

Diploma Programme programme outline–CAS			
School name	Gymnazium a SOS Rokycany		School code 061768
Name of CAS coordinator	Sylva Krausová	Date of IB training	23.-25.10.2020 (virtual)
Date when outline was reviewed	February, 2026	Name of workshop <i>(Indicate name of subject and workshop category)</i>	DP CAS Category 1

A: Context

1. Number of Diploma Programme students who are entered in the exam session:

10 per cohort, the full cohort is usually 20-30 students.

2. Describe the social and physical environment of the community in which the school is located.

Physical Environment

Gymnázium a SOŠ Rokycany is located in the district of Rokycany (50.000 inhabitants) in the western part of the Czech Republic. The town of Rokycany (15.000 inhabitants) serves as the administrative centre. The town lies in close proximity to a larger university city of Pilsen (175.000 residents) and is also easily accessible from the capital Prague.

The town is an educational and cultural centre of the district. There are numerous educational and sports facilities (several primary schools and two secondary schools, a library, 2 museums, an observatory, football pitches and an ice hockey rink, an outdoor and indoor swimming pool, outdoor recreational areas and an outdoor athletic stadium).

Social Environment

Ethnically most inhabitants of the community identify themselves as Czechs, the most populous minorities are Slovak, Vietnamese, Ukrainian and Romany. Although only about 20% of the population consider themselves religious, the community is built largely on Christian values, and several charities operate in town. Christian holidays are observed by the majority of the community.

School Community

Gymnazium a SOS Rokycany is a coeducational school for students between ages 11 and 19. It is the only school of its kind in the Rokycany district. Gymnázium a SOŠ Rokycany has more than a century of tradition. It was founded in August 1873. Until 1995 it resided in a historic building in the city centre, later it was moved to a new spacious complex with a large sports hall and a new library. The secondary grammar school (as one part of the school) provides students with general education in a four-year and eight-year cycle.

Since 1994, the secondary vocational school has been the second part of the school. It provides specialized education, taking into account needs and priorities of the region. Presently, Economic Lyceum and Information Technologies courses are offered.

The school achieves excellent results in education. Our students reach the highest scores in the final exams and have very high success rate when applying for well-rated faculties of different Czech

universities. Moreover, the school was evaluated as the best secondary school in Western Bohemia region, considering the results of competitions in various fields. Above all that, one of our priorities is a warm and safe school climate.

The student body consists of students aged 11-19 years. They are mainly Czechs, less than 10 percent of the student body is of Vietnamese or Ukrainian nationality. We also often host students of different nationalities in student-mobility-programs. Some of our students are of dual nationality (Czech-Canadian, Czech-American, etc.). The vast majority of students live either in town or commute daily from the immediate vicinity.

As we are a public school, the social and financial background of our students varies a lot. Most of our students are fluent in oral and written Czech.

Most pupils and students take part in various extracurricular activities that are offered either at our school, or by a traditional net of art schools, free-time clubs and sports organizations that are supported by the state and local authorities.

B: Organization of CAS

Schools are required to provide resources and staff to support the delivery of an appropriate and varied CAS programme.

1. Coordination

a. Will the CAS coordinator have only this role in the school? Yes No

b. If your answer is no, answer the following questions:

i. What additional responsibilities will the CAS coordinator have?

The CAS coordinator also has the role of an English teacher. Her direct teaching time is reduced by 15% to allow for CAS coordination.

ii. What percentage of the CAS coordinator's scheduled time will be devoted to CAS?

The school implements a Monday to Friday 5-day schedule. The school's schedule runs from 8.00 a.m. to 3.15 p.m. on most days. The CAS coordinator teaches 18 45-minute lessons during each week, which allows for 15% of her work time to be devoted to CAS coordination (full time teaching load is 21 lessons a week).

c. In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

i. How will the school identify CAS advisers to ensure that the students are helped to make the most of their CAS experience?

The CAS Coordinator offers office hours so that the students can get support throughout their CAS programme and is accessible every day in person. She points out the opportunities for CAS experiences and encourages students to participate. The rest of the teaching staff is also dedicated to the CAS programme and suggests possible CAS experiences within their subject groups and extracurricular activities.

- ii. How many students will be under each CAS advisor's responsibility? **NA**
- iii. How will the CAS coordinator guide and supervise the advisers? **NA**
- iv. What procedures will be in place to ensure consistency among advisors' responses to questions related to proposed experiences? **NA**

2. Time allocation

Indicate the weekly time allocation for CAS experiences. Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for CAS experiences.

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS experiences
Within the school's timetable	A core block of alternating subjects for EE/CAS/TOK (according to a set schedule), 3 45-minute lessons a week.	A core block of alternating subjects EE/CAS/TOK (time within the block will be used for planning, recording and reflecting CAS experiences), students are expected to undertake experiences outside the timetable.
Outside the school's timetable	CAS office hours (A flexible booking calendar where students can book a 15-minute slot with their CAS coordinator). The students can approach the CAS Coordinator on a daily basis in her office.	a minimum of 1 hour expected on a weekly basis (depending on the extra-curricular activities the student plans)

Describe other time arrangements, if applicable.

Outside the timetable, there will be opportunity for students to reach the CAS outcomes while they participate in the afternoon school clubs offered by the school, the school's regular events, such as the Euroweek project participation (one-week trip) running since 1992), skiing or hiking trips (5-day trips), or other school expeditions (Týden praktické výuky), or established volunteering experiences (Patronáty, Centre SENs cooperation).

3. Length of the whole CAS programme *(it must expand over 18 months at least)*

	Month of year 1 of the Diploma Programme	Month of year 2 of the Diploma Programme
It will start	September DP 1	September DP2
It will end	June DP1 (students propose activities for the summer months before the holidays and discuss their proposal within the second formal interview)	March DP 2

4. Budget

Indicate how the budget for CAS has been produced. Identify different types of support that the school will provide for CAS (for example, administrative, transportation).

CAS Budget Sources

CAS budget is made up of three separate chapters

1. A portion of the School Authority budget allocated for implementation of IB DP
2. A portion of running costs allocated to the school by the School Authority

CAS Budget Allocation

CAS budget total funds allocated 4.300 € p.a.

Labour costs CAS Coordinator and CAS Advisor 1.800 € p.a.

CAS Material Costs 2.500 € p.a.

- Transportation
- CAS handbook printing costs
- Stationary and other material
- CAS workshop organization
- Workshop and club leaders

5. Monitoring/advising

How often will interviews with each student take place? Indicate length of interview and main objectives.

There will be 3 formal interviews. The estimated length of an interview is 10-15 minutes.

Introductory interview – beginning of DP 1 : Students demonstrate understanding of the requirements of the CAS programme, discuss their Personal Inventory and CAS proposal, they identify their interests, skills, strengths and areas for development, they show some level of investigation towards possible experiences and the CAS Project.

Progress interview – towards the end of DP 1 (May-June): Students demonstrate reaching some of the learning outcomes, reflect on the experiences undertaken and discuss the proposal for the summer months between DP1 and DP2. It may be done in groups/pairs respecting the CAS project groups. During this interview students either reflect on the CAS project or demonstrate the investigation and preparation for their CAS project is being undertaken. They discuss their CAS plan for the summer months.

Final interview - DP 2 (February-March) Students review their portfolios with the CAS coordinator/advisor, demonstrate the learning outcomes and reflect on their CAS experience as a whole. They share their takeaways and make any suggestions for CAS

programme adjustments.

Additional less formal interviews may take place to support the students in planning CAS experiences and projects. Both timetabled blocks and office hours of the CAS Coordinator are used for these interviews.

6. Supervision

Who will be involved in the supervision of students (teachers, other school staff, parents, members of the community)? How will the school brief them about its expectations?

All experiences have an adult supervisor. Some experiences are supervised by our teaching staff. The teaching staff is regularly informed (September of each school year) about the nature of the CAS programme and its requirements and are able to supervise CAS experiences. The local art school teachers and sports coaches supervise many of the out-of-school experiences as there is a functioning state supported net of art schools and sports clubs. Some of the service projects will rely on our partners in the community for which our students volunteer. The local volunteering centre is able to manage the volunteering contracts and make sure students have insurance coverage during their service experiences. A letter explaining the nature of CAS and its requirements in Czech/English accompanies the supervision form and review which the student hands in person. The CAS Coordinator is available through email and phone to answer questions or solve issues with the supervisor. The CAS Coordinator may visit a planned activity to offer support and address possible issues.

7. CAS programme

- a. How will the school ensure that the students are given opportunities to choose their own CAS experiences?

The school is committed to providing enough opportunity for the students to explore the possibilities there are and to try new things within the programme. The staff is in contact with community members who may be an inspiration to students and will also reach towards the parent community for further ideas. During the pre-IB years of study, students are supported to take part in events that help them plan CAS programmes that will be enjoyable and rewarding for them. We aim to help students find their cause for the CAS project and to familiarize them with the stages of CAS early into the programme. An annual CAS event is an integral part of our Open Days. It is organised by DP students, takes place in November. It aims to demonstrate the rewarding nature of CAS and to provide inspiration to the upcoming/prospective CAS students.

- b. How will the school promote students undertaking experiences that focus on the local community using a global perspective? Indicate any challenges that the school may face in achieving this.

We encourage our students to observe their surroundings, reach out in their community and to find out about the problems faced. As they plan their experiences, students are encouraged to see the wider context and consequences of the choices they make. There is focus on challenging the assumptions the students might have about certain issues (homelessness, climate change, socially disadvantaged families) and on narrowing down the goals related to global issues (cooperation with a regional volunteering centre Totem in Pilsen and with Národní asociace dobrovolnictví). The school has cooperated closely with some partners in the community, establishing mutual trust and working relationships with new partners in the community. As

fundraising is more common than direct volunteering, it may take time to build a programme where both indirect and direct service will be in balance.

- c. How will students be advised to plan their CAS programme taking the learning outcomes into account?

The students will be introduced to the learning outcomes at the beginning of DP 1. They will be supported by CAS handbook to be able to plan the programme effectively, and will create their CAS plan (Personal Inventory) prior to CAS Interview 1. Each CAS experience/project proposal will be approved by the CAS coordinator, including expected learning outcomes and how they are expected to be met.

- d. Give an example of a potential student's CAS programme that you would consider as appropriate to address all seven learning outcomes. Do not forget that each student must undertake at least one CAS project. The CAS project can address any single strand of CAS, or combine two or three strands.

- CAS Project : Participation in the Euroweek project (planning activities for an EU project with international participants (international village, national cuisines, quiz night, EU values and dynamics discussion forum)
- CAS Project : Patronáty SI (maintenance of a wetland protected area to ensure conditions suitable for protected species of plants and animals – removal of invasive plant species, maintaining stable water level, building a “snake house”)
- Choir participation including performing at local and international level
- School library volunteering
- Student elections project participation (participation advocacy, member of the committee)
- Extra reading with pupil of a local elementary school (online or face to face) or other form of tutoring with a volunteering organisation
- Annual school run organization/participation
- Presentation Olympics (a team competition in presentations on a given topic)
- Prom dance rehearsal and performance

- e. What strategies will you apply to ensure that students reflect on their CAS experiences?

Students will reflect on their experiences during their CAS interviews and in their portfolios. They will be encouraged to reflect on their experiences in various formats (writing, photographs, videos, art works) and to reflect both immediately and once they have stepped back and discussed the experience with others. Examples of meaningful reflections will be provided in the CAS handbook, as well as possibilities to reflect during the CAS/EE/TOK block (through structured discussions).

- f. How will the school record the progress of the student's CAS programme?

Managebac platform – students record proposals and have them approved, student reflection, supervisor forms and reviews, as well as the CAS checklist for completion happen in MNB, as well as Interview Notes, CAS reports and communication with the supervisor.

- g. How will the student record their CAS experiences and reflections?

They will be recording their experiences and reflections in a CAS portfolio in Managebac. Various formats of reflection are supported to encourage creativity, though an online platform is recommended for collaborative projects and to collect other forms of reflection in one place.

- h. How will the school report on the student's CAS programme to parents?

At the beginning of the programme a letter explaining the nature and purpose of CAS will be sent. There are two teacher-parent midterm conferences where parents can discuss the nature of CAS, any issues and the students' CAS achievement with the CAS Coordinator. Parents will be notified each semester about the students' achievement in a CAS report. Twice a year (at the end of a term) parents will get a CAS report. The students are not awarded a grade their progress and commitment are recorded.

- i. How will the school promote the student's achievements in CAS within the school community?

There is an annual DP orientation event by DP students for younger students (typically April or May), the experiences and projects are published in the local media and on social networking sites. Students present some of their experiences/projects during Open Days to fellow and prospective students. CAS students also work in cooperation with the School Parliament to raise awareness of the CAS programme and also to encourage participation of non-IB students of the school.