are potentially eligible to earn some CAS hours during the actual school day. Please refer to the “UAIS Policy for Counting Electives for CAS” in this packet for additional details. Please consider the following general restrictions for this option:

- CAS hours in school can total up to 50 total hours for the entire 18 months
- They must be outside IB diploma testing subjects
- Your CAS project cannot be completed as part of elective classes
- Due to scheduling constraints, please do not plan on hours during senior year
- Music performance is excluded for IB Music candidates

VI. The CAS Interview Process and Academic Integrity

A. CAS Interviews:

As stated in the “Minimum Guidelines for Completion,” UAIS students must attend and lead five CAS meetings during junior/senior years. In order to successfully complete each interview, students should:

1. review, print out and bring the rubric to the specific meeting
2. prepare all CAS proposals online through managebac
3. if completing an experience, finish all reflections and get supervisor completion forms
4. sign up for an interview with the advisor
5. brainstorm, prepare, and deliver the specific tasks, materials, and roadblocks to the activities/projects
6. get a pass from the advisor and inform your teacher no less than 24-hours in advance
7. attend the meeting within the assigned window

Rubrics on the uaiscas.com website clearly define expectations for each interview.

B. CAS Intervention Levels:

Failure to meet expectations will invalidate your IB diploma. Each CAS rubric carries indicators for intervention levels, which can be found on the “International Baccalaureate DP Intervention Procedures” handout, which all students should review. For CAS specifically, the following behaviors will result in one or more levels of intervention:

- A. skipped/missed CAS meeting
- B. lack of reflections
- C. failure to initiate or continue experiences/CAS project
- D. lack of proposed, active, or completed hours

This discussion below is specific to CAS. Students and parents will receive a copy of these rules and sign off early during junior year indicating they have read and understood them. Pertaining to CAS, students should understand the following:

From the IBO publication “Academic Dishonesty” (2012): “The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component” and includes “any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example taking unauthorized material into an examination room, misconduct during an examination, *falsifying a CAS record*.”

As with all classes and assessments, students are expected to maintain academic integrity through their CAS programme, which demands careful maintaining of personal CAS records. For the sake of clarity, UAIS defines a “CAS record” as any of the following:

1. the name and description of a supervisor
2. all supervisor agreement forms (proposals and completions)
3. the supervisor’s name and contact information (phone and email address)
4. the description and focus of any project or activity
5. any reflection, typed or otherwise that discusses an experience/project
6. personal logs or forms of documentation that prove completion of an experience/project
7. any other information attached to the student’s managebac CAS page or information submitted during an interview for the purpose of attaining completion of hours, including the student’s verbal statements

Fabrication of CAS hours, forged signatures, or inconsistencies in supervisor completion forms, personal logs, or reflections will be reported to the IBO final awards committee for a hearing. Per IB guidelines, the student’s parents will be contacted and the student will be placed on a level three intervention. If the IBO awards committee awards a failing grade to the candidate, the student will no longer be eligible for the IB diploma and the colleges and universities to which the student has applied will be made aware of the changes in the student’s status.

VIII. Learning Outcomes for All Students

As stated in the “Minimum Guidelines for Completion,” students must show evidence of each of the following seven learning outcomes in order to complete CAS. These learning outcomes will be documented in the reflections that students make during and after the activities they complete:

- 1. Identify own strengths and develop areas of growth.** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
- 2. Demonstrate that challenges have been undertaken, developing new skills in the process.** A new challenge may be an unfamiliar experience, or an extension to an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
- 3. Demonstrate how to initiate and plan a CAS experience.** Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
- 4. Show commitment to and perseverance in CAS experiences.** Students demonstrate regular involvement and active engagement in CAS.
- 5. Demonstrate the skills and recognize the benefits of working collaboratively.** Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
- 6. Demonstrate engagement with issues of global significance.** Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either local, nationally, or internationally.
- 7. Recognize and consider the ethics of choices and actions.** Students show awareness of the consequences of choices in planning and carrying out CAS experiences. This pertains especially to the ethical principles stated in the IB mission statement and the IB learner profile. This involves exploring values, attitudes, and behaviours, as students undertake enterprises with significant outcomes.

Please carefully read the CAS learning outcome descriptors included in this packet for information on how to achieve the seven learning outcomes.

All seven outcomes must be present for a student to complete the CAS programme. Some objectives may be demonstrated many times, in a variety of experiences, but completion of each requires only that there is **some** evidence for every outcome. The focus on these eight learning outcomes emphasizes that it is the quality of a CAS experience—its contribution to the student’s development—that is of most importance.
