

RED BANK REGIONAL HIGH SCHOOL



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IB Handbook



History of RBRHS

- The Red Bank Regional High School District was formed on November 25, 1969, by voters in Little Silver, Red Bank, and Shrewsbury. At this time also, these voters approved purchase of 53.4 acres of land in Little Silver on which to build a new high school. On December 16, 1971, voters of the district approved the plans for a new high school to be built at a cost of \$9,478,000. Groundbreaking was during the fall of 1972. The first students attended the new facilities during the 1975-76 school year. From November 25, 1969, to occupancy of the new high school, the Red Bank Regional School District paid rent to the Red Bank Public Schools District for students from Little Silver, Red Bank, and Shrewsbury to go to high school in buildings owned by the local Red Bank school district. Prior to November 25, 1969, high school students from Little Silver, Shrewsbury, and Holmdel attended Red Bank High School, along with Red Bank students, in a special arrangement with the Red Bank Board of Education known as a 'sending-receiving district' agreement. This arrangement was discontinued with the formation of the Red Bank Regional High School District in 1969.

The history of the Red Bank School buildings goes back to 1901 when the oldest part of the Branch Avenue building was erected. This building contained sixteen classrooms and cost \$60,000. It was torn down in 1976. In 1917 a three story building of classrooms was built on Harding Road; in 1924 a gymnasium was built and a tunnel constructed to connect the Branch Avenue building and the Harding Road building; in 1954 an addition including a new gymnasium was built, and in 1960 a million laboratory wing including a new cafeteria was built. Lack of space in the decade following the last addition caused the Board of Education to rent four portable classrooms which were constructed on the Branch Avenue lawn. Various classes had to be held in neighboring houses during the 1960's and 1970's.

Public schools in Red Bank date back to 1816 when the first school was officially in session. A school on Mechanic Street was the first graded school in Monmouth County. Boards of Education here have built on this history and have remained dedicated to the ideal of providing a comprehensive education for the students in their charge. In testimony to this, Red Bank Regional High School is recognized today as one of the finest comprehensive high schools in New Jersey.

On February 27, 1984, the New Jersey General Assembly recognized the school as one of the seven across the state commended for their solid academic curricula and applauded the ingenuity of the staff to make the pursuit of excellence a reality for their students.

On June 27, 1994, the New Jersey Commissioner of Education congratulated the school for being recognized in the School Match 'What Parents Want' program which ranked the district in the top 9 percent of the nation's 15,625 public school district.

In 2000-2001, the Academies of Information Technology and Finance were created and were quickly established as premier specialized programs alongside the highly lauded Academy of Visual and Performing Arts.

In 2007, the Freshman Academy was developed, adding an organized 9th grade transition program. In 2009, three-year academies in Humanities, Math and Science, International and Cultural Studies, and Sports Medicine and Management were added, providing all students with a purposeful, personalized learning environment.

Since 2008, Red Bank Regional has been named as one of Newsweek Magazine's "America's Top High Schools" four years in a row and three times been ranked in the top 75 of New Jersey high schools by New Jersey Monthly Magazine.

In 2013, RBR was named a High Performing District by the New Jersey Department of Education, as well as being named one of America's Most Challenging High Schools by the Washington Post.

Mission Statement of Red Bank Regional High School

- *To ensure the academic success and personal growth of all students while developing a passion for learning.*

Red Bank Regional High School is a comprehensive secondary school that offers a wide array of academic and extra-curricular program offerings for the student body which numbers 1200. The constituent sending districts include Little Silver, Red Bank Borough and Shrewsbury. The district also accepts students on a tuition basis who may be interested in one of three specialized academies of studies. Most unique about the high school is its academies of special studies such as the Academy of Visual and Performing Arts, Academy of Information Technology, and Academy of Finance. Other unique program offerings include the Pre-Engineering Program (Project Lead the Way) and a CISCO certification program.

Committed to preparing its students to demonstrate proficiency in the state Core Curricular Standards, the district has engaged in an ambitious and continuous process of curricular alignment with the standards. Also committed to professional development for the faculty, the district has provided professional development to over 70% of the teaching staff in the areas of "differentiated instruction," teaching to multiple intelligences, student assessment methodology and the effective use of technology in classroom instruction.

The administration embraces the concept of shared decision making and continually involves parents, students, faculty and staff in research, planning and decision making. All of the district stakeholders have been polled in comprehensive commercially prepared surveys related to the school's organization, day-to-day operations, curriculum, policies, procedures, facilities and resources.

Students benefit from both a peer and faculty mentoring program as well as a summer enrichment program for incoming freshmen, focusing on the skills necessary for academic success.

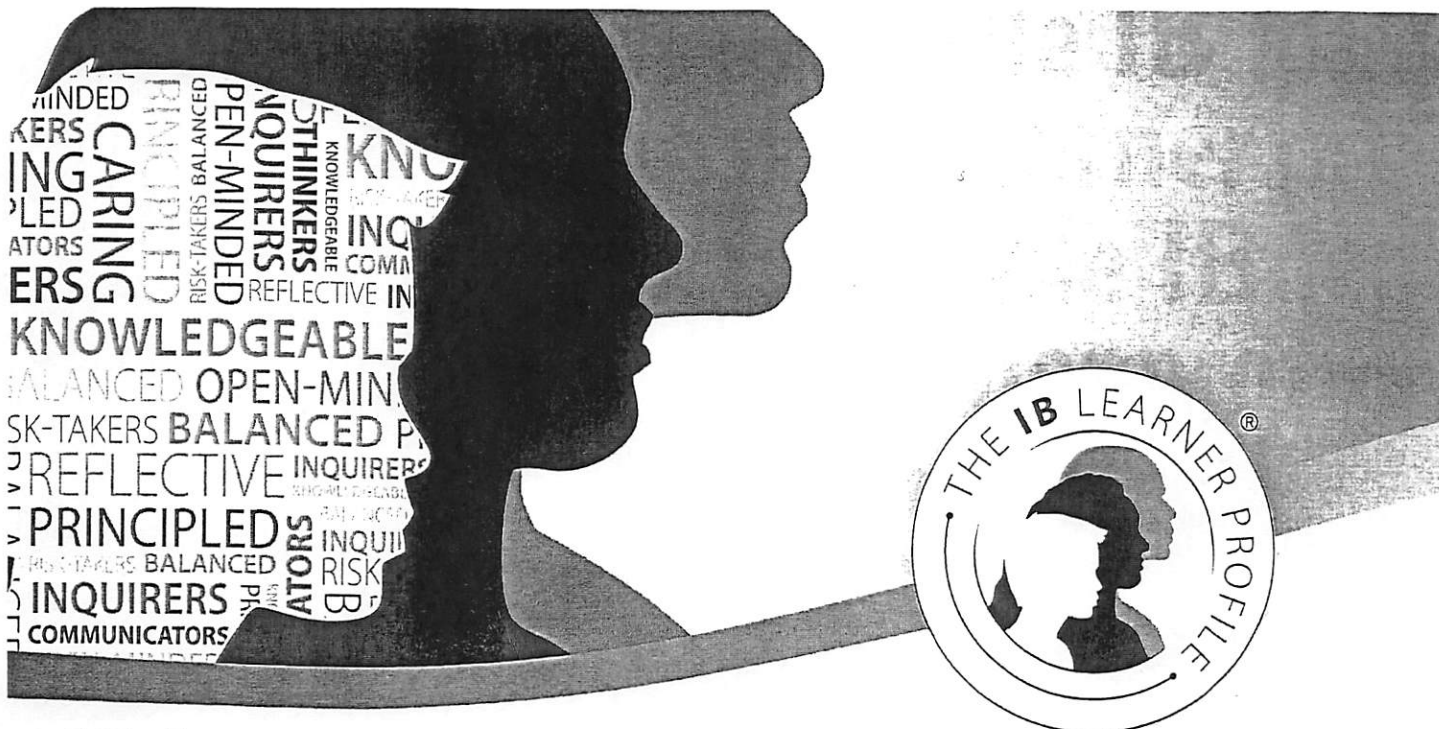
The district has implemented several new initiatives including a re-organized school day "block schedule," raising expectations for 9th and 10th grade English and mathematics students by improving instructional strategies and scheduling strategies and seeing to completion an ambitious building renovation to accommodate the thriving Visual and Performing Arts Program and the emerging technology academies.

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.



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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. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

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

- **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

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment** and **enjoyment**.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS programme is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students 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.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented **interviews** students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection** which is central to building a deep and rich experience in CAS. Reflection 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.

Aims

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 responsibility of the CAS student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

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.

CAS strands

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance

Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's 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. Students are encouraged to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking.

If students are accomplished in a particular creative form, for example, music, painting or acting, they may choose to extend their involvement and deepen their skill level. Within their field, students can define new challenges and objectives to fulfill creativity in CAS. 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. By striving for new possibilities, students may discover ways to meet challenges and identify strengths that carry them forward with curiosity and continued innovation. When demonstrating creative expression, students may showcase their 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.

Creativity can be inspired and informed by the student's Diploma courses. For example, students can meet new challenges and objectives in creativity using the skills developed in the visual arts course, or find new ways of expression utilizing elements in the design technology course. However, creativity experiences must be distinct from, and may not be included or used in, the student's Diploma course requirements.

As with all CAS experiences, students reflect meaningfully on their engagement with creativity, and may be guided to look for moments of personal significance or inspiration as a call for reflection. Creativity may provide inspiration for the ways in which students will reflect. For example, students may reflect through art, music, a brief narrative, a blog posting, photos, a skit, or other methods.

Approaches to creativity

There are many approaches to creativity, such as:

- **Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.
- **School-based creativity:** Students are encouraged to participate in meaningful creativity and to explore their own sense of original thinking and expression. In school, there may well be appropriate creativity opportunities in which the students can engage. These creativity experiences could be part of the school's service CAS projects, a school club, timetabled creativity sessions, or other opportunities.

- **Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.
- **Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

Activity

Physical exertion contributing to a healthy lifestyle

The aim of the "Activity" strand is to promote lifelong healthy habits related to physical well-being. 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. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

Schools must support students whose circumstances or culture may determine participation in physically active experiences. Similarly, students with disabilities must be given opportunities to take part in this strand. All CAS students must satisfy the basic requirement of physical exertion contributing to a healthy lifestyle as is appropriate for each student.

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. For dedicated student athletes, maintenance of a planned rigorous training programme is appropriate. Some national curriculums require students to participate in a physical education course. Participation in such courses may be considered activity if it meets the CAS guidelines.

As with all CAS experiences, students reflect purposefully on their engagement with activity and may be guided to look for moments of personal significance or inspiration as a call for reflection.

Approaches to activity

There are many approaches to activity, such as:

- **Ongoing activity:** A student may already be engaged in activity as part of a school team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.
- **School-based activity:** Students are encouraged to participate in meaningful activity that benefits their physical well-being. In school there may well be appropriate activity opportunities in which the student can engage. These activity experiences could, for example, be part of the school curriculums, a school sports club, or timetabled sports sessions. Students may elect to initiate a school-based activity such as basketball or tennis and engage other CAS students or any student within the school.

- **Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.
- **Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

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, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

Service within CAS benefits all involved: students learn as they 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.

When defining "community", consideration must be made to situation and culture. The community may be the school; however, it is recommended that service experiences extend beyond the school to local, national and/or international communities. Community involvement includes collaboration with others, as students investigate the need, plan and implement their idea for service.

CAS coordinators should always consider the advantage of students conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change, and meeting challenges through collaboration. From the local context, students can extend their thinking and knowledge to understanding global issues. Students can also extend local service to global impact through partnerships with CAS students in other cities and towns, countries and continents. Technology affords opportunities for networking, sharing of initiatives, partnerships and impact.

As with all CAS experiences, students reflect purposefully on their engagement with service, and may be guided to look for moments of personal significance or inspiration as a call for reflection.

Service learning

Service experiences in CAS can be approached using a service learning model. Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied

previously in the curriculum, utilizing skills, understandings and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences.

Using the CAS stages for service learning

Using the CAS stages is the recommended approach for students engaging in service experiences. All forms of service should involve investigation, preparation and action that meets an identified need. Reflection on significant experiences throughout informs problem-solving and choices; demonstration allows for sharing of what has taken place. The CAS stages specific to service learning offer students a helpful and supportive approach. As students progress through each of these stages, they can draw upon the skills and knowledge gained from their academic subjects to support their experiences.

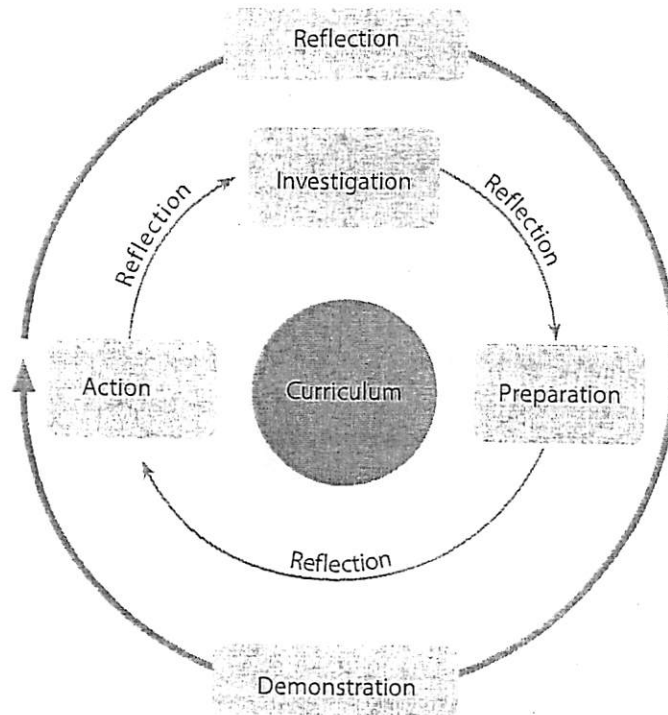


Figure 5
The CAS stages for service learning

The service learning stages are:

1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
2. **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
3. **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.

4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service 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.

Four types of service action

It is recommended that students engage with different types of service within their CAS programme. 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, developing a garden in partnership with refugees, or working in an animal shelter.
- **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, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- **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, analyse 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.

Approaches to service

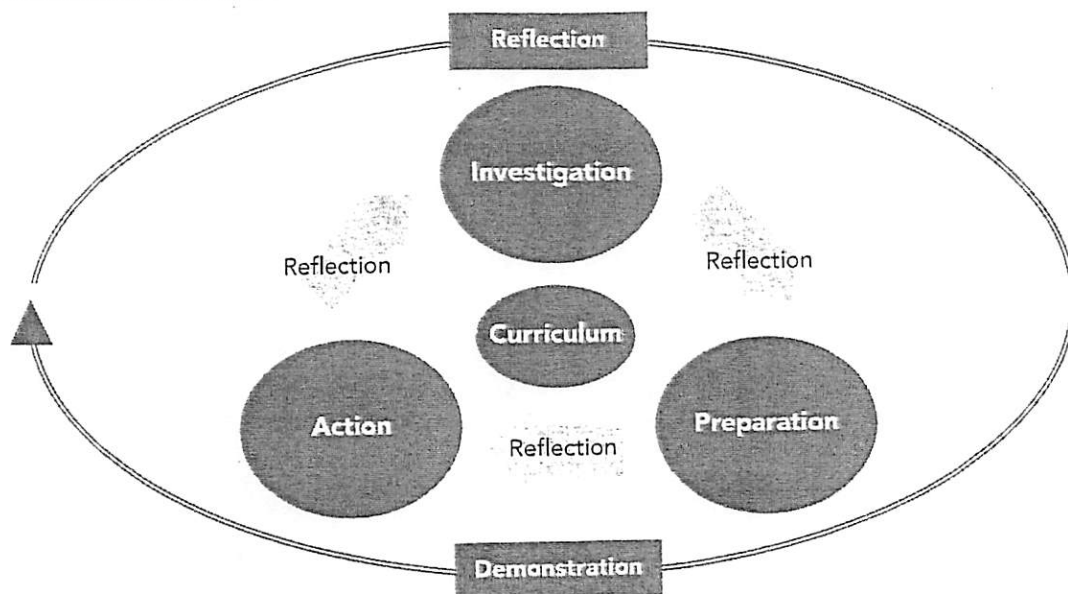
There are many approaches to service, such as:

- **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement

facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.

- **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.
- **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.
- **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

The Five Stages of Service Learning: A Dynamic Process



In this design, service learning is seen as an engaging dynamic building on the core curriculum.

Investigation: Includes both the *inventory* or *profile* of student interest, skills and talents, and the *social analysis* of the issue being addressed. For this analysis, students gather information about the issue through action research that includes use of varied approaches: media, interviews of experts, surveys of varied populations, and direct observation and personal experiences. The action research typically reveals the authentic need that students will address.

Preparation: The service learning process moves the curriculum forward as students *continue to acquire content knowledge* and raise and resolve questions regarding the authentic need. They identify community partners, *organize a plan* with clarification of roles, responsibilities and time lines, and develop *skills* needed to successfully carry out the plan.

Action: Students implement their plan through *direct service*, *indirect service*, *advocacy*, and/or *research*. Action is planned with partners based on mutual understandings and perspectives, and aims for reciprocal benefits for all involved.

Reflection: Reflection is ongoing and occurs as a considered summation of thoughts and feelings regarding essential questions and varied experiences to inform content knowledge, increase self-awareness, and assist in ongoing planning. When students have varying modalities for reflection, they grow to identify their preferred ways to reflect and value the reflective process. This leads to students becoming reflective by choice.

Demonstration: Student demonstration *captures the entire service learning experience*, beginning with investigation, and includes what has been learned, the process of learning, and the service or contribution accomplished. Sharing this with an audience educates and informs others. Students draw upon their skills and talents in the manner of demonstration, often integrating technology.

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.**

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

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation 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.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

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 and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS programme.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavour as well as personal growth.

Service project

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

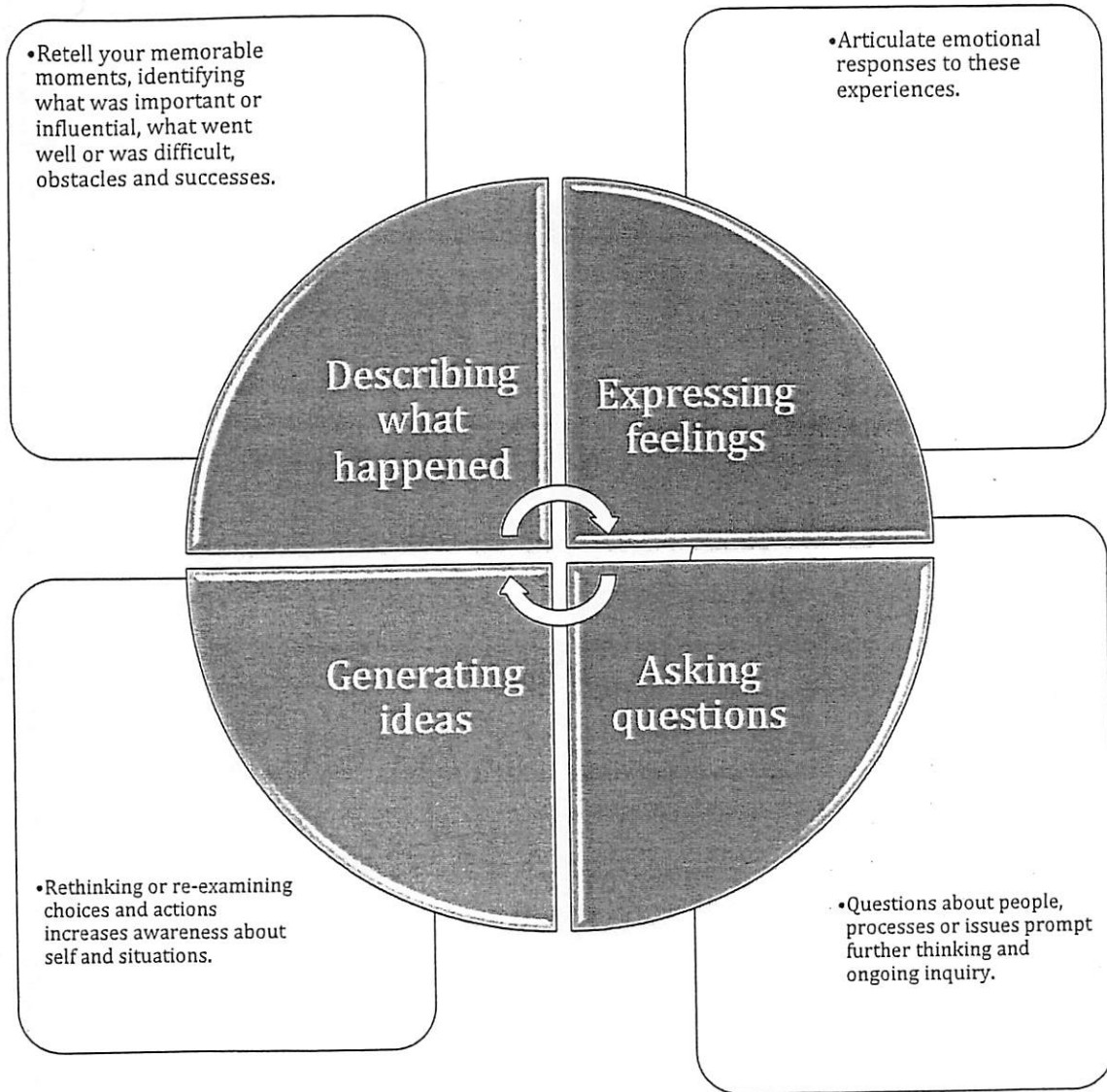
A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy programme for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

Reflection sheet



Dear Parents of IB Diploma Students,

Welcome to IB CAS. I am looking forward to a great year with your children!

The IB Program requires the completion of a Creativity, Activity, and Service (CAS) component to earn an IB Diploma. The component requires evidence of measureable growth in eight Learning Outcomes over an 18 month period from the beginning of junior year until the end of senior year. The guideline for the minimum amount of CAS activity is approximately the equivalent of half a day per week, with a reasonable balance between creativity, activity, and service. It is the EXPERIENCE and REFLECTION upon the experience that counts. CAS is NOT an exercise in logging in hours. CAS CANNOT be made up. Failure to meet the CAS requirements will result in the student NOT receiving an IB Diploma.

Red Bank Regional uses the Managebac computer program for the documentation of CAS growth and the meeting of Learning Outcomes. Student should visit the site a minimum of 2 times a month. Ideas for CAS activities will be handed out to students, and I also email volunteer opportunities as I hear of them. I meet with both Seniors and Juniors to discuss the guidelines for CAS, as well as emailing them regarding their progress. **It is the student's responsibility to seek out, get approval for, and complete CAS activities.** I am available to help your student with any CAS questions or concerns that arise.

Thank you for your support, and I look forward to working with our IB Diploma students!

Mary Howley

mhowley@rbrhs.org

IB English teacher/ CAS Coordinator

Dear Parent/ Guardian,

As the end of the second semester is soon approaching, I wanted to give you an update on your child's CAS progress to date. Please see the check list below, and also check your child's progress, as well as notes on his/her interviews and any emails I have sent her/him, on Managebac.

As you know, all students are required to complete hours in EACH area of Creativity, Activity and Service in order to receive an IB diploma. Students are required to log all activities in Managebac, write reflections on how the activity has helped them achieve the learning outcomes they identified when seeking approval for the activities, and upon completion of an activity, have their participation documented by their activity supervisor.

All students recently had an opportunity to participate in our Heifer International Live Gift Market . We raised over \$350 with the help of some of our IB diploma candidates. I have spoken to all the students about their progress, have sent email reminders regarding their activities, and have also sent out group emails regarding service opportunities. Each senior is required to complete a CAS group project which must be completed and documented by April 15. All CAS related activities MUST be completed, reflected upon and documented by April 15.

Please note that simply listing an activity does NOT satisfy the requirement; students MUST write reflections, provide documentation and have a supervisor evaluate their performance upon completion of an activity. Also, students MUST have activities in each of the 3 categories: Creativity, Action and Service. I am available daily during study hall in room 204 if your child has any questions regarding CAS. I also visit the IB homeroom periodically.

If you have any questions or concerns, please contact me at mhowley@rbrhs.org.

Student Status:

☐ On track

☐ Student is in danger of NOT fulfilling CAS requirement for an IB diploma

☐ Student has not logged into Managebac since _____

☐ Student is lacking activities in the following area: Creativity Action Service

☐ Student has not completed written reflections or obtained supervisor evaluation

Thank you,

Mary Howley

CAS Coordinator

CAS Project- Senior IB Diploma Students

Planning Sheet- Due to Mrs. Howley by

(drop off in the English Office or Room 204)

1. Names of Group members-

2. Detailed description of Group Activity, including each group member's responsibilities-

3. IB Learning Profiles-

4. Start Date of Activity-

Anticipated End Date of Activity-

(must be completed by)

Name of group member(s) completing this form_____