



ICSV

International Baccalaureate

CAS Handbook

2025 - 2027

Revised: April 2025 by IBDP Team
Next Revision: June 2027

Table of Contents

IB CAS Coordinator Introductory Note	2
CAS at ICSV	3
IB Mission Statement	4
IB Learner Profile	5
Attributes and Descriptors	5
Information Directory	6
ICSV CAS Course Description	7
Description of Each Strand	7
The Four Criteria of CAS	7
Learning Outcomes of CAS	8
CAS Project	9
Requirements for CAS Experiences	10
CAS Experiences	11
CAS Portfolio and Interviews	12
Maintaining and completing a CAS portfolio	12
Consultation with the CAS coordinator/ advisor	12
CAS Reflections	13
Student Expectations	14
Academic Honesty	14
The CAS Portfolio on ManageBac™	15
CAS Responsibilities	16
Requirements for in-class time	16
Responsibilities of the CAS Coordinator/Advisor	16
Responsibility of Parents	16
ICSV CAS Reporting Timeline	17
Year One	17
Year Two	17
CAS Candidate Consent Form	18

IB CAS Coordinator Introductory Note

Welcome to the International Baccalaureate Diploma Programme (IBDP) core component. As seen in figure 1.0 below, along with Theory of Knowledge (TOK) and Extended Essay (EE), Creativity, Activity and Service, hereafter, CAS, is at the heart of the Diploma Programme.

CAS experiences are designed to aid in the holistic development of the student and the acquisition of all ten attributes of the IB learner profile as well as to incorporate the core mission, vision and values of ICSV.

It is vital that both parents/guardians and students read and understand the entirety of the contents of the CAS handbook. Once students have reviewed all relevant information and documentation, they will be required to sign a CAS programme consent form. By signing, students acknowledge their understanding of the responsibilities and obligations of the CAS programme and agree to fulfill them.

Should you have any further questions or need for discussion, please do not hesitate to contact me at vkrakovsky@icsv.at

I look forward to a very pleasant and fruitful journey with you.

Respectfully,

CAS Coordinator



Diploma Programme model (CAS Guide 2017, IBO)

CAS at ICSV

The Creativity, Activity, and Service (CAS) programme at ICSV is designed to reflect and uphold the school’s mission, vision, and core values. Through meaningful experiences, students are encouraged to develop Christ-centered character, pursue excellence, act with integrity, demonstrate respect, and engage in service. CAS is designed to lead students to integrating knowledge and skills across disciplines, nurturing biblically-based character, and to be inspired to impact their communities both locally and globally.

Graduate Profile

- ICSV graduates will be lifelong learners who are able to integrate knowledge and skills across all subject areas and apply these principles to life.
- ICSV graduates will have developed biblically based character traits, applying them in all aspects of life to the glory of God.
- ICSV graduates will recognize the importance of being involved in the community both locally and globally by following Christ’s example.
- ICSV graduates will be progressing in their knowledge of and love for Jesus Christ. Regardless of belief system or religious background, graduates will have a clear understanding of the Gospel and be able to clearly articulate their beliefs about life’s ultimate questions.

Expected Student Outcomes

Integrate knowledge and skills into all areas of life.

Cultivate biblically-based character traits for God’s glory.

Support the local and global communities by following Christ’s example.

Verify one’s beliefs about life’s ultimate questions while clearly understanding the Gospel and increasing in knowledge of and love for Jesus Christ.



MISSION STATEMENT

The International Christian School of Vienna provides high-quality, individualized education, equipping students with Christian character to impact the nations of the world.



VISION STATEMENT

An international school of choice where every student is valued and empowered with truth and knowledge for life.



CORE VALUES

Christ-centered,
Excellence, Integrity,
Respect, Service

IB Mission Statement

© International Baccalaureate Organization 2025

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

© International Baccalaureate Organization 2023

The IB learner profile places the student at the center of an IB education. The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that, along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them. IB educators help students to develop these attributes over the course of their IB education and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

Attributes and Descriptors

Attribute	Descriptor
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 analyze 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.

Information Directory

About the IB Diploma Programme	Mrs. Niloufar Saraei (Registrar and Secondary Office Assistant) nsaraei@icsv.at
About the CAS Programme	CAS Coordinator Ms. Verena Krakovsky vkrakovsk@icsv.at
About the IB	www.ibo.org
About ICSV	www.icsv.at
Inquiries to the ICSV Main Office	reception@icsv.at Tel: +43 1 251 22 Fax: +43 1 251 22 1518
Secondary School Principal	Ms. Maria Mylko mmylko@icsv.at

ICSV CAS Course Description

CAS, as one of the core components of the Diploma Programme, enables students to demonstrate attributes of the learner profile in real and practical ways. Students are involved in a different range of activities alongside their academic studies. CAS helps students improve their personal and interpersonal development through experiential learning.

The CAS programme formally begins at the start of the Diploma Programme for IBDP full diploma candidates, this is usually in September of year 1, and continues without gaps in the timeline till March of year 2. CAS requires roughly 2-3 hours per week, for at least 18 months with a reasonable balance between the three strands namely: creativity, activity and service. Successful completion of CAS is a requirement to be eligible for the award of the diploma, failure to adhere to 18 months long engagement in CAS will result in the IBO withholding the diploma until CAS requirements are fulfilled.

Description of Each Strand

Creativity: A wide range of arts and other activities that involve creative thinking, exploring, and extending ideas to an original product or performance.

Activity: Physical exertion contributes to a healthy lifestyle and a good counterbalance to the academic pressures of the Diploma Programme.

Service: An unpaid and voluntary act of service where authentic needs are identified and met. These three strands of CAS are often interwoven and while some activities focus on one strand, other activities might include elements of more than one strand or all three strands.

The Four Criteria of CAS

- Real and purposeful activities with significant outcomes.
- Personal challenges.
- Thoughtful consideration, such as planning, investigation, action, reflection and demonstration.
- Reflection on outcomes and personal learning.

All proposed CAS activities must meet these four criteria as well as a selection of learning outcomes as listed on page 8.

Learning Outcomes of CAS

Successful completion of CAS is not determined by reaching a certain number of hours, but more importantly by an engagement over a period of 18 months and by achieving the seven learning outcomes. Engagement of CAS must be on a constant weekly basis, with a minimum of 2-3 hours, balanced between creativity, activity and service.

Through CAS experiences and reflections, students will show evidence of achieving the following 7 learning outcomes:

1. **Strength and Growth** - Students are able to see themselves as individuals with various abilities and skills and understand that they can make choices about how they wish to move forward.
2. **Challenge and Skills**—A new challenge may be an unfamiliar experience or an extension of an existing one. This gives students the opportunity to master new skills in such activities or increase their expertise in an established area.
3. **Initiative and Planning**—Students can develop an idea and execute it or build on previous experience. This learning outcome is often accomplished in collaboration with other participants.
4. **Commitment and Perseverance**: Students demonstrate regular involvement and active engagement in CAS.
5. **Collaborative Skills**—Students show collaborative skills in various activities, such as team sports or playing an instrument in a band.
6. **Global Engagement**—Students are able to identify and demonstrate their understanding of global issues and make decisions that can be acted upon locally, nationally, or internationally. These issues include environmental concerns, caring for the elderly, MUN, and local and global service learning.
7. **Ethics of Choices and Actions**—Ethical (moral) decisions arise in almost any CAS activity, such as relationships with others involved in service activities or in any sort of sports or musical competition. Reflection entries should provide evidence of thought processes on ethical issues.

All seven outcomes must be present to fulfill CAS requirements at least **two times** over the duration of the program. Successful completion of CAS requires that there is some evidence for every experience that is not supervised by an ICSV teacher directly.

CAS Project

The CAS Project is a mandatory component of the CAS programme and should be completed in the first year of the programme. It must be a collaborative effort involving at least two students and should span a minimum of one month. The project must follow the key stages of a CAS project: preparation, investigation, action, and reflection. The purpose of the CAS Project is to allow students to engage in collaboration. Through this process, students experience the benefits of teamwork, recognizing how idea exchange, and individual strengths contribute to shared achievements.

In alignment with the IB's commitment to international-mindedness, students should be mindful of ethical and cultural differences when engaging in a project outside their native culture. Whenever possible, projects should involve community members. Students should recognize that their work may have an emotional impact on the community members involved.

For all outside school CAS activities/projects, it is important to ensure that there is:

- an authentic need for the project.
- a liaison with the community where the project is based.
- an understanding of the level of student participation.
- a clear assessment of potential risks to participating students.
- approval from the school administration for the project.
- a demonstration of how the CAS stages were followed.
- a thorough evaluation of the benefits of the project for all involved.

Here are some examples of previous CAS projects at ICSV listed. These are to help generate further ideas and not to limit thoughts and creativity:

Creativity: Students plan and design a mural.
Students plan and conduct a dance class for elementary.

Activity: Students plan and organize sports matches with other teams.
Students plan and organize sports matches with refugees.
Students introduce and plan a new sport for the school's athletic director (i.e.: track and field, table tennis, wrestling, judo or karate).

Service: Students set up and conduct tutoring for elementary students.
Students identify needs for children in Romania.
Students organized Christmas gifts for refugee children.

Requirements for CAS Experiences

Approval of a claimed experience by a student is dependent on the CAS supervisor. The CAS program strives to be as individualized as possible allowing students as much freedom as possible to grow in areas they want to challenge themselves in. However some experiences can not be claimed as CAS experiences as can be seen in the non-exhaustive list below.

When wanting to claim a certain experience for their CAS portfolio a student should reflect on the following:

- Does the experience fit with one or more CAS strands?
- Does it provide a real opportunity for growth?
- Is this experience already part of another school course requirement?
- What learning outcomes can be addressed by this experience?
- How does this experience enhance personal growth or are beneficial for the community?

The following examples are not considered CAS:

- Any experience for which a student receives a grade in a class.
- Any experience that has a strong extrinsic purpose, such as obtaining a certificate or a financial benefit.
- Any action of attempting to convert someone from one religion, belief, or political opinion to another.
- Activities that lack meaningful and purposeful outcomes as suggested in the learning outcomes.
- Any experience that is part of a religious devotion or involves proselytizing.

For Experiences to be accepted the following should be taken into account:

- Experiences should be self driven, intrinsically motivated and challenging for the individual student, thus family chores or other forms of duty might not be approved by the supervisor
- Experiences should have an active, productive component and not just be passive, thus students will be encouraged by their supervisor to transform an experience into productive output in case a passive experience is claimed
- A responsible adult or approved supervisor should be on sight for any experience
- Students are encouraged to carry out projects and experiences outside of their home environment and to engage with the broader community
- Ongoing experiences must be carried out for a minimum of 2 hours per week. This time used must also be made visible in the context of reflections and evidence

CAS Experiences

Examples of CAS activities at ICSV

Creativity:

- Drama Production (Musical, Theater)
- Honor Choir
- Praise Band
- Plan for Fundraiser
- ELL Club
- Art Club
- Math Club

Activity:

- ICSV Sports teams (Basketball, Golf, Soccer, Table tennis, Track and Field, Volleyball)
- Fitness and Gymnastic Club

Service:

- Student Government Association (SGA)
- Student-led monthly newsletter (The Beak)
- Student Ambassadors
- Science Laboratory Support
- Romania Mission Trip
- Romania Talent Show
- Student Leadership Conference in Hungary
- Coin Fundraiser
- Christmas Book Market
- Elementary Student Learning Support
- United Nations Women's Guild (UNWG) Charity Bazaar
- Operation Christmas Child

CAS Portfolio and Interviews

The important components for successfully completing CAS are the CAS Project, a CAS portfolio with documented experiences that meet the requirements, and three CAS interviews.

Maintaining and completing a CAS portfolio

Students use the CAS portfolio on ManageBac™ to plan their CAS program, reflect on their experiences, and compile evidence of their involvement. This evidence may include photographs, visual or audio recordings, documents, posters, or programs from events and performances, all demonstrating engagement in CAS and the achievement of the seven CAS learning outcomes.

Additionally, during the first year of the CAS program, the student must participate in at least one CAS project alongside a minimum of one other student, documenting the entire process on ManageBac™.

The portfolio needs to be updated on a regular basis to reflect engagement timely.

Consultation with the CAS coordinator/ advisor

Students must have interviews with the CAS coordinator/ advisor at least three times during the CAS program in year 1 and 2. During these talks the CAS planning, documentation of activities, the covering of the seven outcomes, etc. is discussed. These interviews are an important aid in helping students to effectively meet the IB expectations and draw on the experience of the CAS coordinator/ advisor in solving problems.

CAS Reflections

Reflection is an essential part of the CAS process and of being an IB student (see *the IB Learner Profile*). It is a skill that is developed over time through experience, guidance and practice. It is important to be aware that reflection is understanding areas of strength and areas of growth. CAS experiences may not turn out as planned, and that is okay, but have a growth mindset.

Here are the basic questions you should always ask yourself when structuring your reflections:

1. What had I planned to do?
2. What did I actually do?
3. What were the results for me, for the team I worked with, and for others?

“Bring back” the experiences

What did I plan? What actually happened?

What obstacles did I face? What did I do to overcome these obstacles?

Analyze experiences

How did I feel? If interacting with others, how do I think they felt?

What activities did I carry out? What would I change next time?

What abilities did I develop?

Value experiences

What did the activity mean to me?

How worthy was it to me and to those involved?

What do I need to do differently the next time in order to change the outcome to a positive one?

Draw conclusions

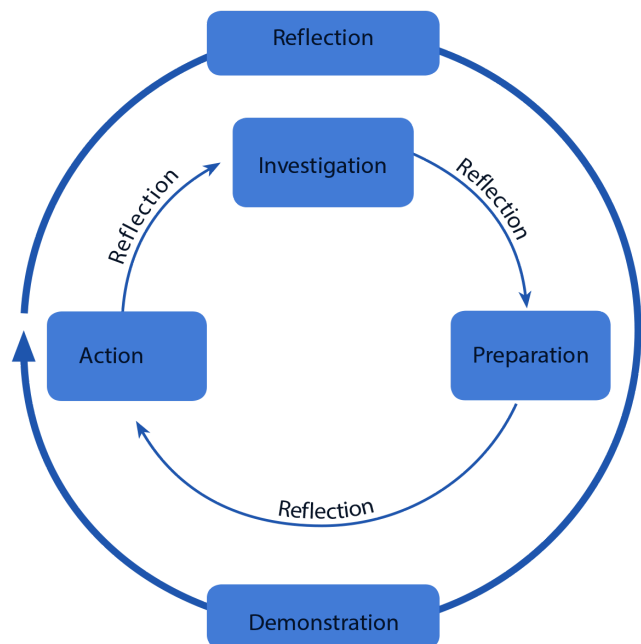
What did I learn about myself? About others?

What changed about my perceptions?

What changes did this activity lead to in me?

Plan further actions

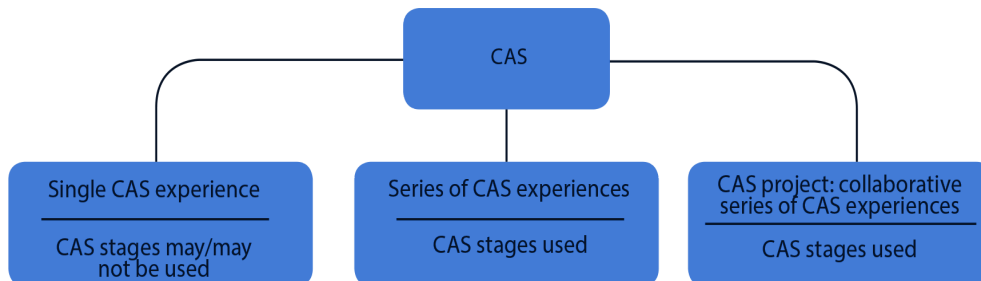
How can I apply what I have learned in other situations?



The five CAS stages (CAS Guide 2017, IBO)

How do I reflect?

- All entries on ManageBac™ need a brief reflection. This includes single CAS experiences such as fundraising, Christmas book market, Student Leadership Conference etc.
- All series of CAS experiences need to include the CAS stages. These also need to be reflected on in the portfolio.



CAS experiences and stages (CAS Guide 2017, IBO)

Student Expectations

CAS students are expected to engage with the program proactively, developing a clear understanding of its expectations and purpose. They should explore their personal values, attitudes, and attributes in relation to the IB learner profile and mission statement while setting personal goals for their CAS journey. Planning CAS experiences in consultation with the CAS coordinator or adviser, students apply the CAS stages where appropriate and participate in a variety of experiences, including at least one CAS project. Throughout the program, they reflect on their evolving interests, skills, and talents, maintaining a CAS portfolio with evidence of their achievements and learning outcomes. Regular reflection helps them recognize growth and meaning in their experiences. Additionally, students should communicate effectively with their CAS coordinator or advisor in both formal and informal meetings, ensuring a balanced approach to creativity, activity, and service. Throughout their CAS involvement, they are expected to act ethically and responsibly in their choices and behaviors.

Academic Honesty

Integrity and honesty are fundamental to the CAS program. Students are expected to authentically engage in their experiences, accurately document their involvement, and provide genuine reflections on their learning and growth. Any form of dishonesty, including falsifying records, misrepresenting participation, or plagiarism in reflections, is considered a violation of academic integrity. Cases of academic misconduct in CAS will be addressed in accordance with the ICSV policies on academic honesty, and appropriate consequences will be applied as outlined in the school's regulations.

The CAS Portfolio on ManageBac™

At ICSV, the CAS portfolio is done electronically via ManageBac™.

Things to consider when maintaining and/or completing the CAS portfolio:

- A title for each CAS experience.
- All CAS experiences must include a description with goals, plans and intentions for the activity with a meaningful learning experience. All related learning outcomes should be included.
- All experiences should include evidence such as pictures, audio or visual recordings, drawings or finished products, blogs, diaries, logs, calendars, etc.
- Reflections and evidence pages should also reflect the learning outcomes.
- There must be a reasonable balance between creativity, activity and service.
- CAS experiences must continue on a regular basis without gaps in the timeline over a period of 18 months and the CAS record must be updated on a weekly basis. For example, reflecting on an activity only at the end of a sports season is not acceptable.
- CAS activities cannot duplicate other parts of a student's Diploma program work.
- Successful completion of CAS is a requirement to obtain the IB Diploma.
- Students who are labeled with a red flag in ManageBac™ are in danger of failing the CAS requirements. This means that their IB diploma will be suspended.

CAS Responsibilities

Requirements for in-class time

- Work on your portfolio
- Plan CAS experiences with other students
- Discuss plans for CAS experiences with your CAS coordinator.
- Plan, execute and reflect upon activities.
- Communicate to your supervisors that you are an IB student from the beginning of your activity.
- Undertake at least 3-4 interviews and a final review with your CAS coordinator.
- Take part in a range of activities, including at least one project that you initiated yourself.
- Complete an accurate record of reflections on ManageBac™ – entries must be made at regular intervals, i.e. weekly.
- Show evidence of achievement of the seven CAS learning outcomes.
- Ensure a suitable balance between Creativity, Activity and Service.
- Keep to deadlines for CAS checks by your supervisor and hand in forms, etc.

Responsibilities of the CAS Coordinator/Advisor

Give support and guidance to students by:

- Individual interviews. (3 interviews throughout the IB program or more if necessary.)
- Regular meetings with students.
- Approve students' activities prior to their commencement, including summer activities.
- Communicate completion of their CAS record to the IBO via the IB DP Coordinator.
- Act as a resource for students in determining appropriate CAS activities.
- Give support and guidance.

Responsibility of Parents

- Encourage your child to recognize CAS as a vital component of the IB program while recognizing their independence and self-sufficiency in managing their CAS experiences.
- Reach out to the IB CAS coordinator with any concerns or questions as needed.
- Ensure appropriate transportation arrangements for your child to and from CAS activities.
- Take responsibility for your child's safety during CAS activities conducted outside of school facilities.
- Acknowledge that while ICSV provides recommended organizations and potential opportunities for CAS experiences, the school is not responsible for any occurrences beyond its supervision.

ICSV CAS Reporting Timeline

It is the student's responsibility to ensure that deadlines are met and tasks are accomplished. To ensure that these deadlines are met, the CAS coordinator checks in regularly with the students and informs parents in case of a violation. In addition to that, a comment entry will be made on the ManageBac™ portfolio.

Year One

Quarter 1	Portfolio in ManageBac™ must be updated and first experiences added as well as first reflections 1st CAS interview must be done
Quarter 2	Portfolio must be updated CAS Project should be in the planning / action phase Plan ongoing experience over winter break
Quarter 3	Portfolio must be updated CAS Project must be finished or in progress A minimum of 10 experiences should be entered
Quarter 4	Portfolio must be updated 2nd CAS interview must be done Summer plans must be communicated to the CAS coordinator

Year Two

Quarter 1	Portfolio in ManageBac™ must be updated Summer activities must be entered and approved by supervisor
Quarter 2	Portfolio must be updated with focus of balance in CAS strands Plan ongoing experience over winter break
Quarter 3	Portfolio must be updated 3rd CAS interview must be done
Quarter 4	Portfolio must be completed DEADLINE MARCH 31ST

CAS Candidate Consent Form

Name of Student: _____

Name of Advisor: _____

Expectations:

- Students will attend all CAS interviews. If one must be missed, the student is expected to contact the CAS coordinator/advisor directly.
- Students will complete 18 months of continuous CAS experiences and show self driven effort to complete the requirements.
- Students will check their email and ManageBac™ accounts regularly for important CAS information.
- Students will submit documentation (CAS weekly time logs, interim and final reflections) on time or risk a poor evaluation, grade and withholding of IBO Diploma until CAS is completed.
- Students agree to following guidelines of academic honesty. All experiences on ManageBac™ must be handed in truthfully in terms of duration, evidence and reflections.

Please show that you have read and understand the above expectations and the CAS handbook by completing the contract below. Please hand the signed document to your CAS coordinator/ CAS advisor during the CAS class.

I, _____ (IB DP candidate) with my parent(s) or guardian(s) _____ have read the above and am aware of the IB Diploma requirements and the International Christian School of Vienna expectations. We understand that failure to meet these requirements and those set down in the IB CAS handbook may result in IB organization withholding the diploma until all conditions have been met.

Signatures:

(CAS coordinator/Advisor) (Date)

(Student Name) (Date)