



CREATIVITY, ACTIVITY, SERVICE: STUDENT CAS HANDBOOK

CHOLLA HIGH SCHOOL,

AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL



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CHOLLA HIGH SCHOOL VISION

Charging fearlessly toward academic and personal excellence

CHOLLA HIGH SCHOOL MISSION STATEMENT

Our commitment as Cholla Chargers is to:

- » Take risks in learning and respect the learning of others
- » Practice persistence
- » Demonstrate responsibility
- » Embrace international mindedness
- » Build leadership in ourselves and others

INTERNATIONAL BACCALAUREATE 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.

THE IB LEARNER PROFILE

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 NATURE OF CAS

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

(Peterson 2003)

CAS is at the heart of the Diploma Programme. As a shining beacon of IB values, CAS enables you to demonstrate attributes of the IB learner profile in real and practical ways, to grow as a unique individual and to recognize your role in relation to others. You develop skills, attitudes and dispositions through a variety of individual and group experiences that provide you with opportunities to explore your interests and express your **passion, personality** and **perspective**. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables you to enhance your personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and lifechanging. Each individual student has a different starting point and different needs and goals.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, you will reflect on your CAS experiences and provide evidence in your CAS portfolio of achieving the seven learning outcomes (See [CAS Learning Outcomes](#)).



The CAS programme aims to develop students who:

- » enjoy and find significance in a range of CAS experiences
- » purposefully reflect upon their experiences
- » identify goals, develop strategies and determine further actions for personal growth
- » explore new possibilities, embrace new challenges and adapt to new roles
- » actively participate in planned, sustained, and collaborative CAS projects
- » understand they are members of local and global communities with responsibilities towards each other and the environment.

THE EXPECTATIONS OF THE CAS STUDENT

CAS students are expected to:

- » approach CAS with a **proactive attitude**
- » develop a clear understanding of CAS expectations and the **purpose of CAS**
- » explore personal values, attitudes and attributes with reference to the **IB learner profile** and the IB mission statement
- » determine **personal goals**
- » discuss **plans** for CAS experiences with the CAS coordinator and/or CAS adviser
- » understand and apply the **CAS stages** where appropriate
- » take part in a variety of **experiences**, some of which are self-initiated, and at least one **CAS project**
- » become more aware of **personal interests, skills** and **talents** and observe how these evolve throughout the CAS programme
- » maintain a **CAS portfolio** and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- » understand the **reflection** process and identify suitable opportunities to reflect on CAS experiences
- » demonstrate **accomplishments** within their CAS programme
- » **communicate** with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
- » ensure a suitable **balance** between creativity, activity and service in their CAS programme
- » behave **appropriately** and **ethically** in their choices and behaviours.

THE CAS STRANDS

CAS is organized around the three strands of **creativity**, **activity** and **service** defined below.

- » **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- » **Activity**—physical exertion contributing to a healthy lifestyle
- » **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CREATIVITY

Creativity in CAS provides you with the opportunity to explore your own sense of **original thinking** and **expression**. 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.

If you are accomplished in a particular creative form, for example, music, painting or acting, you may choose to extend your involvement and deepen your skill level. For example, a musician may compose and perform a guitar solo; an artist may create a new sculpture or photographic series; an actor may present an original dramatic piece. When demonstrating creative expression, you may showcase your product or performance in a variety of ways, for example, through a recording, a presentation, an exhibition, social media or shared discussion. **Creativity in CAS is not met by the appreciation of the creative efforts of others, such as attending a concert or art exhibition.**

ACTIVITY

The aim of the “Activity” strand is to promote lifelong healthy habits related to **physical wellbeing**. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. You should participate at level appropriate to your ability and on a regular basis to provide a genuine challenge and benefit.

SERVICE

The aim of the “Service” strand is for you to understand your capacity to make a meaningful contribution to your community and society. Through service, you should aim to develop and apply personal and social skills in real-life situations involving **decision-making, problemsolving, initiative, responsibility, and accountability** for your actions. Use of the CAS stages in developing service experiences is recommended (See [The CAS Stages](#)).

Service within CAS benefits all involved: you learn as you identify and address authentic community needs, and the community benefits through reciprocal collaboration. Service fosters development of abilities, attitudes and values in accordance with the IB mission statement and the IB learner profile. As such, **CAS service experiences are unpaid.**

Consider your definition of community when engaging in service. One community is Cholla itself; however, your service experiences should extend beyond the school to local, national and/or international communities.

TYPES OF SERVICE ACTION

You should try to engage with different types of service within your CAS programme. These types of action are explained below.

- » **Direct service:** Your interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- » **Indirect service:** Though you do not see the recipients of indirect service, you can verify your actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- » **Advocacy:** You 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:** You collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, you may conduct environmental surveys to influence Cholla policy, contribute to a study of animal migration through Tucson, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

THE CAS STAGES

These CAS stages (see [Figure 1](#)) represent a progression that can assist you in many aspects of your life. They follow a process whereby you investigate an interest that raises questions and curiosity, prepare by learning more, take some form of action, reflect on what you have done along the way, and demonstrate your understandings and the process. By applying these stages to CAS, you have a reliable yet flexible structure you can then apply to future situations with confidence.

The five CAS stages are as follows:

1. **Investigation:** You investigate what you want to do and determine the purpose for your CAS experience. In the case of service, you identify a need you want to address.
2. **Preparation:** You 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:** You implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with a partner, or in a group.
4. **Reflection:** You describe what happened, express feelings, generate ideas, and raise questions. Reflection should occur continually during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between your growth, accomplishments, and the learning outcomes for personal awareness. Reflection may also lead to new action as you uncover new needs.
5. **Demonstration:** You make explicit what and how you learned and what you have accomplished, for example, by sharing your CAS experience through your CAS portfolio or with others in an informal or formal manner.

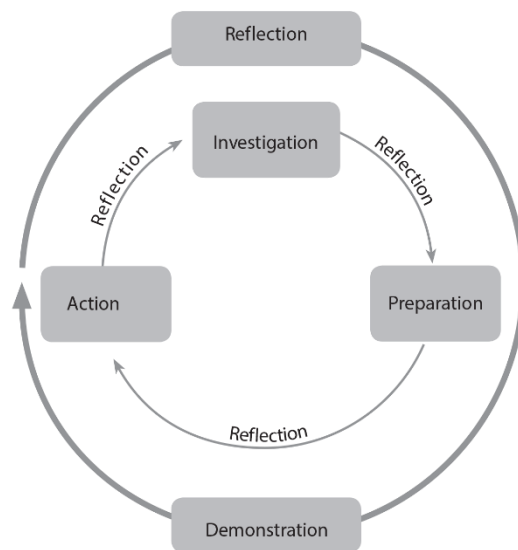


Figure 1 The CAS Stages

You can remember these stages with the acronym **IPARD**.

WHEN TO USE THE CAS STAGES

You may use the CAS stages for **any single experience**. It is suggested that you adhere to the CAS stages with any **series of experiences**. You must show evidence of following the CAS stages for your **CAS project** (see [Figure 2](#)).

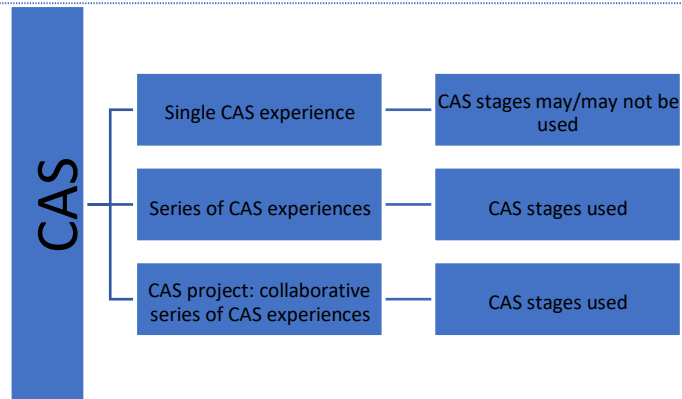


Figure 2 When to use the CAS Stages

CAS EXPERIENCES AND THE CAS PROJECT

Your CAS portfolio will contain a variety of experiences from all three CAS strands. It must also contain at least one CAS project. The experiences and project will help you to achieve the CAS learning outcomes by reflecting on what you learn and how you grow (see [CAS Learning Outcomes](#) and [Reflection in the CAS Programme](#)).

CAS does not include activities for pay, work you receive a grade for in an IB class, or family responsibilities like chores. **Political activities** that cause or worsen divisions between people do not count as CAS. However, political activity that is non-partisan and not candidate-specific may count as CAS. The general rule regarding **religious activity** is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS. Work done by a religious group in the wider community, provided that the objectives are clearly secular, may qualify as CAS.

CAS EXPERIENCES

You will engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events. A CAS experience must:

- » fit within one or more of [The CAS Strands](#)
- » be based on a personal interest, skill, talent or opportunity for growth
- » provide opportunities to develop the attributes of [The IB Learner Profile](#)
- » not be used or included in the your Diploma course requirements

As you think about planning your CAS experiences, consider the following questions.

- » Will the experience be **enjoyable**?
- » Does the experience **allow for development** of personal interests, skills and/or talents?
 - » What new **possibilities** or **challenges** could the experience provide?

- » What might be the possible **consequences** of your CAS experience for you, others and the environment?
- » Which CAS **learning outcomes** may be addressed?

The following **examples** are provided to enrich your understanding of CAS, but your experiences will likely be different because you have different interests, skills, and talents.

- » Editor of the Economics Society newsletter (creativity): The editing, typesetting and page layout all involve the need for creative problem-solving from a practical point of view as well as to achieve a pleasing aesthetic.
- » Teaching English to Syrian refugees in Tucson (creativity and service): The development of lesson plans and teaching materials involves creativity. The students being taught are members of a community displaced from their homeland and, as such, this can be classified as a service experience.
- » Yoga course (activity): Flexibility and core strength development means this qualifies as an activity experience.
- » Vioitar (creativity): An accomplished violinist explores playing their violin like a guitar, uploading several completed pieces to YouTube. The extension of an existing skill with strong innovation aspects means this is a creativity experience.
- » Dance class (creativity and activity): The cardiovascular fitness, flexibility and muscle strength development adds up to an activity experience. The interpretation and expression of emotions through movement of the body satisfies the creativity strand.
- » Home restoration for an elderly population (activity and service): This project assists with the renovation of homes for the elderly and meets the service strand. The hard physical work of renovating houses on a continual basis meets the activity strand.

THE CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging you in one or more of the CAS strands of creativity, activity, and service. **You must be involved in at least one CAS project during your CAS programme.**

The primary purpose of the CAS project is to ensure participation in **sustained collaboration**. Through this level of engagement you may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges you to show **initiative**, demonstrate **perseverance**, and develop skills like **cooperation**, **problemsolving** and **decision-making**.

A CAS project involves collaboration between a group of students or with members of the wider community. You work as **part of a team**, with all members being contributors. Working collaboratively also provides

opportunities for you to enhance and integrate your personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use [The CAS Stages](#) to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following **examples** are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- » 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 tutoring for people in need.
- » Creativity and activity: Students choreograph a routine for their marching band.
- » Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- » Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- » Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

A **minimum of one month** is required for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and are encouraged. You should aim to undertake your CAS project locally and, if possible, engage in more than one CAS project over the duration of your CAS programme.

CAS TIMELINE

The CAS programme formally begins at the start of the Diploma Programme (the start of your junior year) and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service. Experiences from before the first day of your junior year do not count.

CAS is one of the core components of the Diploma Programme and is designed to be completed throughout your junior and senior years. Trying to do it all the first year is not acceptable, nor is waiting until the last minute. Developing your reflective skills takes time and persistence.

THE CAS PORTFOLIO

You are expected to maintain and complete a **CAS portfolio** in ManageBac as evidence of your engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and reflections. See [Using ManageBac to Develop the CAS Portfolio](#) for more information.

CAS LEARNING OUTCOMES

Completion of CAS is based on your achievement of the seven **CAS learning outcomes**. Through your CAS portfolio, you will provide the school with evidence demonstrating achievement of each learning outcome. The seven learning outcomes are as follows:

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

For each experience, you will select at least one learning objective based on your desired outcome. As you complete the experience, you will then reflect on how it helped you to achieve that learning objective. For example, if you decided to learn a new dance and selected learning objective 4 (Show commitment to and perseverance in CAS experiences), your reflections should show how you remained committed to your goal.

CAS INTERVIEWS

There are three formal documented **interviews** you must have with your CAS coordinator/advisor.

- » The first interview is at the beginning of your junior year. The purpose of this interview is for you and your CAS advisor to meet and brainstorm ideas for your CAS programme.

- » The second interview is at the end of your junior year. Your CAS advisor will check in on your progress and help you brainstorm ideas for CAS experiences over the summer.
- » The third interview is at the end of your senior year and is completed by the CAS coordinator, who will determine whether you have successfully completed the CAS programme. The final interview usually takes place in the third or fourth week of April prior to the May examination session.

REFLECTION IN THE CAS PROGRAMME

Reflection is central to building a deep and rich experience in CAS. Reflection informs your learning and growth by allowing you to explore ideas, skills, strengths, limitations and areas for further development. It also helps you consider how you may use prior learning in new contexts.

The reason for reflection in CAS is to give you the opportunity to:

- » deepen learning
- » consider relevance of experience
- » explore personal and group values
- » recognize the application of knowledge, skills, and attributes
- » identify strengths and areas for development
- » gain a greater understanding of self and others
- » place experience in a larger context
- » generate relevant ideas and questions
- » consider improvements in individual and collective choices and actions
- » transfer prior learning to new situations
- » generate and receive constructive feedback
- » develop the ongoing habit of thoughtful, reflective practice.

THE FOUR ELEMENTS OF REFLECTION

Reflection is a method for self-knowing, learning and decision-making. Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

1. **Describing what happened:** You retell your memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
2. **Expressing feelings:** You articulate emotional responses to your experiences by exploring how they made you feel.

The following two elements add greater depth and expand perspectives.

3. **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
4. **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

HOW TO IMPROVE REFLECTIVE SKILLS

As you reflect on your CAS experiences, try to ask yourself higher order questions. For example:

What did I do? could become:

- » Why did I make this particular choice?
- » How did this experience reflect my personal ideas and values?
- » In what ways am I being challenged to think differently about myself and others?

How did I feel? could become:

- » How did I feel about the challenges?
- » What happened that prompted particular feelings?
- » What choices might have resulted in different feelings and outcomes?

FORMS OF REFLECTION

As you reflect, try to avoid completing “a reflection,” as if it were something done for someone else. Instead, aim to *be reflective* for your own sake and for the sake of your personal growth and development. Reflection can appear in countless forms. You should identify forms of expression that have personal meaning and best enable you to explore your experiences. For example:

- » A student might take photographs while hiking and use these to reflect in writing.
- » Two students could compose a song describing how they helped children.
- » A student might dramatize a poem to capture a feeling of creative endeavour.
- » A student could produce a short video summarizing a CAS experience.
- » A group of students create a poster highlighting aspects of a shared experience.

Your reflection may be expressed through a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression. Try to apply your own interests, skills and talents when reflecting.

CAS RESOURCES

CAS COORDINATOR

The role of the CAS coordinator is to approve experiences, share CAS ideas and opportunities, and answer questions via email and in person. They will also interview you at the end of your senior year to determine whether you have completed the CAS requirements. If you're unsure if something counts as CAS, ask the CAS coordinator!

CAS ADVISOR

Your CAS advisor is a Cholla teacher who will work closely with you during your CAS programme. They conduct the first interview in order to help you identify your skills and interests, brainstorm ideas for CAS, and answer questions you have about the programme. They will meet with you a second time at the end of your junior year in order to ensure you're on track, but you can contact them with questions about the CAS programme at any time.

COMMUNITY RESOURCES

These community resources are provided as ideas and should not be considered a complete list. Research the unmet needs in your community that are relevant to your interests and skills.

- » Pima Animal Care Center
- » Community Food Bank of Southern Arizona
- » Girls on the Run of Tucson
- » Arizona Historical Society
- » NAMI Southern Arizona
- » Southern Arizona Roadrunners
- » Pima County Public Library
- » Big Brothers Big Sisters of Southern Arizona
- » Diaper Bank of Southern Arizona
- » Children's Museum Tucson
- » Many Mouths One Stomach
- » Assistance League of Tucson
- » University of Arizona Museum of Art
- » Youth On Their Own
- » Make Way for Books
- » Southern AZ Arts & Cultural Alliance
- » Ben's Bells Project
- » Felicia's Farm
- » Humane Society of Southern Arizona
- » Reid Park Zoological Society
- » Hermitage No-Kill Cat Shelter
- » City of Tucson Parks and Recreation
- » Habitat for Humanity Tucson
- » Tucson Clean and Beautiful

CAS STUDENT CHECKLIST

My CAS programme	Y/N?	Notes	Date
Evidence of planning of a CAS programme			
Regular commitment over at least 18 months to CAS			
Understanding and ability to use the CAS stages when planning CAS experiences			
Balance between creativity, activity and service			
At least one planned project undertaken over at least one month			
Evidence of achieving all seven learning outcomes			
» Evidence of identification of strengths and areas for personal growth (LO1)			
» Evidence of undertaking new challenges and developing new skills in the process (LO2)			
» Evidence of initiating and planning a CAS experience (LO3)			
» Evidence of commitment and perseverance in CAS experiences (LO4)			
» Evidence of demonstrating the skills and recognizing the benefits of working collaboratively (LO5)			
» Evidence of engagement with issues of global significance (LO6)			
» Evidence of recognizing and considering the ethics of choices and actions (LO7)			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary			
CAS interview 1 completed			
CAS interview 2 completed			
CAS interview 3 completed			
CAS portfolio completed			

CAS LETTER OF APPROVAL (SIGN AND RETURN THIS PAGE)

Dear parent/guardian:

Creativity, Activity, Service (CAS) is one of the three core requirements that every student must complete as part of the IB Diploma Programme. The three CAS strands are defined below.

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle.
- 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.

The IB Learner Profile encourages students to be risk-takers; however, this does not mean that students should take unnecessary risks or place themselves in danger. When planning a CAS experience in which participants may be exposed to hazards, it is important that students identify and assess risk. The key to safely completing CAS experiences is to understand whether risks are involved and to take steps to minimize these risks.

By signing below, you give your consent for your child’s participating in CAS. You also agree that Cholla High School, Tucson Unified School District, and all faculty, staff and employees are held harmless of any liability or claims that may arise from such activities. If you have any questions or concerns regarding potential risks at volunteer sites, please contact the CAS Coordinator, and/or visit the site to make your own assessment.

Yours sincerely,

Teresa Green
IB Coordinator
Teresa.green@tusd1.org

Nicole Kalal
CAS Coordinator
nicole.kalal@tusd1.org

I have read, signed, dated and agreed to the condition of this contract.

Student name:	
Student signature:	Date:
Parent name:	
Parent signature:	Date: