C.A.S. Handbook
Creativity, Action, & Service

The International Baccalaureate Diploma Programme

For students graduating in 2010 and thereafter
Dear Students & Parents:

Congratulations on your decision to embark on the NPHS International Baccalaureate journey! The IB program has become an integral part of the culture and curriculum of Newbury Park High School. We are very proud to offer this program to our students, and we are glad that you have committed to the IB tradition of excellence.

One of the core components of the IB program is the Creativity, Action, Service (CAS) requirement. Through this service learning experience, we work to achieve the following learning outcomes:

- Students increase their awareness of their own strengths and areas for growth
- Students undertake new challenges
- Students plan and initiate activities
- Students work collaboratively with others
- Students show perseverance and commitment in their activities
- Students engage with issues of global importance
- Students consider the ethical implications of their actions
- Students develop new skills

In addition, the CAS program aims to develop students who are:

- Reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

These learning outcomes and goals, quoted from the Creativity, Action, Service Guide, guide students towards becoming well-rounded, global citizens. In order to meet the requirements for a full IB diploma, students must meet the following service-learning requisites:

- At least 50 hours of approved Creative hours
- At least 50 hours of approved Action hours
- At least 50 hours of approved Service hours
- At least 8 reflections, completed through Naviance
- At least 8 photos or pieces of memorabilia (preferably uploaded through our Facebook group)
- Verification signatures and supervisor contact information
- Supervisor evaluations (if over 10 hours)

IB CAS students are provided with a binder to organize necessary paperwork. In addition, we maintain a closed Facebook group for uploading pictures – “NPHS – IB CAS – Creativity/ Action/ Service.” Students should complete reflections through the “about me” section in Naviance. PDF copies of necessary documents and community service opportunities may be found through the nphs.org website.

It is also important that students meet with me on a regular basis for the following:

- Guidance on selecting organizations that are matched with the student’s personal and professional interests
- Pre-approval that their chosen organizations and activities meet the IB CAS requirements
- Updating me in-person, so that I can get to know each student and maintain an accurate spreadsheet of student progress

We are very proud of our IB students, and look forward to working with you! Please contact me with any questions or concerns.

Sincerely,
Nick Colangelo
CAS & STC Coordinator
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What's the point of Creativity, Action and Service?

Before we get started, let’s talk about why you have to do Creativity, Action and Service (CAS). You’re probably thinking: why are they giving us more to do? Don’t we have enough already? Leave me alone! Well I’m going to attempt to explain “the point” of CAS, why it’s important and how its goal is to help you grow.

In the Diploma Programme a large part of your time will be devoted to the courses that you’ve selected from each group of the hexagon. What you learn in those courses is determined mainly by the International Baccalaureate (IB) with your teacher providing a little twist. You have some choices in your course selection however you have very little choice in what you learn in each of those courses. Don’t get me wrong, what you’re going to learn in those courses is going to be wonderful and new but CAS provides a rare opportunity. In CAS, you get to choose what you’re going to discover about yourself and the world around you. CAS is your chance to take charge of what you learn. You plan and make the decisions about your CAS activities.

CAS is also different from your other IB courses in that CAS is an opportunity for experiential learning. It involves learning by experiencing which differs in many ways to learning in a classroom. Many high school students education is dominated solely by classroom learning but this is not the case for you. You have the opportunity to challenge yourself and learn in a completely different way than you would in the classroom.

Finally, CAS provides an opportunity for you to learn about and give back to your local or global community by getting involved. CAS allows you to take the knowledge you have gained in the classroom and apply it to local and/or global community. Through CAS you have the opportunity to give your time and skills to benefit other people who may need help or are less fortunate. The ultimate goal of CAS is to foster your awareness and appreciation of life outside the academic arena.

We make a living by what we get, but we make a life by what we give.
- Winston Churchill

I have found that among its other benefits, giving liberates the soul of the giver.
- Maya Angelou

Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.
- Margaret Mead

Everybody can be great, because anybody can serve
- Martin Luther King Jr.

You must be the change you wish to see in the world
- Mahatama Ghandi

My advice is to approach CAS with an open and creative mind. Take some time to think how you want to approach your CAS programme, what activities would challenge you and most importantly, think about what you would enjoy. CAS provides an opportunity for you to plan, observe and reflect but also have some fun.

As your CAS Coordinator, I’m not only here to assess that you have evidence for the eight learning outcomes, I’m here to help. I want to see you challenge yourself and grow while having fun and feeling good about the activities that you’ve been involved in. Therefore, remember that my door is always open to help you at any stage of your CAS experience.

Mr. Colangelo

* Thanks to Kimberly Borree at Stanton College Preparatory School
**Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**IB learners strive to be:**

**Inquirers**
- They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**
- They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**
- They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**
- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**
- They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**
- They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**
- They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**
- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**
- They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**
- They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Philosophy of Creativity, Action, Service

- Counterbalance to academic self-absorption
- Sharing energies and talents
- Development of awareness, concern for and ability to work with others
- Education of the whole person
- Education beyond the classroom and examination hall
- Development of attitudes and values which transcend race, religion, gender and politics
- Promotion of more informed and understanding attitudes
- Service to the community as a complement to intellectual development in the academic curriculum
- Establishment of links with local, national and international communities
- Challenge to the student
- Encouragement of new skills and interests
- Encouragement of a sense of responsibility to all
- Development of a spirit of discovery and self-reliance
The Nature of Creativity, Action and Service

...if you believe in something, you must not just think or talk or write, but must act.

Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Each candidate must meet the CAS requirement in addition to the other mandatory components for the award of the diploma. A student’s CAS records and self-evaluations must clearly demonstrate quality, balanced content, and commitment for a student to meet the CAS requirement. Failure to meet the requirements will result in no IB diploma being awarded.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

- **Creativity:** arts, and other experiences that involve creative thinking.
- **Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Programme work.

Concurrency of learning is important at the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

International dimensions

*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 learner profile booklet (March 2006)

Creating “a better and more peaceful world” is a large aim. Working towards it should be seen as involving many steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.
CAS and Ethical Education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics”. Meaningful ethical education – the development of ethical beings – happens only when people’s feelings and behavior change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

CAS and Theory of Knowledge

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical. The links can nevertheless be very close. For instance, a difficult decision about how to behave towards another person or group in a CAS activity might be informed by a TOK consideration of analogous situations; conversely, such a decision might provide a concrete example to illustrate an ethical dilemma in the context of a TOK discussion.

At a more general level, students can be encouraged to compare their learning in CAS with their subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these. Two sample bridging questions are provided in the Theory of Knowledge Guide.

- CAS is often described as “experiential education”. In what ways is learning in CAS similar to or different from learning in other areas of the Diploma Programme?
- In what ways might CAS be said to promote ethical education? Is service to others, in whatever form, a moral obligation? If so, on what might the obligation be based? If not, why not?

Aims

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, 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 are:
- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences
**Learning outcomes**

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

- **Outcome 1: increase their awareness of their strengths and areas for growth**
  They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

- **Outcome 2: undertaken new challenges**
  A new challenge may be an unfamiliar activity, or an extension to an existing one.

- **Outcome 3: planned and initiated activities**
  Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example ongoing school activities in the local community, as well as in small student-led activities.

- **Outcome 4: worked collaboratively with others**
  Collaboration can be shown in many activities, such as team sports, playing music in a band, or helping in a kindergarten.

- **Outcome 5: shown perseverance and commitment on their activities**
  At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

- **Outcome 6: engaged with issues of global importance**
  Students may be involved in international projects but there are many global issues that can be actuated locally or nationally (for example, environmental concerns, caring for the elderly).

- **Outcome 7: considered the ethical implications of your actions**
  Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities).

- **Outcome 8: developed new skills**
  As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome. Students will indicate which learning outcomes were achieved in each activity on their Reflection Form (discussed on page 13).

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student’s development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately the equivalent two to three hours per week, or approximately 150 hours in total, with a reasonable balance between creativity, action and service.
Experiential learning

While different Diploma Programme subjects offer varying amounts of opportunity for experiential learning, it is at the very heart of CAS. As figure 1 indicates, experiential learning involves much more than just the activity itself: planning, acting, observing and reflecting are all crucial in making the experience as valuable as possible.

The cycle of experiential learning

There is an extensive literature on experiential learning. Figure 1 may be compared with those developed by David A Kolb and others who have followed him (Kolb 1984; Chapman 2005). Kolb’s “working definition” is useful, in that it emphasizes that experience on its own does not guarantee learning.

[Experiential] learning is the process whereby knowledge is created through the transformation of experience.

Kolb (1984)

Among the benefits of experiential learning are the following. Students are enabled to:
- see the application of academic learning, social and personal skills to real-life situations.
- bring real benefits to self and/or others.
- understand their own capacity to make a difference.
- make decisions that have real, not hypothetical, results.
- develop skills to solve problems.
- develop a sense of responsibility and accountability for their actions.
What is CAS?

CAS is a framework for experiential 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. This process of doing and reflecting on the doing provides an excellent opportunity to extend what is learned in the classroom to a form of service, such as applying science to the environment, or applying technology to the design of devices to help people who are disabled or to improve living conditions in a home or town or refugee camp.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of their CAS schedules candidates are strongly encouraged to emphasize these aspects as much as possible. The activities should take into account the students’ aptitudes and preferences and should reward and enrich all involved. When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.

Creativity

This aspect of CAS 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, for example. Individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: that goals are set and the student reflects on progress.

Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of their CAS experience. How, though, can it help to fulfill CAS learning outcomes? It may be useful to refer back to the section “The nature of creativity, action, service”, particularly to the second principle: personal challenge - tasks must extend the student and be achievable in scope.

Perhaps the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund-raising activity, or the student might give talks to younger children about the instrument, with musical illustrations. Appropriate CAS activities are not merely “more of the same” - more practice, more concerts with the school band, and so on. This excludes, for example, routine practice performed during class time, but does not exclude music, dance or art activities that these students are involved with outside their coursework.

Action

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. Action may involve participation in sport or other activities requiring physical exertion - such as expeditions and camping trips, or digging trenches to lay water pipes to bring fresh water to a village, community clean-up programs etc. Students are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: goals are set and the student reflects on progress.

Similar considerations apply here as they do in creativity. An outstanding athlete will not stop training and practicing in order to engage in some arbitrary, invented CAS physical activity. However, modern approaches to sports coaching emphasize the notion of the reflective practitioner, so it is possible for the
athletics coach to incorporate relevant CAS principles and practice into training schedules for the benefit of the student. Setting goals, and planning and reflecting on their achievement, is vital. "Extending" the student may go further, for example, to asking them to pass on some of their skills and knowledge to others. If their chosen sport is entirely individual, perhaps they should try a team game, in order to experience the different pleasures and rewards on offer. Some excellent “action” activities are not sporting or competitive but involve physical challenge by demanding endurance (such as long distance trekking) or the conquest of personal fears (for example, rock climbing).

Service

Service projects and activities are often the most transforming element of the Diploma Program for the individual student; 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 within the school, the local district, 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 therefore show respect for the dignity and self-respect of others.

It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning (hence not CAS) and have no particular claim on students’ time. This rules out mundane, repetitive activities, as well as “service” without real responsibility. A learning benefit that enriches the student personally is in no way inconsistent with the requirement that service be unpaid and voluntary.

The general principle, sketched out in the section “The nature of creativity, action, service”, that the “rights, dignity and autonomy of all those involved [in service activities] are respected”, means, among other things, that the identification of needs, towards which a service activity will be directed, has to involve prior communication and full consultation with the community or individual concerned. This approach, based on a collaborative exchange, maximizes both the potential benefits to the recipients and the learning opportunities for the students.
Guidelines for some specific CAS activities

Religious activity
In some parts of the world religious observance is illegal in the school curriculum; in others it is compulsory. It is recognized that this is a sensitive and difficult area. Nevertheless, the general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS.

Some relevant guiding principles are that CAS activities should enlarge students’ experience, encourage them towards greater understanding of people from different social or cultural backgrounds and include specific goals. By these criteria, work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS.

If a religious activity addresses learning outcomes (such as some summer mission trips), those outcomes are the focus. The parts of a mission trip that involve serving a community are CAS. The parts of a mission trip that involve proselytizing are not CAS. If the activity is singing religious songs, either during the service or to religious groups, this is not CAS even if a new skill is being learned.

Political activity
A CAS activity cannot be something that inherently causes division between people. Activities that support a specific political party or candidate do not count for CAS. An example of a political party or candidate specific activity would be volunteering in the Republican or Democratic campaign office.

Activities that are nonpartisan and non-candidate specific do count for CAS. An example of a nonpartisan/non-candidate specific activity would be volunteering at your local Elections Office to promote a voter registration drive.

Course requirements
Any class, activity or project which is already part of the student’s academic requirement is not CAS (you can’t do both: get grades and get CAS). For example, if your Drama course requires that you have a role in a class play and your participation will impact your grade it does not count for CAS.

School day events
CAS activities cannot take place during the school day. An example would be a band student playing at a pep rally. Although there may not be a grade impacted by their participation it takes place during the school day therefore it does not count for CAS.
What is CAS?

What is not CAS?

What is, or what is not, CAS is a question which coordinators are frequently asked. The asking of the questions may show an inappropriate approach. If CAS becomes a points-scoring exercise, rather than an interesting variety of activities that the students finds intrinsically worthwhile and rewarding, and which is mutually beneficial to the student and to his or her community, then its purpose is lost. It is important that the spirit of CAS be considered at all times.

Generally, CAS is not taking place when the student is in a passive rather than an active role. There should be interaction. If the student is passive, nothing of real value, either for the student or for other people, results from what the student is doing, and no real reflection is possible. In such circumstances the student will be able to meet the learning outcomes of CAS only to a very limited extent. Examples of activities which would not be appropriate for CAS are listed below.

- Any class, activity or project which is already part of the student’s Diploma Programme.
- An activity for which a student is personally rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- Working in senior or children’s home when the student:
  - Has no idea of how the home operates
  - Is just making sandwiches
  - Has no contact at all with the senior citizens or children
  - Actually does no service for other people.
- A passive pursuit, such as a visit to a museum, the theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious devotion and any activity which can 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, supervisor or responsible adult on site to evaluate and confirm student performance. (The parent of the student can not evaluate the students performance)
- Activities which cause division amongst different groups in the community.
CAS Program Evaluation

Binder: Students will maintain a binder to document and scrapbook their CAS activities. The recommended contents of the binder are described below:

- **Log Sheets**
  - Log each day on a separate line
  - Record hours based on the categories of *Creativity*, *Action*, and *Service*
  - Maximum number of hours before signature = 20

- **Activity Leader’s Evaluation Sheets**
  - Required for activities that span over 10 hours
  - Only one is required per organization
    - In other words, if you have 60 hours with one organization, you only need one *Activity Leader Evaluation Sheet*, but you still need 3 signatures on the *Log Sheet*
  - In many cases, activity leaders will need to sign both the *Log Sheets* (at least every 20 hours), and also complete the *Activity Leader Evaluation Sheet* (upon completion of the total number of hours)

- **Reflections**
  - Complete reflections through the “About Me” section in Naviance
  - Reflections are similar to journals; they should be free-flowing, creative, and meaningful. They are not essays, and are graded on a pass/ no pass basis
  - Reflections should be completed for each separate experience, or at least every 20 hours
    - In other words, if you have a one-time 2 hour experience with a particular organization, complete a reflection
    - If, however, you have an on-going, long-term experience with an organization, complete reflections at least every 20 hours
  - A minimum of 8 reflections are required
  - Please submit your reflections through Naviance, and print them for your binder (we may have a “printing party” at some point, or you can use the CCC printer)
  - For a shorter experience (1-10 hours), your reflection should be about 250 words
  - For a longer experience (11-20 hours), your reflection should be about 500 words
  - The prompts are described in greater detail in the “About Me” section in Naviance

- **Photographs**
  - At least 8 photographs are required
  - Try to take a range of pictures that show your varied involvement with several organizations/ events
  - The following are in order of the CAS Coordinator’s preference:
    - Option One: upload your pictures under your unique folder in the closed Facebook group, “NPHS – IB CAS – Creativity/ Action/ Service,” AND print them out to include in your binder
    - Option Two: upload your pictures under your unique folder in the closed Facebook group, “NPHS – IB CAS – Creativity/ Action/ Service.”
    - Option Three: print your photos and include them in your binder
• **Memorabilia**
  - At least 5 pieces of memorabilia are required
  - Try to take keep a range of pieces that show your varied involvement with several organizations/ events
  - These could include ticket stubs, receipts, notes, documents, letters, name tags, etc.

• **Progress Reports – Learning Outcomes**
  - 3 additional reflections are required to address the CAS Learning Outcomes
  - These progress reports are found in the “About Me” section of Naviance
  - The approximate due dates are as follows:
    - Learning Outcomes #1: May of sophomore year
    - Learning Outcomes #2: May of junior year
    - Learning Outcomes #3: April of senior year
  - Please print copies and include in the binder

Notes:
• **Student Samples:** It is the responsibility of the CAS Coordinator to verify each students CAS activities. When a student has completed their entire CAS project it is the responsibility of the CAS Coordinator to review and notify IB. Each year IB randomly selects and requests student samples of their CAS projects. If a student’s CAS project is selected as a sample the school will need to send the original Reflection Forms and a copy of the Portfolio to IB for review.
• **Deadlines:** All CAS requirements must be completed and turned into the CAS Coordinator by April 12th of your senior year. If April 12th falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in no diploma being awarded.
CAS Timeline

Sophomore Year
May/June:
- Attend orientation and receive binder
- Read entire CAS Handbook
- Determine the goals that you plan on achieving through these activities.
- Begin thinking about which of the eight Learning Outcomes you hope to achieve with each activity.
- Meet with CAS Coordinator to discuss plans and ideas
- Once you have a plan you may begin you CAS activities the first day of summer vacation.

Junior Year
September:
- Begin filling out your Reflection Form for each activity.
- Keep a copy of your Reflection Forms and Log Sheets with your Portfolio in a safe place.
- At this point juniors should have approximately 25 hours documented in their Portfolio.
- Meet with the CAS Coordinator if you are not on track or if you have questions.
December:
- Juniors should have approximately 50 hours documented in their Portfolio.
- Continue adding to your Portfolio and Reflection Forms.
April:
- Juniors should have approximately 75 hours documented in their Portfolio.
- Don’t forget to fill out Reflection Forms after you complete an activity.
June:
- Summer is a good time to get involved with CAS activities.
- Review your Portfolio and the Learning Outcomes to identify the areas that you may need to focus on.
- Seniors should have approximately 100 hours of their CAS activities documented in their Portfolio.
- Remember to keep copies of your Reflection Forms and Log Sheets in a safe place with your Portfolio.

Senior Year
September:
- Seniors should have approximately 125 hours documented in their Portfolio.
- Continue filling out Reflection Forms after you complete an activity.
- Meet with the CAS Coordinator if you do not seem to be on track or if you have questions.
December:
- Seniors should be near completion of their CAS requirements.
- Review your Portfolio, Reflection Forms and Log Sheets to see if all the hours as well as the Learning Outcomes have been achieved.
- Continue working on your CAS activities if needed.
April:
- Make copies of your Reflection Forms, Log Sheets and Summary Forms for your records.
- Your original Reflection Forms, Log Sheets and Summary Form will be turned into the CAS Coordinator.
- The CAS Coordinator may request a copy of your Portfolio to send to IB. If requested you will be able to keep the original for your records.
- All CAS requirements must be completed and turned into the CAS Coordinator by April 12th. If April 12th falls on a non-school day, then the following school day is the deadline. Failure to meet this deadline may result in no IB diploma being awarded.
1. What is the name of the organization with which you volunteered?

2. What is the name of the supervisor/ coordinator with whom you worked?

3. What is the supervisor's phone number or email address?

4. How many hours did you complete? (Maximum of 20 per reflection)

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

6. How many of these hours matched the criteria for Creativity (Arts, and other experiences that involve creative thinking)?

7. How many of these hours matched the criteria for Action (physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program)?

8. How many of these hours matched the criteria for Service (an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected)?

9. In a meaningful journal entry, address the reflective prompts listed below (excerpted from the IB CAS Guide). Your journal should be cohesive; use the prompts as a springboard for meaningful and unique reflection. Address at least two of the prompts. For a shorter experience (1-10 hours), your response should be at least 250 words. For a longer experience (10-20 hours), your response should be at least 500 words. Use this opportunity to develop your reflective skills- understand your strengths and limitations, identify goals, devise strategies for personal growth, become aware of yourself as a member of the community with collective responsibilities, and appreciate the balance between intellectual, physical, creative, and emotional experiences. The prompts are as follows:* How did you feel throughout this experience?* What did you perceive?* What did you think?* What was meaningful?* How was the activity valuable?* What did you learn from the activity and how can this learning be applied?
IB CAS – Sample Progress Report – *Learning Outcomes*

Naviance – “About Me”

Learning Outcome #1 - Increase awareness of your strengths and areas for growth.
- What personal strengths have you identified through your CAS experiences so far?
- In what areas would you like to grow?

Learning Outcome #2 - Undertake new challenges
- What new challenges have you faced through your CAS experiences, so far?
- List an idea for taking on a new CAS related challenge this summer, or next year.

Learning Outcome #3 - Plan and initiate activities
- What are some activities you have helped to plan and initiate through your CAS experience, so far?
- What activities would you like to plan or initiate this summer or next year?

Learning Outcome #4 - Work collaboratively with others
- Describe how you have worked with others through CAS, so far.
- How can you improve your collaboration skills?

Learning Outcome #5 - Show perseverance and commitment in activities.
- Describe a CAS activity where you had to exhibit perseverance and commitment.

Learning Outcome #6 - Engage with issues of global importance
- Describe how a CAS experience has helped you to engage with an issue of global importance.
- How can you contribute to improving our world?

Learning Outcome #7 - Consider the ethical implications of your actions
- Describe an ethical situation that you have encountered through your CAS experience, so far.

Learning Outcome #8 - Develop new skills
- What skills have you recently developed through CAS?
- What skills would you like to continue to develop through CAS?
NEWBURY PARK HIGH SCHOOL
Community Service Opportunities

The following opportunities may satisfy requirements for the IB Program CAS hours and/or Majors Program community service. For program guidelines, see Mr. Colangelo in the Career Center.

For detailed volunteer opportunities in your area of interest, log on to the President's Volunteer Service Awards website at: https://www.presidentialserviceawards.gov/tgact/volopps/volunteer.cfm

https://www.volunteermatch.org This site will allow you to find opportunities by interest and location.

**American Cancer Society**  50 W. Hillcrest Dr., Ste. 208, Thousand Oaks, CA 91360  805-497-0114 x 3
Office work volunteers are needed. Bilingual always appreciated. Open 9-5:00, Mon-Fri. Contact Volunteer Coordinator.

**American Red Cross of Ventura County, Youth Emergency Services (YES)**  805-339-2234 ext. 281
Volunteer for a variety of American Red Cross sponsored events during the school year related to disaster preparedness and personal health. Contact Director of Volunteer & Youth Services.

**Big Brothers and Big Sisters of Ventura County**  Sara Bell sbell@bbsvc.org  805-484-2282 ext 24

**Caring Neighbors – Lutheran Social Services**  80 E. Hillcrest, Ste. 101, T.O.  805-497-6207
Volunteer to help elderly low-income and physically disabled adults, especially those in Simi Valley. There is an immediate need for Front Office Assistance from 8:30 am – 12 Noon on Tuesdays & Wednesdays to answer the phone and help with client intake. Volunteers are also needed for the following duties: friendly callers, light housekeeping, yard work and minor home repairs. Call 497-6207 for more information. Office hours are 8-5.

**Chumash Interpretive Center**  3290 Lang Ranch Pkwy, Thousand Oaks  805-492-8076
A student docent program is being started. Docents will give tours regarding the Chumash culture and lead children in games and activities. Docents will be trained. For more information contact Dr. Robert Vann or Judy or Robert Legg at 805-492-8076.

**City of Thousand Oaks - Citizen Volunteer Program**  805-449-2126
Applications are accepted for volunteers and are assigned based on need. Areas of help may include office clerical work, welcome desk, copying, filing, and other areas related to various city departments. There is an application for volunteer work available from the Volunteer Coordinator.

**Concerned People for Animals, Inc.**  www.concernedpeopleforanimals.org  805-482-6587
If you love animals, volunteer to help CPA. Assist with adoptions, foster a pet, bottle feed orphans, work in the office, participate in fundraising events like street fairs or numerous other tasks.

**Conejo Student Outreach**  818/874-9368
Conejo Student Outreach helps abused, abandoned kids. Student volunteer and leadership positions are available for high school students. Areas of help can include assistance with website development and gathering donated items (clothing & household). Casa Pacifica is a specific organization served by Conejo Student Outreach.
Community Service Opportunities

Conejo Valley Neighborhood for Learning  805-496-9035
If you enjoy working with children and want to explore careers related to childcare and teaching, volunteer for this preschool program. Volunteers assist teachers in the classroom, provide child care, and assist in the office. The preschool program operates at Manzanita, Conejo and Park Oaks Elementary Schools. There are two sessions daily: 8:45-11:45 am and 12:25-3:15 pm.

Food Share  4156 North S. Bank Road, Oxnard. www.foodshare.com  805-983-7100 ext. 113
The Food Share Organization provides non-perishable food items to 240 agencies in Ventura County. Volunteers are needed throughout the summer for sorting and boxing of food items for delivery.

Friends of the Civic Arts Plaza – Volunteer Ushers Youth Corps  805-492-5595
Duties include: Provide Theater patrons guidance and assistance at the Kavli and Scherr Forum Theaters; assist Theater Staff. Usher at events; be a trained, polished, positive a gracious ambassador for the Civic Arts Plaza; have a good time; see the event at which you are ushering. Requirements:

1. Be at least 14 years or older and in grades 9 – 12
2. Be a member of the Friends of the Civic Arts Plaza ($10.00 dues each year)
3. Attend two New Usher Training Sessions
4. Usher a minimum of two events a month to stay on the active usher list.

Applications are available from Mrs. Hill in the College & Career Center.

Habitat for Humanity  167 Lambert St., Oxnard  805-485-6065
Partner with families to build simple, decent housing – working from the ground up with donated skilled and unskilled labor. You can swing a hammer, to answer phones in the business office, work in the ReStore, or prepare lunch for volunteers. You must be 16 years or older to help with construction. There are regular volunteer orientation meetings. Contact the Habitat’s business office (8:30 am – 5:00 pm) for the next scheduled meeting and more information. Groups larger than six volunteers should contact Volunteer Coordinator.

Kids & Families Together  856 E. Thompson Blvd., Ventura  805-613-1446
This organization provided assistance to foster and adoptive parents. Volunteers may be needed to provide office assistance. For information, contact David Friedlander, Executive Director at 805-613-1446.

Los Robles Regional Medical Center – Community Services –  805-370-4278
Student volunteers must be 14 ½ years old. There is a waiting list. You can go to the hospital to request a volunteer application or call Director of Community Services, at 370-4685.

Make-A-Wish Foundation  805-681-1644 ext. 2
Help children with life-threatening. Over 18 volunteers: Wish Granter work in teams of two to organize and execute the wishes of local children battling life-threatening medical conditions. Bilingual volunteers are urgently needed. Maturity, strong people skills and reliability are essential. Community Representatives help to raise awareness about the Foundation’s mission and events. An application and training session are required.

Under 18 volunteers: Toy Drive Leaders organize and carry out a toy drive. Cartridge Drive Leaders organize and carry out inkjet and toner cartridge collections. Kids for Wish Kid create ideas for fund raisers and manage the projects. The program is designed specifically for groups ages 3-18. Travel Fun Kit Creators - Enhance a child’s travel to his/her wish destination! Get a one gallon zip-lock bag and fill it with individual and group activities (no food please) for the traveling wish kid to enjoy during the ride.

Mary Health of the Sick  2929 Teresa Dr., Newbury Park  805-498-3644
A student is needed on a regular basis throughout the school year for Saturday mornings at this convalescent home. An application is required. A year-long commitment is needed. Only serious applicants should apply in person to Corinne Madden, Activities Director.

**Thousand Oaks Library**  
**1401 E. Janss Road**  
**805-449-2660 ext. 225**  
Volunteer to help for the summer reading program.

**Ronald Reagan Presidential Library & Museum**  
**40 Presidential Dr., Simi Valley**  
**805-522-8444**  
Training sessions are provided for selected applicants. Docents assist museum visitors, lead guided tours and help with special events. (standing/walking, courtesy, work with children, comfortable with people of diverse backgrounds.) Gift shop volunteers assist customers, restock merchandise and ship mail orders.

**Senior Concerns - Meals on Wheels**  
**805-496-2009**  
Volunteers are needed to help pack lunches at the Senior Concerns Adult Day Center in Thousand Oaks from 9:00 am – 1:00 pm weekdays and at Los Robles Regional Medical Center on Saturdays and Sundays from 7:30 – 11:30 am. There may also be some clean up involved of the kitchen area and serving utensils.

**United States Naval Sea Cadet Corps**  
**www.seacadets.org**  
**805-522-1726**  
If you’re between 11 and 18 years of age, you can join in on the opportunities. Sea Cadets live aboard Navy Ships, Coast Guard Stations, and Military Bases for week-long training sessions. Find out for yourself what military life is like. You’ll become one of the crew and will learn hands-on the different jobs in the Navy and Coast Guard.

**Wellness Community**  
**530 Hampshire Road, Westlake Village, CA 91361**  
**805-379-4777**  
**www.thewellnesscommunity.org**  
Work with cancer patients in their fight against cancer and assist in educating the public about cancer and conduct fundraising events.

**Westminster Free Clinic – 1379 Thousand Oaks Blvd–Many Mansions’ Esseff Village**  
**805-230-9911**  
Provides medical care for the working poor of our community. Freshman and sophomore students are encouraged to apply. It is the desire of the clinic to train students who will commit to long-term service. Selected students are trained and serve on a team to assist with patient care on a regularly assigned evening. Clinic hours are from 6:30 – 10:30 pm. The contact person for the Westminster Free Clinic is Veronica Ramirez, who prefers email contact at veeramirez@yahoo.com.

**California Conservation Corps**  
**www.ccc.ca.gov**  
**1-800-957-JOBS (5627)**  
Year round opportunities to do environmental work, develop job skills and earn scholarship money at the same time are available from the California Conservation Corps. You must be 18 to join, a California resident, and not on probation or parole. Residential and non-residential programs are available from the redwoods of the north coast to Lake Tahoe, Los Angeles and San Diego. CCC is a 40 hour-a-week paid position, with weekends off. You’ll spend days doing outdoor work, and evenings in the classroom, focusing on career planning, environmental awareness. When natural disasters occur, the Corps is one of the first agencies to respond.

**Preschool & Youth at the Miller YMCA**  
**Julie Nerland jnerland@millerymca.org**
**IB CAS LOG SHEET**

Candidate Name: __________________________ Class of__________

- Log each day on a separate line
- Record hours based on the categories of *creativity, action, and service*
- Maximum number of hours before signature = 20
- Complete Naviance reflections on a regular basis. Maximum number of hours before completing a reflection = 20
- Upload photos onto Facebook and collect memorabilia for the notebook

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<th>Activity</th>
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<th>#A</th>
<th>#S</th>
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**TOTAL NUMBER OF HOURS**

N/A       N/A
IB CAS - Activity Leader’s Evaluation Report

<table>
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<tr>
<th>IB Diploma Candidate</th>
<th>Name of Organization</th>
<th>Number of Hours (10+)</th>
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Thank you for your leadership in our community. As the supervisor/ coordinator of this organization/ event, we rely on your candid evaluation of our students. These evaluations are taken into consideration when we evaluate our student’s progress in the International Baccalaureate – Creativity/ Action/ Service requirement.

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<th></th>
<th>Always</th>
<th>Sometimes</th>
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<tr>
<td>Committed &amp; Diligent</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Punctual &amp; Professional</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Ethical &amp; Team-oriented</td>
<td>5</td>
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<td>3</td>
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<tr>
<td>Takes Initiative &amp; Motivated</td>
<td>5</td>
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Please use the available space to comment on the student’s strengths and areas for growth. Through the CAS program, we look for students to complete the following: undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment, engage with issues of global importance, consider ethical implications of actions, and develop new skills. We appreciate your time and leadership!

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Nick Colangelo – NPHS CAS Coordinator
805-498-3676 x1168 Fax: 498-7386
ncolangelo@coneiousd.org