



STUDENT HANDBOOK



2023-2024

www.westsoundacademy.org

Learning with Intention

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

Anne Frank

To Make an Impact on the World!



WSA Mission

To support students along an engaging educational journey where they can ignite their unique spark and learn to use it to make a positive impact in the world.

WSA Values

Think, speak and act outside of ourselves

Demonstrate empathy and compassion

Develop deeper understanding

Explore with curiosity

Engage with different perspectives for the benefit and interests of ALL

Embrace and respect diversity

Integrate concepts from diverse viewpoints

Collaborate and draw out the strengths of one another

Listen with intent to understand

IB 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

WELCOME



Dear Student,

This is your handbook for the Creativity, Activity, and Service program. Here you will find all the information you need to carry out your program successfully. Make sure you read this handbook carefully. The Creativity, Activity, Service program is an experience-based personal development program. It is designed by you, with the support of your Advisor and CAS Coordinator. Our role is to guide you through this process, listen to your questions, and to get to know you and what you are passionate about. If you want to speak to me, just come to Frodel 2 before school or during lunch, or send me an email, and we can make arrangements to meet. We will also be able to set up a time during Advisory to meet.

In the Handbook you will find the explanation and regulations for CAS experiences, forms and other useful materials. When you create your CAS portfolio you can document this completely online by using Toddle and your personal Google Site through uploads. You are welcome to use any of the established social media tools (Wordpress, Blogger, Twitter, Tumblr, Instagram), alongside Toddle, since you can link these together.

I wish you an inspiring year!

Gretchen Nordleaf-Nelson
CAS Coordinator

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WHAT IS THE CREATIVITY, ACTIVITY, SERVICE PROGRAM?



The Creativity, Activity and Service program (CAS) is a program of experiential learning. It is at the core of the IB Diploma and it is aligned to our school's core values of community, integrity and respect. Simply put, CAS continues your education outside the classroom. It is an opportunity for you to develop your own skills and interests and contribute what you have to offer to various communities by short-term or long-term experiences you have undertaken.

CREATIVITY

Exploring and extending ideas leading to an original or interpretive product or performance. Creativity will come from your talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. You are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

At WSA some current examples are Drama Club, Tech Club, Monday Afternoon Music Club.

ACTIVITY

Physical exertion contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide **a genuine challenge and benefit**. Students who regularly participate in suitable activity experiences are encouraged to **develop and extend their participation**. Students could **expand personal goals, explore different training models to enhance their existing sport or become involved in a NEW sport**.

Some current examples are sports you can be involved in with your local school district, outdoor experiences, climbing, mountain biking, hiking, running, or dance.

SERVICE

Collaborative and reciprocal engagement with the community in response to an **authentic need**. The aim of the "Service" strand is for students to understand their capacity to make a **meaningful contribution** to their community and society. Through service, our students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

FOUR TYPES OF SERVICE ACTION

It is recommended that our students engage with different types of service within their CAS program. These types of action are as follows.

- **DIRECT SERVICE:**

Student interaction involves people, the environment or animals.

For example, this can appear as one-on-one tutoring, language, math tutoring with local kids, peer-to-peer listening, musical instrument teaching, science experiments with local kids.

- **INDIRECT SERVICE:**

Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.

For example, this can appear as re-designing a non-profit organization's website, letter writing to politicians, businesses and journalists call for change on matters of humanitarian and environmental concern.

- **ADVOCACY:**

Students speak on behalf of a cause or concern to promote action on an issue of public interest.

For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

- **RESEARCH:**

Students collect information through varied sources, analyze data, and report on a topic of importance to influence policy or practice.

For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

CAS is intended to help you develop as an individual, through a process of self-discovery, self-awareness and reflection.

During this process, you will think about yourself and about how others see you. You will assess your strengths and areas to work on, and you will reflect on the experiences as you carry them out. During and after an experience, you will have to reflect on what you are doing, how you are doing it, and what thoughts or feelings it creates for you. As a result, before you start, you need to stop and look at yourself and the activities which you would like to take part in. How to do this is explained in this Handbook.

A good CAS program must relate to your personal qualities, aims and ambitions, so that it is relevant for you and has a powerful learning value. Setting goals, making plans to achieve them, and the assessment of your results are fundamental to experiential learning. It is essential that you develop the habit of critical reflection.

Naturally, CAS experiences should be something you both enjoy and feel are worthwhile to you and the community of our school and beyond!

We hope you all enjoy this framework and make the most of the opportunities it provides.

A CAS EXPERIENCE



A CAS EXPERIENCE CAN BE A SINGLE EVENT OR MAY BE AN EXTENDED SERIES OF EVENTS. IT MUST BE DISTINCT FROM, AND MAY NOT BE INCLUDED OR USED IN, THE STUDENT'S DIPLOMA COURSE REQUIREMENTS.

HOW TO DETERMINE IF AN EXPERIENCE IS CAS?

IT IS CAS, IF THE EXPERIENCE

- Fits in one or more strands
- Is based on interests or skills
- Gives an opportunity to develop the IB learner profile attributes - inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, reflective
- Is enjoyable
- Allows reflection and growth
- Allows learning outcome(s) to be addressed

IT IS NOT CAS, IF THE EXPERIENCE

- Is part of the student academic programme
- Is mundane, repetitive
- Is part of a religious devotion or involves proselytizing
- Is passive, such as visits to museums or the theatre unless relevant to a project
- Has anything to do with the family, the holidays (except for organized courses, guided trekking)
- Is raising money with no particular aim
- Could cause friction between community groups
- Is working in an old people's or children's home and the student has no idea of how the home operates and no contact at all with the elderly residents or children
- Actually does not provide service for other people

CAS IN THE CURRICULUM:

For example:

Establish an Environmental Awareness Group, Conservation Group, to promote awareness of local Nature, Birdlife, Animals' Habitat, perhaps through links with the UNESCO World Heritage Forest. Students should discuss their ideas fully with their Mentor and with the CAS coordinator.

HOW EACH SUBJECT GROUP OF THE DP CAN CONTRIBUTE TOWARDS CAS

The Student can even use their subject groups to create a CAS experience. The examples below are suggestions only. Students should create their own authentic connections where possible.

Group 2

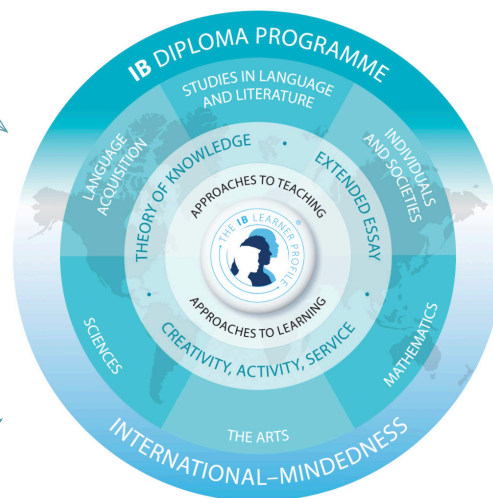
Students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

Group 1

Students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

Group 3

Students could record the XXX histories of people living in elderly residential facilities and create a social enterprise addressing a community need or collaborate on a community garden.



Group 4

Students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in "walk around School" groups.

Group 6

Students could take dance lessons that lead to a theatrical performance; participate in community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

Group 5

Students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

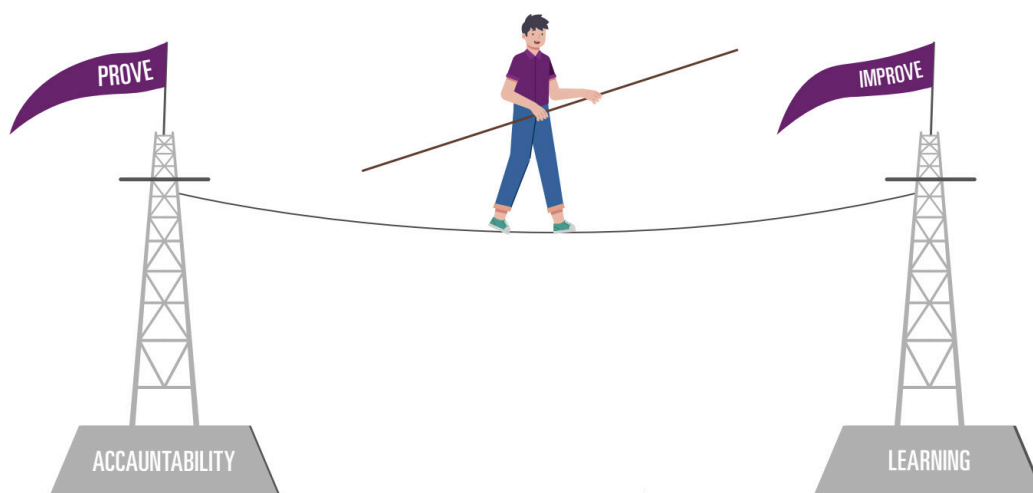
PROCEDURE FOR INITIATING A CAS EXPERIENCE

- 1 Think carefully about how the experience fits into your overall CAS program.
- 2 Ask someone to be your CAS supervisor
- 3 Submit the CAS experience or CAS project proposal form
- 4 Answer the guiding questions and send these to the CAS coordinator. They will help you decide if the activity really is a CAS experience
- 5 Check with the CAS coordinator that the experience has been approved
- 6 Carry out the experience
- 7 Reflect continuously on the experience and document your reflection. You should reflect on each experience before you begin it, while you are carrying it out, and after completing it. All experiences should be reflected upon within one week after completing the experience!
- 8 Ask your supervisor to fill in the evaluation form

REFLECTIONS

To meet the CAS requirement for your diploma, you must fulfill each of the requirements listed in the section, "requirements for each CAS experience". Your experiences must be properly documented and you must provide evidence that you have achieved the seven key learning outcomes.

THE MOST IMPORTANT ASPECT OF EVALUATION IS YOUR OWN SELF-EVALUATION.



The school will offer you formative feedback on your progress and guidance on future experiences. The final decision on completion is made by the school and this is reported to the IB.

THE FIVE CAS STAGES

1 INVESTIGATION

Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.

2 PREPARATION

Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.

3 ACTION

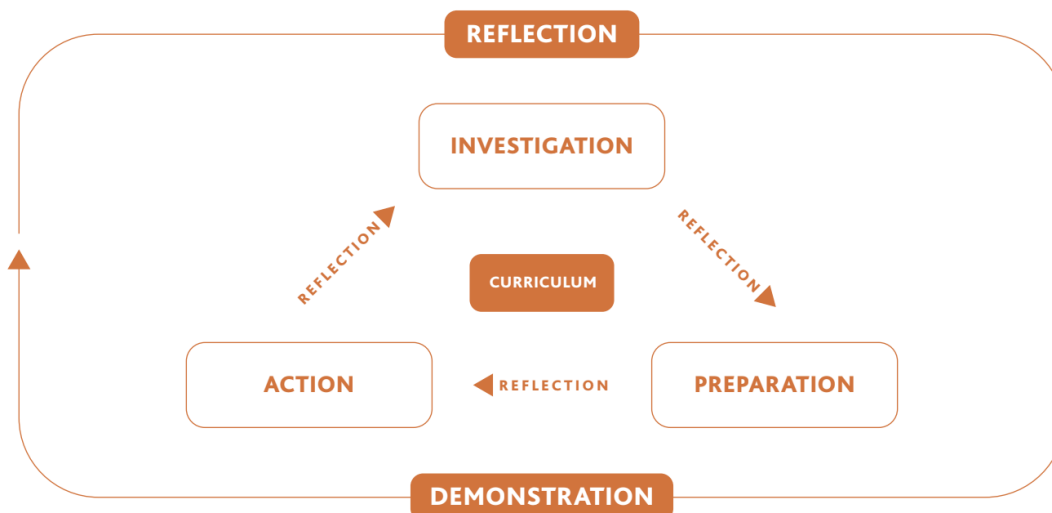
Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4 REFLECTION

Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

5 DEMONSTRATION

Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.



THE CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS programme.** A minimum of one month is recommended for a CAS project, from planning to completion.

A CAS PROJECT MUST:

- Be collaborative and can address any single strand of CAS, or combine two or all three strands
- Last at least one month from planning to completion
- Follow the 5 CAS stages with evidence of each
- Include a risk assessment

Students can initiate other projects in other areas, for example starting a new Global Concern group, choreographing a dance show, organizing and choreographing a fashion show to raise money for a Global Concern group, etc...

THE DURATION OF THE CAS PROJECT

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants are encouraged, if time allows and a healthy balance is struck.

- **CREATIVITY:**

A student group plans, designs and creates a mural.

- **ACTIVITY:**

Students organize and participate in a sports team including training sessions and matches against other teams.

- **SERVICE:**

Students set up and conduct digital tutoring for senior citizens and local people.

- **CREATIVITY AND ACTIVITY:**

Students rehearse and perform a theatre production for community events such as West Fest.

- **SERVICE AND ACTIVITY:**

Students plan and participate in the planting and maintenance (build a fence) of the WSA Garden area along the drive.

- **SERVICE AND CREATIVITY:**

Reducing the consumption of single-use plastic bags in Poulsbo and surrounding communities

- **CREATIVITY, ACTIVITY, AND SERVICE:**

Students design, create and distribute a brochure on a human rights issue locally.

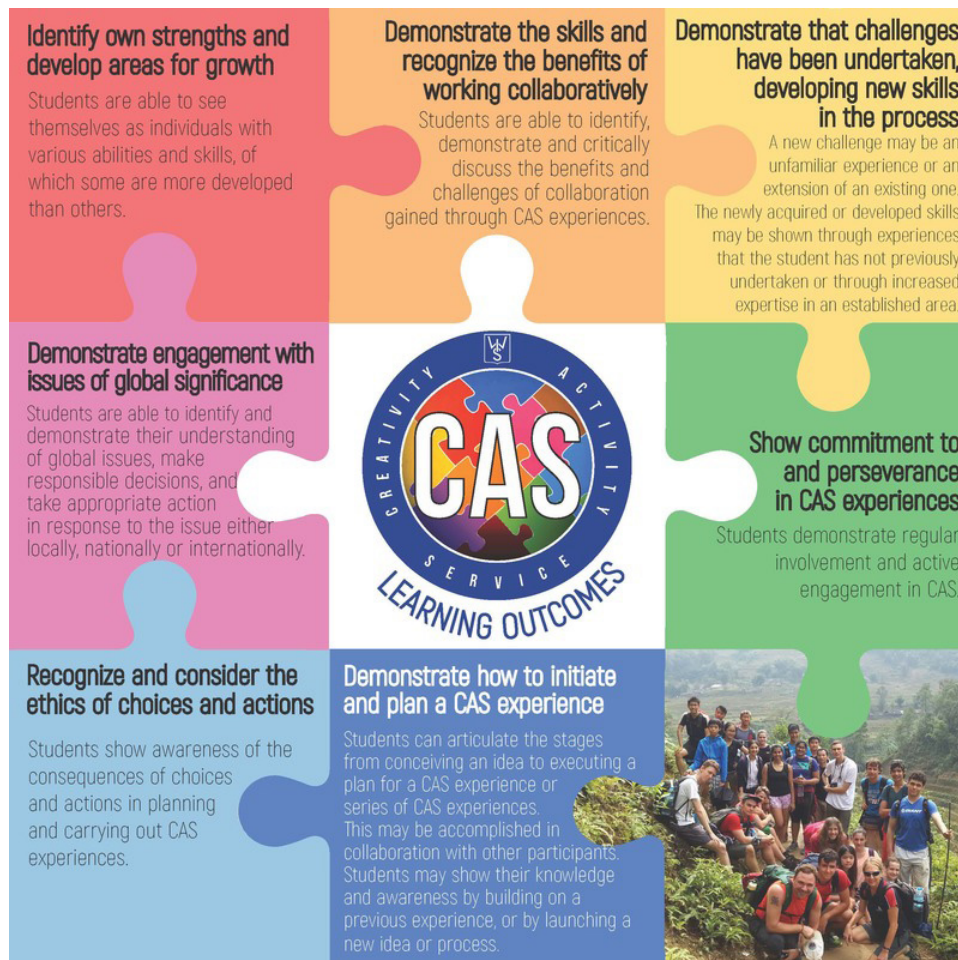
CAS LEARNING OUTCOMES

Student completion of CAS is based on the achievement of ALL SEVEN of the CAS learning outcomes. These outcomes must be realized through the student's commitment to his or her CAS programme over a period of 18 months.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome, but completion of CAS requires that there is some evidence for every outcome.

On Toddle, students provide WSA with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme. The evidence of achieving the 7 CAS learning outcomes is found in students' reflections, which should be recorded in Toddle and demonstrated during the student's last interview.

To complete CAS, the student is responsible for showing achievement in each of the 7 learning outcomes.



LEARNING OUTCOMES

1.....**AWARENESS** - IDENTIFY OWN STRENGTHS AND DEVELOP AREAS FOR GROWTH

Thinking about your own strengths and qualities: how did an activity help your self-awareness about your existing qualities and skills? Which of your own existing skills and qualities could and should you improve and develop in the future?

2.....**CHALLENGE & SKILLS** - DEMONSTRATE THAT CHALLENGES HAVE BEEN UNDERTAKEN, DEVELOPING NEW SKILLS IN THE PROCESS

How was an activity a new challenge to you? What was unfamiliar or difficult about it, to make it a challenge for you? Which completely new skill did I develop, or which existing skill did I significantly improve, as a consequence of a CAS experience?

3.....**INITIATIVE** - DEMONSTRATE HOW TO INITIATE AND PLAN A CAS EXPERIENCE

You 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. You show your knowledge and awareness by building on a previous experience or by launching a new idea or process. Was an activity you are reflecting on planned and initiated by you right from the start of that activity? Did you initiate that activity or did you join an activity initiated by someone else?

4.....**COLLABORATION** - DEMONSTRATE THE SKILLS AND RECOGNIZE THE BENEFITS OF WORKING COLLABORATIVELY

You should be able to identify, demonstrate, and critically discuss the benefits and challenges of collaboration gained through CAS experiences.. You can ask yourself: Did I work alone or did I collaborate with others? How did the collaboration go – what did I observe? (Note: one project, involving collaboration and the integration of at least two of creativity, activity and service is required.)

5.....**PERSEVERANCE** - SHOW PERSEVERANCE AND COMMITMENT IN 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. Did I show perseverance and commitment while doing a regular, weekly CAS activity, or was my participation irregular and occasional? Did I accept a share of the responsibility for dealing with problems that arise in the course of activities?

6.....**GLOBAL VALUE** - ENGAGED WITH ISSUES OF GLOBAL IMPORTANCE

If you are able to join international projects (for example during holidays) you may but there are many global issues at a local or national level as well (i.e., environmental concerns, caring for the elderly). Think global, act local!!

7..... **ETHICS** - RECOGNIZE AND CONSIDER THE ETHICS OF CHOICES AND ACTIONS

Ethical decisions arise in almost any CAS experience (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the CAS coordinator.

All SEVEN outcomes must be met, along with a balanced amount of creativity, activity and service experiences, for a student to complete the CAS requirement. In order to meet these goals, students should be conducting a new CAS experience all through the DP programme over 18 months

CAS REFLECTION GUIDELINES

A Reflection must be completed within 1 week of the completion of the CAS Experience. 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. The fundamentals are simple. Of any experience, it is appropriate to ask the following questions.

*Note - These are guiding questions, but should be used to help guide your reflecting and expressions thereof.

1. Summarize what you/your group did in this experience/project and how you interacted with others.
2. Explain what you hoped to accomplish through this experience/project.
3. How successful were you/your group 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 experience/project?
5. 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?

Reflections can be more than just answering these nine reflection questions. You can keep a journal, a scrapbook, a blog, make CDs, take pictures, create photo essays, videos/DVDs or weblogs, or make up varied portfolios. The type of evidence chosen should reflect the learning outcomes met, and the experience gained over the course of the experience. And all must be uploaded to Toddle to show completion of your CAS experience.

All experiences should be reflected upon within one week of the completion of the CAS experience!!

REFLECTION IS	REFLECTION IS NOT
<ul style="list-style-type: none">honest •varied •done in many different ways •sometimes boring •difficult •sometimes creative •building self-awareness •necessary for learning •surprising •sometimes really fun •helpful for planning •done alone or with others •about thoughts, feelings and ideas •	<ul style="list-style-type: none">• only led by teachers• forced• right or wrong• good or bad• to be graded• difficult• copying what someone else said• predictable• to be judged by others• done to please someone else• a waste of time• only written• only discussion

You can find some good examples of student reflections on the next page.

FOOTBALL CAS: A SERIES OF WRITTEN REFLECTIONS BY ONE STUDENT



17 FEBRUARY

I wouldn't say my football ability is terrible but I would like to improve on the skills I already have. During high school, I would occasionally play football, however, in my opinion, there was no real passion behind it. I played football just because I had to, however, over the given two year period, I've grown to the sport and began watching a lot more on television. This has driven me forward into building upon the skills I have into a better player overall. Also, this would help me keep fit and healthy while studying the IB. The first week, I filled in the midfield role to push for a 3-1 victory over the opposing team. Good start to a promising future I thought.

24 FEBRUARY

I decided I wanted to play the same role as I did during the first week. My reason for this was I knew some of the mistakes I had made during my debut match. For instance, in an attempt to pass the ball to one of the strikers as they were in on goal, I accidentally passed it off the pitch. This led to the opposing team getting a throw in and led to them getting a goal. Therefore, this time round, my aim for this week was to play the role I was 100% sure of and knew the limits to my abilities.

2 MARCH

As I started the match on both first and second week, I did not want to be greedy and continue to be first pick. The main reason I believe I was first picked was purely based upon knowing friends that attended football on Friday. I took this time to stand on the side and observe those who played in the role midfield that I would normally be playing to see if they are doing anything different in comparison to me. I know that in any team sport it is essential to be cooperative and have good communication with the team. Saying this, I wanted to explore how important it was to be a communicative player in a team and therefore, at the beginning of next week, I shall be asking if I can play manager of the team rather than playing. This will allow me to see how the team interacts and able to communicate good strategies I may have come across.

9 MARCH

This week went successfully I think. I had the privilege to manage the team, which I found interesting. My plan was to observe the game and, during the second half, have a quick team talk about the positives and negatives. I called for a change in formation, as I believed it would be more beneficial to the team if we played 1 striker but 5 midfielders instead. Fortunately, the strategy worked and we came out from a 2-1 lose during the first half to a 2-3 win for the students! What an intense game.

16 MARCH

Getting picked for a starting position felt good again. Although previously I had really enjoyed the manager role, I think a big part of playing football every Friday is to maintain a high level of fitness and try to extrapolate as much both physical and mental skills as I can from the sport. Therefore, going back to the midfield role was fun and interesting as I could use the skills I had acquired from last session whilst playing in the game.

30 MARCH

This week was not as exhausting as other weeks are for me as we ended up playing a five-a-side match due to a shortage of players. I could not gain much from the game and therefore once everyone decided to leave, me and friends stayed to play penalty shoot out. I found out during this week that there is a huge amount of pressure on one's shoulders.

STUDENT REFLECTION ON SINGING

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“I think that I would really like to improve my singing abilities in Cantabile. Absolutely fantastic singers surround me, so perhaps I could pick up some things regarding singing technique from them. They are willing to teach, and so I should be open to learning new things about my voice and how to sing. Also, we are constantly being pushed, in terms of breathing time, range, vocal abilities, and so on. For the Beethoven 9th Symphony that we’re doing with the Singers, the highest note is a high B, and there are numerous high As, which is at the absolute top of my range, which causes me some discomfort. However we do extensive warm-ups to get to it and I know that if I persist at it, my range will increase. Also for some of the motets that we do, because of the slow tempo and lengthy Latin phrases, breathing is scarce and therefore that trains my diaphragm and also increases my breathing efficiency. So these are just ways in which I hope to improve in Cantabile over the coming year.”

”

STUDENT REFLECTION DEBATING

“

“I have always wanted to join a debate club as I believe we learn a lot of valuable skills for the future. Debating helps us argue persuasively and make our point without becoming aggressive and one of the career options I’m looking at is law, and debate will definitely help my oral and critical thinking skills in this profession. Debate club in the first term was a critical experience because it gave me regained confidence to speak well in public and I discovered that the debate skills learnt in the workshops on weekends helped me in other subjects too, for example, in history we had a class debate and my performance was much better than I expected due mainly to the new skills learnt.”

”

WE EXPECT YOU TO REFLECT IN AN INSPIRED, RATHER THAN REQUIRED FASHION. OVERALL, YOUR CAS PORTFOLIO SHOULD BE REFLECTIVE, RATHER THAN DESCRIPTIVE. THE ULTIMATE PURPOSE OF REFLECTING IN CAS IS NOT TO COMPLETE “A REFLECTION”, IT IS **TO BECOME** REFLECTIVE BY CHOICE AND AS A LIFELONG PROCESS.

WHAT ARE THE REQUIREMENTS FOR A COMPLETE CAS PROGRAMME?

1. REGULAR, HABITUAL PARTICIPATION

The CAS program is designed to create enjoyable, meaningful, regular experiences for you. It is expected that you spend 2.5 hours a week (on average) with your CAS engagements. CAS experiences should be challenging, set to develop new skills and of course fun!

2. BALANCED PORTFOLIO

You are expected to create a balance between the three “strands” of creativity, activity and service. A balanced portfolio means that the time spent on a single strand does not exceed 40% of your whole program. As a rule of thumb, you should aim for each experience to last at least 3 months, or one term. You should also leave some time unplanned for spontaneous opportunities that come up (a hike, a creative idea or quick volunteer opportunity.) All experiences should be documented in a timely manner. Keep track of everything!!

3. AN 18 MONTH-LONG PROGRAM

The program lasts 18 months. In other words, you cannot finish earlier.

4. THREE FORMAL INTERVIEWS WITH THE MENTOR

DP1 first interview in October: Together we discuss the programme you made for CAS including the relation to the learning outcomes and the importance of reflections. We are also addressing the start of your Portfolio DP1 second interview in May: During this interview we check to see if the programme goals have been achieved and we discuss the reflections made. Then we can talk about your Summer Holiday activities and how you are planning to continue in DP2. We will also look at your Portfolio. DP2 third interview in February: This final interview will include your Final portfolio assessment and we will discuss how you can use the content of your portfolio for enrolling at Universities or other follow up education.

5. CAS PROJECT

At least one (and at most 2) of your experiences per DP year must meet the criteria for a project. The criteria are the following:

- Collaboration with peers (other IB students)
- It has to combine at least two “strands” of Creativity, Activity and Service
- Show true impact
- Explicitly using the CAS stages as a planning and reflection tool and should be carefully documented
- A minimum of one month from planning to completion
- CAS project form submitted at the beginning to the CAS Coordinator

6. THE ONLINE PORTFOLIO AND THE GOOD NUMBER OF REFLECTIONS

Your Toddle portfolio and Google site are how you touch base between the coordinator and your work. You are expected to do the house-keeping regularly. We especially place an emphasis on properly setting up a CAS experience. We also expect you to use video, digital photography, and / or other creative evidence in the portfolio. You are allowed to work on paper if that gives you wings, however, later on the essential aspects must be scanned and uploaded. There is no “Good Number of Reflections”. You have to develop your sense of judgment to know when you are reflecting in an inspired fashion and when you are doing it only to please somebody else. Inspired reflections are welcome, because they will show you how you have grown. Naturally, we expect you to go beyond just writing down facts.

7. LEARNING OUTCOMES AND IB LEARNER PROFILE FEATURES

Your CAS experiences need to meet learning outcomes. Your reflections are expected to show a connection between your goals, learning outcomes and the IB learner profile. Keep in mind “think global, act local!”

The IB requires that students keep a CAS portfolio, uploaded onto Toddle. This is a collection of reflections and evidence of experiences to demonstrate engagement with CAS and the achievement of the 7 learning outcomes.

On Toddle, students should record their experiences and reflections. Photos and other records of their participation can be uploaded. At the start of the student's DP1 year, they will be given their log in details to access Toddle and shown how to use it effectively.

AT WSA , WE USE A THREE-PART PORTFOLIO, WITH THE SECTIONS "PROFILE", "EXPERIENCES" AND "REFLECTIONS & EVIDENCE". THESE SECTIONS ARE INTENDED TO ASSIST STUDENTS TO BETTER UNDERSTAND THEIR ENGAGEMENT WITH CAS, REFLECT ON THEIR EXPERIENCES AND PROVIDE EVIDENCE OF THEIR EXPERIENCES.

PROFILE

Here, students would include their goals, interests, skills and talents and plans for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. They identify both short-term and long-term goals in their CAS programme. Throughout CAS, students should add their reflections regarding their ongoing personal development and self-awareness.

EXPERIENCES

This section would chronicle a student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, significant opportunities and how he or she has utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme.

REFLECTIONS & EVIDENCE

Students would place in this section the collected evidence of their involvement in the CAS cycle and their achievements. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos and so on. Students could correlate their involvement with the learning outcomes and may extend their thoughts to future ambitions within and outside of the CAS programme.

Students will have preferences that allow for differentiation, for example, a scrapbook or video log.

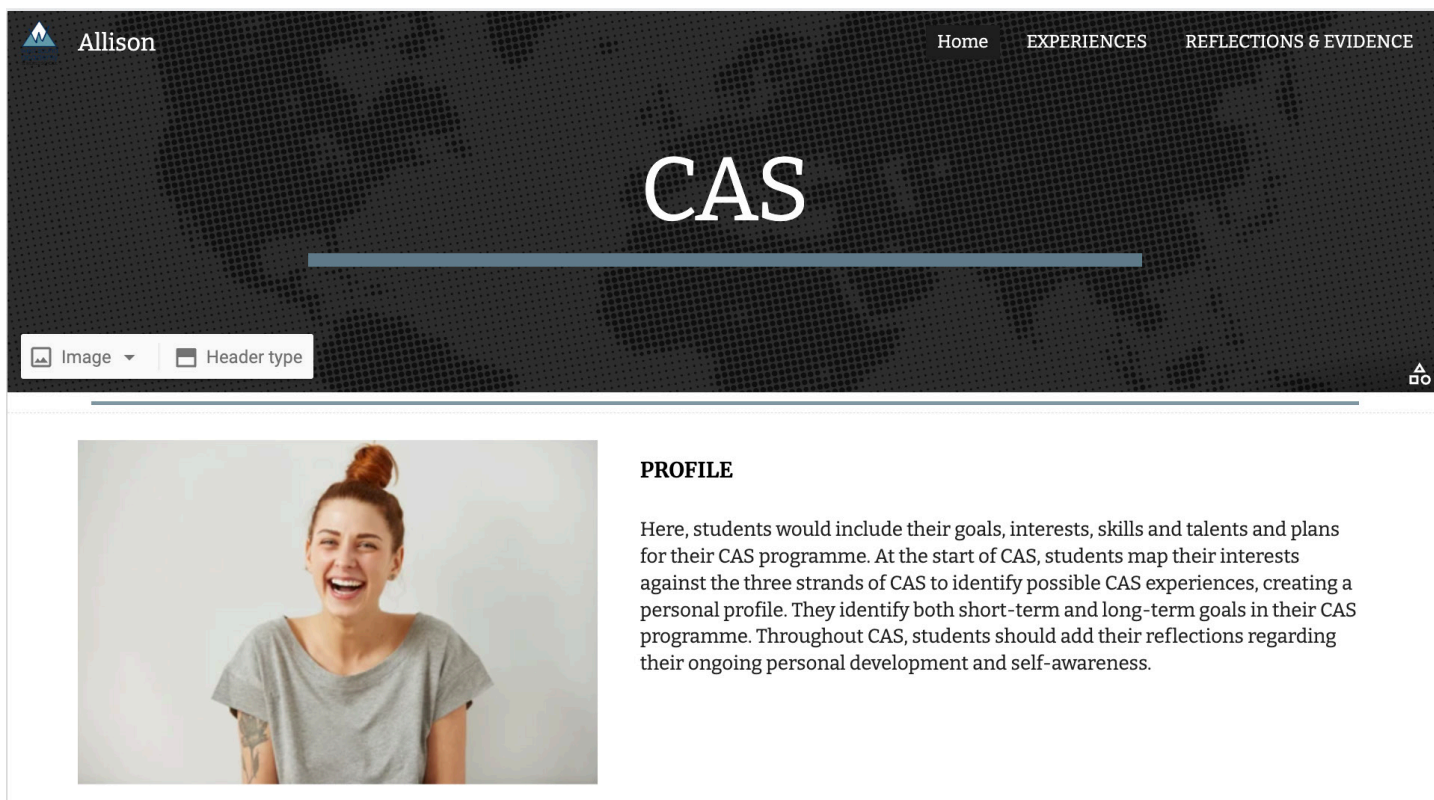
GETTING STARTED ON TODDLE & Creating a CAS GOOGLE SITE

During the first few weeks of DP1, we will help students to create their required Personal Profile on Toddle. Students are required to record all of their CAS experiences in Toddle. The CAS Coordinator will check their student's progress in Toddle.

Students will post the details of their CAS Experiences and Projects, with their Reflections & Evidence on their Google Sites which Advisors and the CAS Coordinator will check weekly for each student's progress.

IBMAY 25 WSA students will have a Google Site to document their Service as Action work or their CAS work. Advisors will share the Google Site Template with each student. Students will be given class time during Advisory to create and personalize their site.

CAS Google Site Example



The screenshot shows a Google Site for a student named Allison. The site has a dark background with a grid pattern. The word "CAS" is prominently displayed in the center. The navigation menu includes "Home", "EXPERIENCES", and "REFLECTIONS & EVIDENCE". Below the header, there is a section titled "PROFILE" which includes a photo of a smiling young woman and a paragraph of text explaining the purpose of the profile.

Allison

Home EXPERIENCES REFLECTIONS & EVIDENCE

CAS

Image Header type

PROFILE

Here, students would include their goals, interests, skills and talents and plans for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences, creating a personal profile. They identify both short-term and long-term goals in their CAS programme. Throughout CAS, students should add their reflections regarding their ongoing personal development and self-awareness.

- When creating their Google Site students DO NOT include their first and last name.
- They can name their site with either their first OR last name, but not both.
- They can also choose a different name for their site with their Advisor's Permission.
- Students are not required to include photos of themselves on their site.
- Photos of the CAS Process are encouraged.
- Students can only include the names of CAS project supervisors with their permission prior to posting it on your site.
- Obtaining this permission is part of writing the proposal.

THE CAS TIMETABLE



DP1

SEPTEMBER	Introduction to CAS - presentation of experiences. Students get a chance to visit various experiences and to discuss priorities.
JANUARY 2ND, 2024	1ST FORMAL INTERVIEW
JANUARY 16TH	1st Portfolio check by CAS coordinator to see if everybody is on track. Students record and reflect on CAS an experiences.
FEBRUARY - JUNE	Meeting with CAS Coordinator available upon request Continuous meetings on request (and continuous portfolio checks)
MARCH 5TH, 2024	CAS COORDINATOR meeting to discus progress with CAS Experiences and Reflections
APRIL 8TH, 2025	CAS COORDINATOR meeting to discus progress with CAS Experiences and Reflections
MAY/JUNE 2024	2ND FORMAL INTERVIEW

DP2

OCTOBER 24TH	CAS Meeting with CAS coordinator; focus on meeting requirements and project documentation
NOVEMBER 14	Project Documentation Check
JANUARY 9TH	Portfolio Check - Four out of six required experiences need to be documented in your portfolio
JANUARY 23rd-30th, 2024	THIRD INTERVIEW - Portfolio due in Todle
MARCH 5, 2024	Portfolio DUE COMPLETED
MARCH 12,19, 26, 2024	CAS Coordinator REVIEW & CANDIDATE REVISION
APRIL 25TH, 2005	Project Demonstration (Presentation Week DP2 Students) CAS Closing - Presentation (Demonstration) to Advisory group or All-School Meeting or community gathering

THE FORMAL DOCUMENTED INTERVIEWS

There are **3 documented interviews** between the student and the Mentors where student progress is discussed and appropriate encouragement and advice is given.

There are **2 interviews in the DP1 year and one in the DP2 year.**

The CAS Coordinator OR their Advisor records their feedback from these interviews on Toddle.

INTERVIEW 1

This interview takes place at the beginning of the Diploma Programme, in **Week 6/7 of the First Term of DP1**. The aim of this interview is to ensure that the student understands the requirements for CAS, to discuss the student's interests and ideas for CAS experiences, to review the CAS stages and generally to advise and assist.

INTERVIEW 2

This interview takes place in the **last two weeks of the Second Term of DP1**. The main purpose is to assess the progress of the student. It is an opportunity to find out if the student has committed to a range of CAS experiences including the 3 strands, has been reflecting and if they are achieving the CAS learning outcomes. Students at this stage will have completed their CAS Project and CAS Project Form.

The portfolio on Toddle and the student's Google Site is used as a reference and reviewed for gathered evidence including achievement of any of the seven learning outcomes.

INTERVIEW 3

This is the summative interview for CAS and takes place in **February/March of the DP2 year**. In this interview the student outlines how they have achieved the learning outcomes, discusses and evaluates their overall CAS programme and reflects on personal growth.

The student's CAS portfolio on Toddle and the student's Google Site is used as a reference.

In order to achieve a full Diploma, the student must have fulfilled the CAS requirements, stated on p 4 of this handbook and in the IBO's CAS Guide for Examinations from 2017. The CAS Coordinator, the Advisor and the IB coordinator will confirm that the CAS requirements have been met after the 3rd interview.

APPENDIX
Helpful Information

Student Initiated Fundraiser Policy

WSA encourages students to take leadership in educating the community about particular needs and to create opportunities for community members to learn about or support organizations addressing those needs. However, as the school grows, so does the number of individual fundraising initiatives. As such, in order for an individual fundraising effort to be promoted by WSA to the WSA community, the Board of Trustees now requires that any individual fundraising initiative be reviewed and approved by both WSA's Administration and the CAS Coordinator.

Any proposed initiative must also meet the following criteria:

- Initiated by a student or group of students
- Related to a CAS project that has been planned by those students
- The beneficiary of the initiative must be in alignment with WSA's mission
- An Individual Fundraising Initiative Form must be completed and submitted to both the Student Council and Head of School by September 30 for an event taking place before January 30th, and by January 30 for an event taking place before the end of the school year.
- The Timing of events must not directly conflict with previously scheduled fundraising events that take place at certain blocks of time the year. The Head of School or CAS Coordinator will make suggestions for appropriate timing.
- Does not involve political initiatives, campaigns or faith-based proselytizing
- Initiative may not be a direct ask for money but **must be in the form of an event** such as a rummage or bake sale or other planned and organized event in order to reinforce the goal of developing a student's organizational, collaborative, financial and leadership skills

Student fundraising initiatives that are approved by the Head of School and CAS Coordinator must be completed within the time frame allotted by the Administration. Students also must complete their CAS reflections on the initiative by the end of the next grading period following the completion of the initiative. The student's advisor will verify on-time completion. Students who do not complete their CAS reflections for the event on time will not be eligible to submit a new initiative.

Students undertaking an individual fundraising initiative that is not targeted to the WSA community, does not require WSA promotion, and does not use WSA resources to promote, does not have to be submitted for approval.

This policy does not prohibit WSA from acting as a sponsor (defined as an organization that contributes financial or in-kind donations) for a mission-appropriate community fundraising event with the approval of the Board of Trustees. However, these events must take place off-campus and be marketed by the beneficiary toward the general public and not just WSA families.

Student Fundraising Proposal

Student(s) Name: _____

Grade: _____ **Date:** _____

Guidelines for proposing a student-initiated fundraising activity

Please see the Student Initiated Fundraising Policy in the Appendix of the CAS Handbook for complete guidance.

Students who wish to launch a fundraising activity which will be promoted on campus and to the community of WSA students and families must first submit this proposal form to both the Head of School and CAS Coordinator for consideration.

This form is required if the activity involves raising monetary funds, selling items or procuring item donations. Opportunities are limited so not all activities will be approved.

Proposed Activity:

Planned Beneficiary and reasons for choosing this beneficiary:

Campaign Start Date: _____ **Campaign End Date:** _____

Overall Goals of the Campaign:

Student Signature _____ Date _____

Head of School _____ Date _____

CAS Coordinator _____ Date _____

Glossary

(Commonly used terms in CAS)

CAS Adviser

Throughout this guide the term “CAS advisers” refers to teachers or other school staff whose role is to provide ongoing support and advice to individual or groups of CAS students in relation to their CAS programme. CAS advisers participate in professional development, often led by the CAS coordinator to understand their roles and responsibilities.

Collaborative

Collaborative experiences involve cooperation with others. These can be short term or longer term collaborations and are an important aspect of a CAS project.

Community

Students are naturally members of several different communities (the school, the local area where they live, community of friends, ethnically or religiously defined groups, and so on). Some CAS experiences may quite properly involve CAS students within their own familiar community however they could also be involved with people from other less familiar communities that affords opportunities for personal and collective growth when possible.

CAS Coordinator

The person who is given overall responsibility for establishing and overseeing the school’s CAS programme with sufficient support, time and resources to carry out the role.

Experiences

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Global

“Global” infers having a significance or reference that extends beyond a local context or relates to the whole world. CAS students are encouraged to see the connections between their local experiences and a global context.

Interviews

An interview is a formal dialogue and exchange of information. During CAS, there are three formal documented interviews that students have with their CAS coordinator or adviser: at the beginning of the CAS programme, at the end of the first year and at the end of the CAS programme.

Learning outcomes

Learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Reflection

Central to CAS, reflection is a process of considered exploration of personal thoughts (cognition) and feelings (affect) that informs students’ learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts. Reflection can occur in varied formal and informal ways.

New roles or challenges

The phrase “new roles or challenges” refers to experiences that are new to the student or may extend their roles or responsibilities in experiences with which the student is already involved.

Portfolio

All CAS students are expected to assemble evidence of their involvement in CAS experiences, and their reflections upon them that show the learning outcomes have been achieved. A variety of forms are acceptable including but not limited to: blogs, written journals, artwork, music compositions, annotated photo diaries and audio or video diaries.

Project

All CAS students undertake a CAS project involving teamwork that integrates one or more of the strands of creativity, activity and service. Duration is a minimum of one month. The project provides opportunities to develop and advance skills particularly related to collaboration and sustained relationships, and enables students to develop and refine plans in response to any problems that arise, and to reflect on their progress and outcomes.

Reciprocal engagement

As students participate in service experiences, the aim is for recognition of an exchange of mutual benefit, or reciprocity that maintains dignity and respect for all involved.

Stages

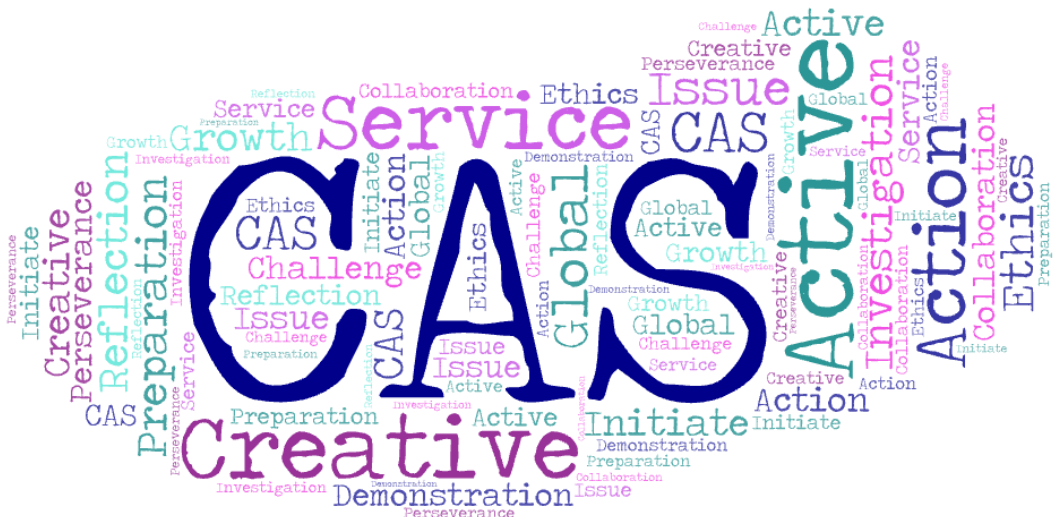
The CAS stages of investigation, preparation, action, reflection and demonstration offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable (but not mandatory) to the three strands of creativity, activity, service and the CAS project.

Strands

In CAS, there are three strands for experiences: creativity, activity and service.

Sustained

The term “sustained” in CAS refers to continuous or ongoing experiences, plans or actions that take place regularly over an extended period of time. Sustained CAS experiences enable students to show perseverance and commitment while providing opportunities for deeper understanding, ongoing planning, adaptability as needed and meaningful reflection.



**“THE BEST WAY TO FIND
YOURSELF IS TO LOSE YOURSELF
IN THE SERVICE OF OTHERS.”**

Mahatma Gandhi