

The CAS Program

Creativity Action Service



International Baccalaureate Diploma Program

Mira Loma High School
4000 Edison Ave.
Sacramento, CA 95821
(916) 971-7465



Student Name: _____

Calendar

April/May	Sophomores Juniors	<ul style="list-style-type: none"> • Introduction (English Classes) • CAS Booklet
May 30 th	Sophomores Juniors	<ul style="list-style-type: none"> • Summer Proposals Due • Check www.csandcasatml.blogspot.com for updates or email Mr. De Ruyscher at dderuysscher@sanjuan.edu
September 15th	Juniors Seniors	<ul style="list-style-type: none"> • "PHER" Packet Due from Summer • Fall Proposals Approved
January 15th	Juniors Seniors	<ul style="list-style-type: none"> • "PHER" Packet Due from Fall • Spring Proposals Approved (not seniors)
April 1st	Seniors	<ul style="list-style-type: none"> • Visual Due
April 15th	Seniors	<ul style="list-style-type: none"> • Overall Reflection and Summary Due (SFS)
May 30th	Juniors	<ul style="list-style-type: none"> • "PHER" Packet Due from Spring • Summer Proposals Approved

- Hours will not be officially logged without the entire "PHER" packet.
- At the end of your senior year (April 15th) you will have a minimum of five (5) "PHER" packets, one (1) overall reflection, and one (1) summary in your CAS folder.
- Seniors will not be completing CAS hours during their spring semester.
- A "PHER" packet may consist of many different activities within the allotted time frame of summer, fall or spring.

CAS

CAS is a framework for experimental learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time

Creativity

This aspect is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the *normal curriculum* which include creative thinking in the design and carrying out of service projects

This could involve *doing* dance, theatre, music and art. Students should be engaged in group activities, and especially *new roles*. Individual commitment to learning an art form is allowed, in that, student goals are set and the student reflects on progress.

Action

This aspect 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. Action may involve participation in sport or other activities requiring physical exertion. Students should work towards group and team activities and undertake *new roles*. Individual commitment is acceptable, in that, student goals are set and the student reflects on progress.

Service

Service involves interaction, such as the building of links with individuals or groups in the community. 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 therefore show respect for the dignity and self-respect of others.

CAS is...	CAS is not...
<ul style="list-style-type: none"> • Teaching children with disabilities to swim (a,s) • Coaching the softball team (a,s) • Teaching the guitar to a younger class (c,s) • Designing and constructing message boards (c,s) • Writing for a school newspaper (c,s) • Working with children to paint murals (c,s) • Teaching a language to children (c,s) • Exchanging artistic or musical skills with other local schools (c,s) • Inter-generational learning and friendship (c,s) • Leading a mountain expedition (a,s) • Organizing a camp for children (a,s) • Clearing oil pollution, litter and jetsam (a,s) • Running an emergency service (a,s) • Organizing a beneficial "walkathon" (c,a,s) • Raising funds for AI/Greenpeace/WWF (c,s) • Creating and managing a CAS web site (c,s) • Assisting victims of natural disasters (c,a,s) • Learning to paint watercolor landscapes (c) • Performing Wieniawski's <i>Violin Etude No 3</i> on a Fender Stratocaster (c) • Joining a running club (a) • Learning to scuba-dive (a) • Playing on a softball team (a) • Gymnastics (a) 	<ul style="list-style-type: none"> • A class, activity or project which already part of the Diploma Program • An activity for which you are rewarded financially or with some other benefit • Doing simple, tedious and repetitive work • Working with others when the student <ul style="list-style-type: none"> ➤ ...has no idea of how the project operates ➤ ...is just making food or repetitive task ➤ ...has no contact will participants ➤ ...actually does no service for others • A passive pursuit, such as visiting a museum, theatre, art exhibit, concert or sporting event • All forms of duty within the family • Religious devotion and any activity that may be interpreted as proselytizing • Work experience which only benefits the student • Fund-raising with no clearly defined end in sight • An activity where there is no leader or responsible adult on site to evaluate and confirm student performance • Activities which cause division amongst different groups in the community

Records

"PHER"

This packet consists of four (4) sections that will be turned in **by** the appropriate dates, completed and together.

(P) Proposal

A proposal for the term (summer, fall or spring) is to be completed and approved prior to the start of an activity or activities. To obtain an approval, a signature is required by the CAS coordinator, Mr. De Ruysscher in room A-23 on Wednesdays at Lunch, by the accepted date or an email confirmation. The signed proposal will remain "attached" to the packet for the duration of the specified activities.

(H) Hours

An hour sheet is provided in each "PHER" packet and additional sheets are available in A-23. The hours sheet(s) should contain signatures and specific hours assigned. For example assign numerical values for C, A, S and total hours.

(E) Evaluation

An evaluation sheet is provided in each packet and additional sheets are available in A-23. The supervisor's evaluation will be turned in for every activity. This sheet can also be in the form of a personal letter, a group-copied letter, or email to the CAS coordinator.

(R) Reflection

A reflection or activity evaluation form (Form CAS/AEF also referred to as FORM PR) is provided in the packet and additional sheets are available in A-23. A reflection will be completed for each activity.

Visual

Prior to the due date a visual display of an activity will be turned into the CAS coordinator. The display will include, but not limited to, description of a project or projects, benefit to the community, new experiences, memorable experiences, pictures, reflections, and participant's comments. The display can be in the form of a poster, poem, PowerPoint or website.

Senior Reflection

Prior to the due date, a summary of hours form (Form CAS/SFS) will be completed and are available within this handbook and in A-23. This reflection should note the differences you made for others and yourself, obstacles in your activities, affects of your work, connections of CAS to broader social issues, and a general overall "feel" to the experiences you had.

Guidelines

- CAS activities must be pre-approved

- CAS hours must follow the following provisions
 - 150 total hours minimum for "full" Diploma students
[Of the 150 hours, a minimum of 50 hours will be completed for each aspect (CAS)]

 - 100 total hours minimum for Associate Diploma students
[Of the 100 hours, a minimum of 33 hours will be completed for each aspect (CAS)]

 - Of the total hours acquired, a minimum of 50% will be obtained with unrelated school activities.

 - Hours may be completed beginning the summer after sophomore year and concluding by April 1st of the senior year.

 - CAS hours will continue until the end of the fall your senior year...even if you are done with the allotted hours.

- To contact the CAS coordinator, A-23 is open on Wednesdays during lunch and email is always effective. I can be reached at: dderuysscher@sanjuan.edu

- If you plan to turn your "PHER" packet **on** the due date, expect to wait patiently in line. I suggest you turn in your completed packet as soon as possible.

- **Always keep an independent account** of your hours; verify your hours with the coordinator's periodically.

Performance Criteria

The following criteria are designed to help the CAS coordinator evaluate the performance of the students. It is recognized that the criteria are not discrete, and that there is a degree of overlap between them

Criterion A: Personal Achievement

The student demonstrates:

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

Criterion B: Personal Skills

The student demonstrates the abilities of:

- thinking creatively
- researching community needs
- planning and organization
- resource management
- identifying success and failure

Criterion C: Personal Qualities

The student demonstrates:

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

Criterion D: Interpersonal Qualities

The student demonstrates:

- adaptability
- collaboration
- empathy
- respect
- a sense of justice and fair play

Criterion E: Awareness of Global Issues

The student demonstrates:

- an ethical appreciation of humanitarian and environmental issues to guide choices of action from local, national and international perspective

"PHER" Packet

Due Dates

Name:

Graduation Year:

(Packets due BY these dates...expect to wait patiently in line if you turn in your "PHER" packet ON these dates)

September 15 th	Juniors Seniors	• "PHER" Packet Due from Summer*
January 15 th	Juniors Seniors	• "PHER" Packet Due from Fall
May 30 th	Juniors	• "PHER" Packet Due from Spring

*optional if no summer work completed

CAS Proposal

Name: _____ Graduation Year: _____ Date: _____

Description of Creative hours: _____ Hours to be completed: _____

Description of Action hours: _____ Hours to be completed: _____

Description of Service hours: _____ Hours to be completed: _____

Coordinator's Signature of Approval: _____

CAS Evaluation

Supervisor

Name: _____ Graduation Year: _____

Thank you for giving this student the opportunity to volunteer in your organization and for providing assistance and supervision. Please comment on the student' performance based on the following criteria.

- *Attendance, punctuality and time spent on activity*
- *Evidence of initiative, planning and organization*
- *Quality of service performed*
- *Personal achievement and development over the course of service*

Supervisor's Signature _____ Date: _____



International Baccalaureate Form CAS/AEF

FORM PR

CAS: activity/project self-evaluation form

SUBMIT TO: ACTIVITY/PROJECT LEADER SESSION: _____

SCHOOL CODE:

0	5	1	8
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 SCHOOL NAME: Mira Loma High School

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions. Type the information or write legibly using black ink.

CANDIDATE SELF-EVALUATION

CANDIDATE NAME: _____ CAND NO:

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NAME OF ACTIVITY/PROJECT: _____ NO OF HOURS(APPROX):

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

2. Explain what you hoped to accomplish through this activity/project.

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?

International Baccalaureate

Form CAS/AEF (reverse)

SCHOOL NAME: Mira Loma High School

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?

Candidate's signature: _____ Date: _____

To be completed by the activity/project leader

Punctuality and attendance: _____

Effort and commitment: _____

Further comments: _____

The activity/project was (check the desired response):

Satisfactorily completed

Not satisfactorily completed

Activity/project leader's name: _____

Activity/project leader's signature: _____ Date: _____

Please give this form to the CAS coordinator when it has been completed



International Baccalaureate Form CAS/AEF

CAS: activity/project self-evaluation form

SUBMIT TO: CAS TEACHER SESSION: _____

SCHOOL CODE:

0	5	1	8
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 SCHOOL NAME: Mira Loma High School

*Type or write legibly using black ink.
This form is to be retained by the school. Do not send to the regional office unless requested.*

CANDIDATE NAME: _____ CAND NO:

1	1	1	1	1	1	1
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Indicate below the CAS activities/projects in which you have been involved and the hours dedicated to each one with a total number of hours for the whole CAS course.

Number of CAS activities/projects which you have undertaken: Total Hours dedicated:

Activities/projects	Approximate No of hours
1.	<input style="width: 100%; height: 20px;" type="text"/>
2.	<input style="width: 100%; height: 20px;" type="text"/>
3.	<input style="width: 100%; height: 20px;" type="text"/>
4.	<input style="width: 100%; height: 20px;" type="text"/>
5.	<input style="width: 100%; height: 20px;" type="text"/>
6.	<input style="width: 100%; height: 20px;" type="text"/>
7.	<input style="width: 100%; height: 20px;" type="text"/>
8.	<input style="width: 100%; height: 20px;" type="text"/>
9.	<input style="width: 100%; height: 20px;" type="text"/>
10.	<input style="width: 100%; height: 20px;" type="text"/>
11.	<input style="width: 100%; height: 20px;" type="text"/>
12.	<input style="width: 100%; height: 20px;" type="text"/>
13.	<input style="width: 100%; height: 20px;" type="text"/>
14.	<input style="width: 100%; height: 20px;" type="text"/>
15.	<input style="width: 100%; height: 20px;" type="text"/>
16.	<input style="width: 100%; height: 20px;" type="text"/>

CANDIDATE NAME: _____ CAND NO:

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Write a clear and complete critical reflection on your entire CAS experience, following the same performance criteria as indicated on the activity/project self-evaluation form CAS/AEF

Candidate's signature: _____ Date: _____

CAS Coordinator's name: _____

I guarantee the information given is correct.

CAS Coordinator's signature: _____ Date: _____