

# **International Baccalaureate Lexington One Diploma Program CAS Handbook**



**Edition 1.4**

**Last Updated:** September 20, 2018

**IB Diploma Coordinator:** Derek Allison

**CAS Coordinator:** Janet Boltjes

**Adapted from the IB CAS Handbook**

Lexington County School District One does not discriminate on the basis of race, color, religion, national origin, sex, disability, genetic information or age in admission to, access to, treatment in or employment in its programs and activities. The following people have been designated to handle inquiries or complaints. Chief Human Resources Officer Michael L. Stacey handles inquiries/complaints regarding Title IX, inquiries/complaints regarding Title II with respect to employees and/or public access to buildings and grounds, and inquiries/complaints involving the Civil Rights Act of 1964. Inquiries/complaints regarding IDEA for students K–12 go to Director of Special Services Wendy Balough, Ed.D. Inquiries/complaints regarding Section 504 for students K–12 go to Director of School Counseling and Advisement Zan Tracy Pender. Inquiries/complaints regarding Title II implementation go to Coordinator of Title II Part A Dianne Steelman. Contact these people if you have questions regarding these issues at 100 Tarrar Springs Road, Lexington, SC 29072 and telephone number 803-821-1000.

**Lexington One CAS Handbook**  
**Table of Contents**

**SECTION 1: IB MISSION STATEMENT.....3**

**SECTION 2: THE IB LEARNER PROFILE .....3**

**SECTION 3: AIMS OF CAS .....4**

**SECTION 4: THE NATURE AND PURPOSE OF CAS .....4**

**SECTION 5: CAS STRANDS.....5**

**SECTION 6: CAS LEARNING OUTCOMES .....7**

**SECTION 7: CAS STAGES.....9**

**SECTION 8: CAS PROJECT .....9**

**SECTION 9: CAS PORTFOLIO .....10**

**SECTION 10: REFLECTION .....11**

**SECTION 11: CAS INTERVIEWS .....12**

**SECTION 12: RISK ASSESSMENT .....12**

**CAS LOG – LEXINGTON ONE IB DIPLOMA PROGRAM .....15**

**CAS REFLECTION FORM – LEXINGTON ONE IB DIPLOMA PROGRAM .....17**

**CAS PROJECT APPLICATION FORM – LEXINGTON ONE IB DIPLOMA PROGRAM.....19**

**CAS MONTHLY CHECK – LEXINGTON ONE IB DIPLOMA PROGRAM .....21**

## **Section 1: 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.*

## **Section 2: The IB Learner Profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### **IB Learners Strive to Be:**

#### ***Inquirers***

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### ***Knowledgeable***

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### ***Thinkers***

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

#### ***Communicators***

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### ***Principled***

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

#### ***Open-Minded***

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are

accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### ***Caring***

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### ***Risk-Takers***

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### ***Balanced***

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### ***Reflective***

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Section 3: Aims of CAS**

CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. The CAS program 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.

## **Section 4: The Nature and Purpose of CAS**

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. As one of the three essential core elements in every student's Diploma Programme experience, it engages students in a range of activities to complement their academic studies. **Each student must satisfy the requirements of CAS in order to be awarded the IB diploma.** To this end, a student's CAS records and evaluations must clearly demonstrate quality, balanced content, and commitment for a student to meet the CAS requirement.

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways while enhancing their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme.

A good CAS program should be a personal journey of self-discovery: both challenging and enjoyable. Each individual student has a different starting point, and therefore goals and needs differ, but for many their CAS experiences are profound and life-changing.

For student development to occur, CAS should involve:

- fit within one or more of the CAS strands
- be enjoyable - covering a diversity of CAS experiences and strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- meet one or more of the CAS learning outcomes
- is active, not passive and includes thoughtful consideration, such as planning, reviewing progress, or reporting
- have a meaningful purpose or present a new personal challenge - tasks must extend the student while being achievable in scope
- sustained completion of or involvement in experiences lasting at least 18 months – Note individual events do not need to occur the entire duration of 18 months.
- evidence that confirms completion of experiences and student development

### **Section 5: CAS Strands**

The three strands of CAS, which are often interwoven with particular experiences, are characterized as follows:

**Creativity:** exploring and extending ideas leading to an original interpretive product or performance,

This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. There are many approaches to creativity, such as:

- **Ongoing creativity:** Students may continue in creativity as part of a school group or club, or through some other form of sustained creativity. However, students could 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. Students participate in school clubs or other extra-curricular activities.
- **Community-based creativity:** Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students' talents, interests, emotional responses, and imagination. For example, students could 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:** Solitary creativity experiences (composing music, developing a website, writing short fiction stories, creating arts and crafts, or painting a series of portraits) 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.

**Activity:** physical exertion contributing to a healthy lifestyle,

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. There are many approaches to activity, such as:

- **Ongoing activity:** Students may continue an existing activity; however, they should set personal goals related to the principles of CAS. Students could extend and develop their participation if appropriate.
- **School-based activity:** These can include: a school sports club, or timed sports sessions. Students may elect to initiate a school-based activity such as basketball or volleyball and engage other students.
- **Community-based activity:** Single events of activity can lack depth and meaning. Activity experiences best occur with regularity. 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, or an aerobics class.
- **Individual activity:** Solitary activity experiences (attending a gym, bicycling, roller-skating, swimming, or strength conditioning) are of most benefit when they take place over an extended duration of time. Students should set personal goals and work towards these in a sustained and correctly applied manner.

**Service:** collaborative and reciprocal engagement with the community in response to an authentic need.

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. Engaging with different types of service is recommended:

### **Types of Service Action:**

- **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:** Students must verify their actions will benefit the community or environment. Examples are: re-designing a non-profit organization's website or writing original picture books to teach a language.
- **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest (hunger campaign, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.)
- **Research:** Students collect, analyze, and report on a topic to influence change (environmental surveys, effective means to reduce litter in public spaces, or interview people on topics such as homelessness or unemployment.

### **Approaches to Service:**

- **Ongoing service:** When a plan of action is implemented over time, students develop perseverance and commitment.
- **School-based service:** 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 center.
- **Community-based service:** This 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.
- **Immediate need service:** In response to a disaster, students quickly attempt to assess the need and devise a planned response. Later, the students should investigate the issue to understand causes and commit to further service.
- **Fundraising:** Students should develop their understanding of the organization they choose to support and the issues being addressed. Sharing the rationale for the fundraising educates others and advocates the chosen cause.
- **International service:** Students must understand the circumstances of an authenticated need to support their involvement. Students benefit most when able to make clear links to parallel issues in their local environs.
- **Volunteerism:** Before volunteering, student should gain prior knowledge of the context and the service need.
- **Service arising from the curriculum:** Teachers can plan units with service learning opportunities in mind.

### **Section 6: CAS Learning Outcomes**

Student completion of CAS is based on the achievement of the seven CAS learning outcomes throughout the student's CAS program, over a period of 18 months. Some outcomes will be achieved many times, others few. Not all CAS experiences can achieve a learning outcome, but through a variety of CAS experiences all seven learning outcomes must be met throughout the CAS program.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for each student is "Is there evidence these outcomes have been achieved?" Most commonly, the evidence of achieving the seven learning outcomes will be found in student reflection.

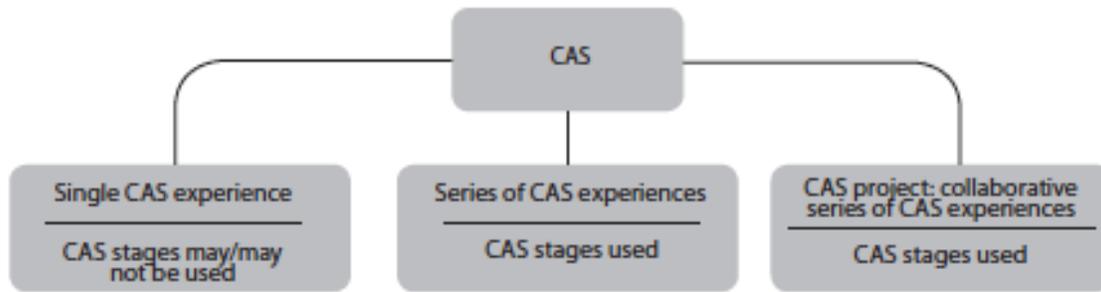
1. **Identify own strengths and develop areas for growth.** Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. **Demonstrate that challenges have been undertaken, developing new skills in the process.** A new challenge 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 through local, national or international action. Think globally but act locally.
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.

Students will indicate which learning outcomes were achieved in each experience on their Reflection Form.

If particular difficulties arise in achieving learning outcomes, it is the student's responsibility to consult with the IB Coordinator or CAS Coordinator and develop an action plan to achieve the learning outcome.

This focus on learning outcomes emphasizes that it is the **quality** of a CAS experience (its contribution to the student's development) that is of most importance. **The guideline for the minimum amount of CAS experience is approximately the equivalent two to three hours per week, or approximately 150 hours in total, with a reasonable balance between creativity, action and service.**

## Section 7: CAS Stages



The five CAS stages are as follows and must be demonstrated in all series of experiences and the CAS project. A single one-time experience does not require these stages.

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

## Section 8: 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.

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.

**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.

### **Section 9: CAS Portfolio**

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS and achievement of the seven CAS learning outcomes. The CAS portfolio can also reveal how students have developed the attributes of the IB learner profile.

The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. The CAS coordinator/adviser must ensure the students keep their CAS portfolio up-to-date and relevant as it is a summation of their CAS programme. It could also be a valuable addition to a student's resume for a prospective employer or educational institution.

The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride for the student. To highlight its significance, students could have the choice of how the CAS portfolio is assembled, what they include and how it is shared. Individual student learning styles will dictate the type of portfolio that they use: digital, online, diary, journal, scrapbook or a blended approach. Students are encouraged to explore the different options available to them.

While the IB does not require any particular format for the CAS portfolio, a three-part portfolio may appeal to students and CAS coordinators and could include the following sections: "Profile", "Experiences", and "Evidence". Each section would be intended to assist students to better understand their engagement with CAS, reflect on their experiences, and provide evidence of their experiences.

- **Profile:** In this section, students include their interests, skills and talents, plans and goals for their CAS programme. At the start of CAS, students map their interests against the three strands of CAS to identify possible CAS experiences. A consideration of how a student's personal value system aligns with the values expressed by the IB, with a particular focus on the IB learner profile, could also be included when developing a student profile. In addition, developing an awareness of themselves in relation to the CAS learning outcomes is a significant

part of the profile. Through an understanding of the CAS aims and learning outcomes, students will be able to identify both short-term and long-term goals in their CAS programme.

- **Experiences:** This section chronicles the student's journey in CAS, incorporating a variety of reflections, learning moments, personal achievements, and how they have utilized the CAS stages. This section would demonstrate that the student has actively engaged in his or her individual CAS programme. All throughout CAS, students can add their reflections regarding their ongoing personal development and self-awareness.
- **Evidence:** In this section, students collect the evidence of their involvement and achievements in CAS. Evidence could include, but is not limited to, planning documents, letters, emails, certificates, acknowledgments of participation and achievements, photographs, videos, and so on. Students could correlate their involvement with the CAS learning outcomes and may extend their thoughts to future ambitions within and outside the CAS programme.

### **Section 10: Reflection**

Being reflective is one attribute of the IB learner profile: *“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.”*

Reflection is a dynamic means for self-knowing, learning and decision-making. Reflection should occur **before, during and after** the CAS experience (one reflection is sufficient for single experiences). Four elements assist in the reflective process. The first two elements form the foundation of reflection. The last two elements add greater depth and expand perspectives.

1. **Describing what happened:** Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes (include the learning outcome(s) they addressed).
2. **Expressing feelings:** Students articulate emotional responses to their experiences.
  - a. How did I feel about the challenges?
  - b. What happened that prompted particular feelings?
  - c. What choices might have resulted in different feelings and outcomes?
3. **Generating ideas:** Rethinking or re-examining choices and actions increases awareness about self and situations.
  - a. Why did I make this particular choice?
  - b. How did this experience reflect my personal ideas and values?
  - c. In what ways am I being challenged to think differently about myself and others?
4. **Asking questions:** Questions about people, processes or issues prompt further thinking and ongoing inquiry.

It must be possible for the IBO evaluator to tell: **what happened, why it happened, how it happened, what value it was, what the student learned from it, and how they achieved each learning outcome.**

### **Section 11: CAS Interviews**

There must be a minimum of **three** interviews between a student and the CAS Coordinator (or the Diploma Program Coordinator) where student progress is discussed and appropriate encouragement and advice is given. If concerns arise, particularly with respect to successful completion of the CAS program, a letter will be sent home to parents notifying that the student is in jeopardy of not meeting the requirements for the IB Diploma.

1. **Interview #1 (September/October of Junior Year):** The CAS coordinator ensures the student understands the requirements for CAS, explains the CAS learning outcomes and how the student might achieve these outcomes, discusses the student's interests and ideas for CAS experiences, determines what form the student's CAS portfolio should take, and reviews the CAS stages.
2. **Interview #2 (End of Junior Year):** The main purpose of the interview is to assess the progress of the student in CAS. The students should have committed to a range of CAS experiences, achieved several CAS learning outcomes, and carried out/planned a CAS project. The student's CAS portfolio has been started and is used as evidence.
3. **Interview #3 (By April 1 of Senior Year):** This is the summative interview for CAS. In this interview the student outlines how they have achieved the learning outcomes for CAS. In addition, they discuss and evaluate their overall CAS program and reflect on personal growth. The student's CAS portfolio is used as reference in this interview.

### **Section 12: Risk Assessment**

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. As such, schools need to strike the right balance between protecting students from risk and allowing students to participate in CAS experiences.

When planning a CAS experience in which participants may be exposed to hazards, it is important that risks are identified and assessed. **The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom.** In addition, the IB provides the following guidelines on assessing the potential risk of a CAS experience.

1. Schools and teachers should ensure adequate systems are in place to assess and

- mitigate the risk of any CAS experience.
2. The school should ensure the staff organizing and supervising CAS experiences are fully supported throughout the risk assessment process.
  3. In order to prevent risk assessment from becoming a barrier to CAS experiences, schools should develop risk assessment systems that are proportionate to the level of risk. Although CAS experiences must be properly planned and assessed, experiences presenting a lower-risk level should be quicker and easier to assess and organize than higher-risk experiences.
  4. Where risks are identified, schools should ensure that all potential stakeholders (colleagues, students and parents) are informed of both the risk and any precautions or contingency plans that will be implemented in order to minimize the risk.

**Page was left blank intentionally.**

**CAS Log – Lexington One IB Diploma Program**

**Candidate Name:** \_\_\_\_\_ **Year of Graduation:** \_\_\_\_\_

**Directions:** This form is used to show evidence of continuous participation in CAS activities over the course of 18 months. Additional copies of this form may be made. Candidates shall use this form to log the CAS experience (and dates), the number of hours of experience accrued, a short summary of the experience (including the Strand and Learning Outcome) and the form that the evidence of the experience would be if used in the CAS Portfolio.

Experience (and Dates)	Hours	Summary (include the CAS Strand and Learning Outcome)	Form of Evidence

**By signing this document, I confirm the authenticity of all listed CAS experiences.**

Student Certification Signature: \_\_\_\_\_

**Page was left blank intentionally.**

**CAS Reflection Form – Lexington One IB Diploma Program**

**Candidate Name:** \_\_\_\_\_ **Year of Graduation:** \_\_\_\_\_

**Name of CAS Activity:** \_\_\_\_\_

**Directions:** Place a checkmark by each the Learning Outcomes you achieved during this experience and use the space on the right to explain how this Learning Outcome was achieved through this CAS experience. It is not unusual for an experience to achieve several Learning Outcomes at one time, however it is extremely rare for a single CAS experience to achieve all Learning Outcomes. Below the chart, use the space to include a brief reflection **about the significance of the CAS experience.**

<b>Learning Outcome</b>	<b>Achieved?</b>	<b>Explanation</b>
LO-1: Identify own strengths and develop areas for growth.		
LO-2: Demonstrate that challenges have been undertaken, developing new skills in the process.		
LO-3: Demonstrate how to initiate and plan a CAS experience.		
LO-4: Show commitment to and perseverance in CAS experiences.		
LO-5: Demonstrate the skills and recognize the benefits of working collaboratively.		
LO-6: Demonstrate engagement with issues of global significance.		
LO-7: Recognize and consider the ethics of choices and actions.		

**Reflection:**

---



---



---

**By signing this document, I confirm the authenticity of all listed CAS experiences.**

Student Certification Signature: \_\_\_\_\_

**Page was left blank intentionally.**

**CAS Project Application Form – Lexington One IB Diploma Program**

**Candidate Name:** \_\_\_\_\_ **Year of Graduation:** \_\_\_\_\_

**Name of CAS Project:** \_\_\_\_\_

**Focus of CAS Project (Strands):** \_\_\_\_\_

**Goal of CAS Project (Learning Outcomes):** \_\_\_\_\_

**List all IB Participants:** \_\_\_\_\_

**Anticipated Date Range of CAS Project:** \_\_\_\_\_

**CAS Stages:** For each stage, describe what work must be completed or what work you anticipate needing to be completed in order to achieve stated goal of CAS project.

<b>CAS Stages:</b>	<b>Describe plan to complete each stage.</b>
1. Investigation	
2. Preparation	
3. Action	
4. Reflection	
5. Demonstration	

**Organization/Contact Information (if associated with an outside organization and supervisor):**

\_\_\_\_\_

<b>Risk Assessment required?</b> (Student answers)	<b>Yes/No</b>	<b>Risk Assessment completed?</b> (CAS Coordinator answers)	<b>Yes/No</b>
---	---------------	--	---------------

**If Risk Assessment was necessary, CAS Coordinator initials/dates:** \_\_\_\_\_

<b>Student Signature:</b>	
<b>IB Coordinator Signature:</b>	
<b>CAS Coordinator Signature:</b>	

**Page was left blank intentionally.**



**Page was left blank intentionally.**