

Claremont High School- Student Agreement International Baccalaureate Diploma Program



Being an IB Diploma Candidate at Claremont High School is not easy. However, nothing worth having ever comes easy. Choosing this path will be challenging, but the rewards at the end are invaluable. The most important result will be that the transition to college will be very smooth and you will be well prepared for the rigors of that challenging environment.

Students who choose to become IB Diploma Candidates make a commitment to work as diligently as possible, with the goal of obtaining the IB Diploma. IB requires that students remain in “good standing” throughout their participation in the program. Good standing means that a student adheres to the school’s academic Integrity standards (found in the student handbook- ie qualifications of prerequisites for each course), maintains good attendance, is not excessively tardy, and follows the requirements of the program and each of his/her IB courses.

Specifically, each IB Diploma Candidate is expected to:

- Come to school on time and not be late to classes.
- Adhere to the school’s [Academic Honesty Policy](#) and act with integrity and honesty.
- Do their best to exemplify all 10 [IB Learner Profile Traits](#).
- Understand what academic honesty is, as well as what constitutes malpractice according to IB and CHS.
- Not be excessively absent from school or a particular class, adhere to the *hours requirement* of each course.
- Never be truant from school.
- Manage time efficiently
- Work to full potential.
- Turn in all work in each class ON TIME.
- Be prepared for every class.
- Participate in classroom discussions.
- Make up work in a timely manner, if absent.
- Meet or exceed the requirements of each teacher.
- Stay in good standing at school and in each class.
- Ask questions when something is not understood.

Also, all IB Diploma Candidates agree to:

1. Use the ManageBac website to log CAS hours, reflections, and learning outcomes on a consistent basis (at least once every two to three weeks).
2. Use the ManageBac website for other IB related tasks when informed to do so by the IB Diploma Coordinator.
 - a. upload internal assessments for IB assessment
 - b. manage the Extended Essay and complete all forms
 - c. communicate with CAS EE advisors
3. Agree to attend all IB Office Hours meetings- at least 2 times a semester for general IB information sessions, and regularly for CAS/EE.

4. Agree to read the following documents on
 - [IB Regulations document](#) (**Parent and Participant must read**).
 - CAS Information document & [CAS Guide](#).
 - Study Skills [website](#)
 - The [ManageBac Student Guide](#)

Expected Cost in the IB Program:

- Exam Fee (per subject) \$120.00
- *Prices are subject to increase by IBO these are estimates*
- Registration for May exams begins October 1st through October 25th, payment is made online through the ASB webstore.
 - Examples
 - **Juniors** can take no more than two exams: estimated cost \$220.00 (2 exams) \$290 (1 exam)
 - **Seniors** typically take 4 or 5 exams: estimated cost \$480 (4 exams) \$600 (5 exams)
 - A student taking all exams senior year: estimated cost \$720.00
 - payment plans are available from the IB coordinator, and all payments must be made in full by May 25th of the examination year, or students may be prevented from participating in graduation ceremonies.

Success in the IB Diploma Program requires that the student, his/her caregivers, teachers, counselor, and the IB Diploma Coordinator all work together to ensure the student's success in the program. Caregivers are also encouraged to check the Managebac and their emails for updates on CAS opportunities and to read over the documents that students have been asked to study.

Additionally, each IB Diploma Candidate is responsible for:

- I. **Perform ongoing (1-2 hours a week minimum) Creativity, Service, and Action activities throughout the two years of the program.** These hours must be reflected upon in an ongoing basis. There should be approximately 50 hours in each area. Each activity must include documentation and reflections. A CAS project must be performed and each of the eight (8) learning outcomes must be met at least once.
 - A. 50 ongoing hours (including documentation and reflections) must be completed by the end of May in Junior year.
- i. Writing an Extended Essay of 3000-4000 words and meeting these deadlines
 1. (exact dates TBA):
 - a. turn in a final draft by the September due date
 - b. turn in the final essay by the October/November due date
- ii. Successful participation in the Theory of Knowledge course:
 1. Submission of the presentation (spring)
 2. Submission of the written assignment (fall)
- iii. Meeting deadlines and requirements for all IB courses.
- iv. Complying with the expectations of each IB teacher (as listed previously in this document and in the syllabi of each class).

- v. Following all other expectations previously listed on this document.

Creativity, Activity, and Service

Student/Parent Handbook

International Baccalaureate Diploma Program



Claremont High School

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Welcome to the CHS IB program. One of the many excellent components of the IB Diploma program is the Creativity/Activity/Service (**CAS**) Requirement. This guide explains IB policies and expectations as well as how CAS is done at Claremont High School.

CAS begins the first day of school the fall semester of the candidate's junior year.

The CHS IB program expects full diploma candidates and their guardians to read and become familiar with this CAS guide the summer **before** the junior year. Below is an outline of CHS IB expectations and deadlines

Begins in September of your junior year

Has at least 50 hours each of Creativity/Activity/Service (though most have many more)

Lasts for 18 months (September Junior year to March Senior year)

First semester junior year:

Write aims and goals in Managebac

Begin entering experiences and planning CAS projects

Attend CAS workshop sessions as necessary

Second semester junior year:

Assigned to a CAS Advisor. Attend CAS group meetings.

Add evidence and reflection to first semester experiences.

Continue entering experiences and planning CAS projects

Work on IB Celebration.

Have portfolio evaluated by advisor.

Are you on track? You should be halfway done by now

Finish up all junior year experiences (proposal/evidence/reflection) by June 1.

Summer between grades 11 and 12

Work on CAS experiences and projects.

Enter summer experiences into Managebac.

Don't forget to gather evidence for your summer activities!

Summer activities need to be complete (proposal/evidence/reflection) by Sept 15.

First semester senior year

Attend CAS group meetings with advisor.

Verify that your CAS experience is balanced (evidence of all outcomes, enough hours in the three areas)

Continue CAS experiences.

Have portfolio evaluated by advisor. Is it complete?

Second semester senior year

Finish up portfolio by March 4th. Most will be done with CAS at this point.

CAS Coordinator evaluates each portfolio.

Students with incomplete portfolios receive revision list.

Revisions due by April 1st.

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 shows 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.

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.

Understanding CAS

Creativity, Activity, Service (CAS) is the heart of the Diploma Program. It is one of the three essential elements in every student's experience. CAS is fundamental to the program and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. CAS 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.

Creativity, Activity, Service:

Creativity is interpreted broadly to include a wide range of activities that involve creative thinking. Creativity provides students with the opportunity to explore their own sense of original thinking and expression.

Activity is focused on getting involved in physical exertion that contributes to a healthy lifestyle. This can be described as sustained, purposeful exercise. The aim of Action is to promote lifelong healthy habits related to physical well-being.

Service requires students to understand their capacity to make a meaningful contribution to their community and society. Through Service, students develop and apply personal and social skills in real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability for their actions.

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 Program. A good CAS program 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 students, CAS activities include experiences that are profound and life-changing.



CAS is integral to the success of the IB Diploma candidate. Together with the Extended Essay and Theory of Knowledge class, they compose the center hub of the IB Diploma Program model.



What are CAS experiences?

The following questions will help you determine whether or not an intended experience qualifies as CAS.

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

What is not considered CAS?

- Any class, activity or project which is already part of the student's Diploma Program (IB classes).
- An experience for which a student is personally rewarded (either financially or with some other benefit).
- Doing simple, tedious and repetitive work, like returning school library books to the shelves.
- Completing a task and not knowing why you are doing this task or the task does not actually service other people.
- A passive pursuit, such as a visit to a museum, the theater, art exhibition, concert or sports event, unless it inspires work in a related activity 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 experience where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Experiences which cause division among different groups in the community.

CAS EXPERIENCE EXAMPLES

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. Diploma candidates must earn about one-third of their hours in each of the three categories below for a total of 150 hours (2-3 hours a week) over the course of their junior and senior years.

Don't panic! You probably are already doing many different activities that will count as CAS, and do not have to take on many new activities. Look at your routines and interests through the lens of CAS and you should see that you are already leading a rich, well-rounded life that will also "count" for CAS.

CREATIVITY (C)

photographer
literary magazine
theatre involvement
speech tournaments
debate tournaments
newspaper or yearbook
Mock Trial
creative writing
marching band
youth symphony
band and choir participation
outside music program
reading books
pre-school helper
teaching activities
landscape planning
preparing for art show display
personal drawing, painting, etc.
pursuit of some hobbies
drama or dance productions
ArtStart

ACTIVITY (A)

all sports competitions
recreation leader
clearing trails for parks
run for the hungry
organized dance
biking to school
tree planting
scuba diving
hiking in Europe
gardener at a local park
aerobics
coaching
physical fitness
walkathons
personal exercise program
student trainer

SERVICE (S)

hospital, library, museum volunteer
Plant-A-Tree foundation
Interact Service Project
community rebuild projects
day care volunteer
Head Start
Salvation Army
coaching w/ recognized youth org
translator
peer tutoring (unpaid)
Girl Scouts; Eagle Scout project
Food bank volunteer
clean up creek beds
mission projects
International Amnesty
home shelters
teen hotlines / crisis center
Habitat for Humanity
Key Club
recycling programs

Here are some examples of CAS projects incorporating two or three of the CAS elements:

- teaching physically disadvantaged children to swim (A,S)
- coaching Little League softball team or day camp (A,S,C)
- organizing and implement a reading program for small children (S,C)
- teaching a language to recently arrived immigrant children (C,S)
- exchanging artistic or musical skills with other students in a local school (C,S)
- working as a volunteer at a children's camp (A,S,C)
- constructing a building, such as for Habitat for Humanity (A,S)
- clearing a beach or lake front of oil pollution and/or litter (A,S)
- organizing or being part of the implementation of a walkathon (C,A,S)
- raising funds for Amnesty International (C,S)
- creating and managing an IB website (C,S)
- organizing and collecting food, clothing for charity organizations (C,S)

Getting Started on your Journey

1. CAS experiences should be about 2-3 hours a week, with the time being divided proportionately among the three areas. The candidate may begin their planning for a CAS experience at the beginning of their junior year. CAS activities started before the first day of the junior year do not count towards the IB CAS requirement. Candidates must complete their CAS requirements to obtain their IB diploma. Candidates may not be paid or work for a profit organization.

2. **One CAS project** of the candidate's choice. Project times will vary, but the project should take a month (if not longer). The project time includes planning, execution and follow up. This project should involve teamwork and collaboration with others. We encourage IB students to work together on projects that benefit our school and community. This also provides an excellent opportunity for students to engage with issues of "global importance."
3. All **CAS projects** must be approved in advance by the CAS coordinator or advisor before beginning the experience.
4. The experiences need to be verified with evidence of completion supervisor signed statements .
5. Your portfolio should also include artifacts (photo, certificate, newspaper article, etc.) that illustrate the work, service or action completed.
6. CAS experiences require a written reflection that include a description of what the candidate did, what the candidate has learned and what CAS outcomes were experienced .
7. The activities can be projects, groups, teams and volunteer work that you already are doing. They are often those types of activities that many of you will use in your college application process.
8. The CHS IB students use Managebac to record, journal and document their CAS activities. It is important that candidates keep good records of what they accomplish. The documentation may take many forms, including weblogs, illustrated displays, videos, slide shows, or photography.



CAS Learning Outcomes

Reflection is central to building a deep and rich experience in CAS. The CAS experience as a whole, including reflections should include evidence that students have met the 7 learning objectives. Some may be demonstrated many times, in a variety of activities, but completion of CAS requires only that there is some evidence for every outcome.

- **Identify own strengths and develop areas for growth**
Students 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.
- **Demonstrate that challenges have been undertaken, developing new skills in the process**
A new challenge may be an unfamiliar activity, or an extension to an existing one. As with new challenges, new skills may be shown in experiences that the student has not previously undertaken, or in increased expertise in an established area.
- **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
- **Show commitment to and perseverance in CAS experiences**
Students demonstrate regular involvement and active engagement in CAS
- **Demonstrate the skills and recognize the benefits of working collaboratively**
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.
- **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 locally, nationally or internationally.
- **Recognize and consider the ethics of choices and actions**
Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

CAS Reflections

Reflection needs to be developed. It should not be assumed that it comes naturally; your reflections will improve over time. Reflections and the process of showing evidence of your activities should be about the quality of the evidence and reflection that demonstrate your learning process. On any activity, it is appropriate to ask the following questions. *Note - *These are guiding questions.*

1. Summarize what you/your group did in this experience/project and how you interacted with others.
2. Identify and highlight what learning outcome(s) this activity exemplify. This should be clear in the reflection, using **bold** font.
3. Explain what you hoped to accomplish through this experience /project.
4. How successful were you/your group in achieving your goals? What difficulties did you encounter and how did you overcome them?
5. What did you learn about yourself and others through this experience/project? What abilities, attitudes and values have you developed?
6. Did anyone help you to think about your learning during this experience /project? If so, who helped and how did they help?
7. How did this experience/project benefit others?
8. How did your experience reflect the IB Learner Profile?
9. What might you do differently next time to improve?
10. How can you apply what you have learned in other life situations?

The CAS Project

The IB CAS project is intended to give focus and depth to your CAS activities. Your project should be collaborative in nature and should leave some sort of lasting impact on our community and could have an aspect of ethical or global importance (*think global, act local*). The project is not in addition to the 2-3 hours a week of CAS required by IB, but rather is a way to focus on the core values of IB.

You will need to submit a project proposal via the CHS CAS Managebac BEFORE you begin the project. Your project proposal should include:

- A description of the project and its global or ethical importance
- Supervisor of project
- What areas of Creativity/Action/Service addressed
- Learning outcomes to be addressed
- Other CHS students involved
- Your unique role in the project

Responsibilities of the Candidate

Students are required to:

1. Verify registration in the CHS Managebac in September of the junior year website (Enrollment done by the IB Coordinator). We use Managebac software to record CAS at CHS. It is important to ask for help if you get stuck. Appropriate people to ask are your CAS advisor, the CAS coordinator, your TOK teacher or the IB coordinator.
2. Self-review at the beginning of the CAS experience and set personal goals for what the student hopes to achieve through their CAS experiences (Aims and Goals)
3. Meet with assigned CAS advisor when meetings are called.
4. Once approved, complete proposed experiences, following all CAS requirements.
5. Plan, execute and document your approved extended project.
6. Keep records of activities and achievements, including a list of the principal activities undertaken via Managebac.
7. Reflect on their experience and show evidence of achievement on all of the CAS learning outcomes on Managebac by completing a journal reflection for each experience and the extended project.
8. Students are expected to report hours accurately and honestly. Students who misrepresent hours, signatures, approvals, or placements forfeit any honor or award and may jeopardize their high school graduation

IB CAS Contract
(PLEASE PRINT)

Date: _____

Student Name: _____

Student Email: _____

Parent's Name: _____

Parent's Email: _____

Student and Parent
Initials:

_____ 1. I have received a copy of the Claremont High CAS guide.

_____ 2. I understand that all CAS experiences must be **PRE-APPROVED** for CAS Credit.
<http://claremont.managebac.com>

_____ 3. I understand that CAS experiences are unpaid and voluntary.

_____ 4. I understand that CAS experiences must show evidence of all learning outcomes
within the 150 hours to receive the IB Diploma.

_____ 5. I understand that IB students should "own" their personal CAS programs and need to
take initiative to complete CAS experiences.

_____ 6. I understand that I should keep records of all CAS experiences and achievements.

_____ 7. I understand that all hours of the CAS experiences should be completed by March of
the senior year.

Student Signature: _____

Parent Signature: _____

Date: _____

RETURN THIS FORM TO MRS.SIEG- IB Coordinator (main office)

I understand and agree to the terms of this document. Furthermore, I understand that, among other consequences, I can be transitioned from the IB Diploma Program at Claremont High School if I do not abide by this agreement.

Student Signature

Date

I agree to work cooperatively with my child, their IB Diploma teachers, the IB Diploma Coordinator, and administration to support my child in the IB Diploma Program. Further, I understand what is expected from me as a parent/caregiver as well as my student as an IB Diploma Candidate (including that my child can be transitioned from the IB Diploma Program at Claremont High School if he/she does not abide by this agreement).

Parent/Caregiver Signature

Date

RETURN THIS FORM TO MRS.SIEG- IB Coordinator (main office)

Declaration

You understand and consent to:

- 1) The programme coordinator or another authorized school staff member uploading your work to the IB's eCoursework system, and
- 2) The IB's processing, use, disclosure, and transfer of your personal data, including without limitation any sensitive personal data and/or education records, as described in the IB's privacy policy and the Privacy Supplement, including worldwide cross-border transfers (including storage and access of such data outside of your country of residence).

You also confirm that

1. you are **at least 15** years old;
2. that the version of any materials you pass to your programme coordinator or another school staff member is the correct and final version, is your own work and that you have correctly acknowledged the work of others, and
3. that failure to do this will be investigated as a potential breach of IB regulations.

Signature.....

Print name.....

Date.....

RETURN THIS FORM TO MRS.SIEG- IB Coordinator (main office)