

# Parent and Student Handbook

An Overview of the Wasatch Center for Advanced Professional Studies





## Mission Statement

To inspire students to find their passion and acquire essential 21<sup>st</sup> century skills through strategic partnerships with education, industry, and community leaders.

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## Wasatch CAPS: Useful Contacts

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<b>Campus Address:</b>	<b>Mailing Address:</b>
3111 College Way	101 E. 200 N.
Heber City, UT 84032	Heber City, UT 84032

# CAPS Schedule: 2019-2020

## 2019-2020 School Calendar

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**WASTCH CAPS**  
 101 East 200 North  
 Heber City, UT 84032  
 435-654-0280 (Fax) 435-654-4714  
 Heber City, UT 84032

Aug 21	First Day for Freshman Students
Aug 22, 26, 28	Boot Camp - 1st Semester
Aug 27	Meet Teacher Night (Open House)
Sep 2	Labor Day
Oct 17-18	Fall Break
Oct 24	End of 1st term
Oct 25	Professional Development Day
Nov 27-29	Thanksgiving Vacation
Dec 23-Jan 1	Christmas Vacation
Jan 9	Showcase (1st Semester)
Jan 9	End of 2nd term
Jan 10	Professional Development Day
Jan 13, 15, 17	Boot Camp - 2nd Semester
Jan 20	Martin Luther King, Jr. Day
Feb 17	Washington and Lincoln Day
Mar 19	End of 3rd term
Mar 20	Professional Development Day*
Apr 6-8	PCCR/SSP Days (no school)
Apr 9-10	Spring Break
Apr 16	Parent / Student Information Open House
May 14	Showcase (2nd Semester)
May 20	High School Graduation
May 25	Memorial Day
May 28	End of 4th term

\*Snow Day.

### CALENDAR KEY

- CAPS Day
- First and Last Day of School
- End of Term
- Early Release
- Professional Dev. (no school for students)
- Holiday - No School
- Testing Days
- 8 Period Schedule (Shortened CAPS Day)
- Boot Camp / Guest Lecture
- OPEN HOUSE / SHOWCASE

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



# Introduction to Wasatch CAPS

The Wasatch Center for Advanced Professional Studies (CAPS) is an innovative high school program in which students are fully immersed in a professional culture, solve real-world problems, and use industry-standard tools while being mentored by actual employers. Students will spend their semester in collaborative groups completing real-world projects off-loaded to CAPS from local businesses.

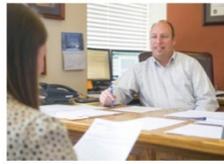
## CAPS COURSES



Environment and Agriculture



Digital Design and Software Development



Business, Marketing and Entrepreneurship



Medicine and Health



Engineering and Industrial Design

## 21<sup>st</sup> CENTURY SKILLS

CAPS teachers will facilitate the development of the skills that students need for project completion. In addition, local professionals will assist students by serving as project mentors. Beyond inspiring students to find their passion, the focus of CAPS is the student acquisition of the skills required for success in today's economy, which include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Effective Oral and Written Communication
- Collaboration
- Flexibility and Adaptability
- Initiative and Self Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Accessing and Analyzing Information

(Tony Wagner, *The Global Achievement Gap*; and [www.P21.org](http://www.P21.org), *21<sup>st</sup> Century Skills*)

CAPS is an example of how business, community, and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high-skill, high-demand jobs.

# Wasatch CAPS Policies

## PROFESSIONALISM

Our industry partners have expressed that, while technical skills are important, what makes the biggest difference among potential employees are professional skills. Additionally, our industry partners have certain expectations that CAPS students will utilize these skills. This matrix below provides both a method of teaching and a medium for evaluation.

	Exhibiting	Developing	Lacking
Prepared	Everyday exhibits professional attendance, attire, and attitude.	Most days	Excessive attire, attendance, or attitude goals not being met.
Productive	Time management, on task, and hard working.	Most days	Frequently poor at managing time, off task, or lazy.
Communicator	Excellent oral and written communication. Keeps instructor, client, and team well informed.	Most days	Poor communicator. Forgets to notify client, teacher, or group about important items.

# PROFESSIONALISM EXPLAINED

## ***Prepared - Attendance and Tardiness***

CAPS students will have the best experience possible if they attend every day and are on time. An absence is defined as a time or an occasion when the student is not in attendance for Wasatch CAPS learning (in class and/or at off-site work in the business community). Tardiness is defined when the student arrives later than ten minutes after the regular bell rings at the high school. As CAPS takes up two high school periods, each CAPS day will be marked as two class periods.

Students are to attend CAPS or communicate (to their instructor and team are required, to the client if it impacts the client the day missed) their reason for not attending. This is to be treated more like a work place where you would notify your boss and co-workers if you cannot make it.

## ***Prepared - Attitude***

Students are expected to have professional attitude. This includes being positive and eager with their teams, clients, mentors, and teachers while at CAPS. In the words of Winston Churchill, "Attitude is a little thing that makes a big difference." Students are expected to be willing to work, be good team mates, and help where help is needed.

## ***Prepared - Attire***

Wasatch CAPS students should be dressed in business casual apparel upon entering the building. Students should appear for class clean, neatly groomed, and dressed appropriately for Wasatch CAPS. Good judgment should be exercised, and extremes of any sort avoided.

### Appropriate Attire Examples

- Acceptable clothing: Casual slacks, khakis, sport jackets, collared golf shirts, collared sport shirts, button up shirts, crew neck sweaters, turtleneck and mock turtleneck shirts and sweaters, dresses or skirts, blouses, approved denim pants (no holes) and skirts.
- All clothing should be clean, neat, without rips or tears, and pressed.
- Wasatch High School branded clothing is acceptable if it falls within the appropriate business casual attire guidelines. For example, a WHS team collared golf shirt is acceptable; a WHS team hoodie is unacceptable.

### Inappropriate Attire Examples

- Shirts: Tank tops, t-shirts, halter/tank tops, low-cut necklines, etc. Spaghetti-strap blouses (or dresses), low-cut, exposed midriff, tube tops, spaghetti straps, sheer fabrics, halters or other backless tops, etc.
- Pants: Ripped or torn pants, pants that expose undergarments, sweats, leggings, etc.
- Shorts: No shorts are to be worn
- Skirts: Mini, long skirts with high slits.
- Shoes: Casual sandals (i.e. flip flops), slippers.
- Hats and beanies: No hats or beanies are to be worn.
- Hoodies: No hoodies are to be worn.
- Other: Clothing that is revealing or provocative, sunglasses, visible body piercing (except ears), insignias, or anything else the instructor feels is not appropriate.

## **Productive**

Students are to be productive during their time at CAPS. This means that students are to be on task, wise in time management, and hard working.

### What Productivity Looks Like:

- Research
- Brainstorming
- Developing
- Creating
- Testing ideas
- Prototyping
- Planning
- Communicating
- Leading
- Collaborating
- Imagining
- Working on Passion Project

### What Productivity Does Not Look Like:

- Wandering
- Playing pool in the commons
- Leaving early
- Watching entertainment videos
- Hanging out
- Playing games on phone / computer
- Spending time on phone (i.e. texting with friends, snap chatting, Instagram, etc.)

*\*A short (under 10 minute) break during the CAPS period is expected and used properly will lead to increased productivity*

## **Communicator**

Students are expected to communicate professionally during their CAPS experience. This includes communication with clients, teams, teachers, mentors, or anyone else associated with CAPS. Students will be asked to write emails, texts, practice elevator pitches, and give presentations. Students will be expected to communicate in a timely manner, professional tone, with good information.

## **USE OF TECHNOLOGIES**

Students are required to follow the Wasatch High School “Acceptable Use Policy” set forth regarding use of communication technologies. All use of communication technologies by students is directly related to approved curricula and activities.

## **TRAVEL**

Wasatch CAPS classes are held at the UVU Wasatch Campus (3111 College Way, Heber City, UT 84032) every CAPS day. The school district may provide transportation, but most often, students arrange their own transportation to and from class. In the event a student needs the School District to arrange for them to get to class, they are to notify the CAPS Director, who will help arrange transportation to and from the high school provided by the school district. Students and parents assume the responsibility and liability for transportation to and from class.

There are times during the school year when students will need to travel away from the UVU Wasatch Campus for CAPS related reasons. The School District provides transportation, but there are times when students can benefit from other transportation options. In the Handbook Agreement Form, travel options will be explained in greater depth.

## **CAPS MEDIA RELEASE**

Due to the innovative nature of the CAPS program, frequent local and national media requests are received. These requests are coordinated through the District and CAPS leadership, and portray our students and the CAPS program in a positive light. The CAPS Media Release will be explained in greater detail in the Handbook Agreement Form.

## **PERSONAL INFORMATION**

At Wasatch CAPS we have found there are a number of times when our students are in professional or networking settings and would benefit from having their own business cards. As such, we provide business cards for any CAPS student who desires, paid for by CAPS. Each business card will state the students name, their CAPS course, phone number, and email (personal or school – we recommend your personal as your school email will terminate upon graduation). This is not required, but another resource used for students and will be done within the first few weeks of the semester starting.

## **INTELLECTUAL PROPERTY RIGHTS**

All right, title and interest in any intellectual property, including, but not limited to, inventions, patent rights, know-how, trade secrets and copyright, that is created by a student for their Wasatch CAPS client project(s) will belong exclusively to the Wasatch CAPS client. Student or student’s legal guardian on the student’s behalf agrees to sign any documents necessary to evidence or perfect ownership of the intellectual property in the Wasatch CAPS client.

# ACADEMIC INFORMATION

## GRADING

As CAPS is part of Wasatch High School, we are required to issue a grade in order for credit to be given. In order to fairly assess Professionalism (prepared, productive, and communication), as well as Real-World learning the following scale will be used – understanding instructors and terms may require different percentages:

- ✓ Professional Skills Preparation (attire, attendance, attitude), Productivity, and Communication – 20%
- ✓ Weekly To-Do List – 10%
- ✓ Weekly Client Email – 10%
- ✓ Modules and Class Work – 20%
- ✓ Project Performance (including peer and client evaluations) – 30%
- ✓ Self-Evaluation – 10%

## MAKE-UP WORK

Due to the project-based nature of the CAPS program, absences are highly discouraged. Students will be required to exercise proactive behavior in order to make up the work missed from even one day of a CAPS class, as it is equivalent to missing two class periods. Students should contact their Wasatch CAPS instructor as soon as they know about an absence, as prior knowledge may enable the instructor to help the student make up the work in a more productive and timely fashion. Every effort should be made by students to attend the Showcase, Client Meetings, and Final Presentations, as these are extremely difficult to make up.

## ACADEMIC HONESTY

Students are expected to be honest and truthful about the work they or their team perform. This includes acknowledging other's work. The following are versions of academic dishonesty: cheating, plagiarism (using other's work as your own), fabrication (using false or made up information), deception (lying), and sabotage. At CAPS, academic dishonesty will result in immediate disciplinary action.

# REWARDS AND DISCIPLINE

## LEVELS OF ACHIEVEMENT

At CAPS we want to encourage students to grow and learn. Three different levels of achievement exist to help assist students in this process. The levels are sequential, meaning they have to be done in the order listed (for example you cannot become CAPS Proficient prior to being CAPS Competent). After one semester in CAPS, we hope majority of the students are CAPS Proficient. The modules listed are located in the Professional Skills booklet each student receives at the beginning of the semester.

	<b>To do:</b>	<b>Reward</b>
<b>CAPS Competent</b>	Completes Module 1 showing they understand the basics	Begin working on a real-life project
<b>CAPS Proficient</b>	Completes Modules 2 and 3 and successfully completes a semester client project	Certificate and recognition during CAPS showcase
<b>CAPS Certified</b>	Completes Module 4 and has four hours of CAPS ambassador hours.	Graduation cord, given a book, recognition at CAPS Showcase, and potential for a scholarship.

## OTHER REWARDS

Several other opportunities for students to receive rewards exist in CAPS ranging from the Professional of the Month, to leadership roles, to different opportunities of field trips, and much more. The rewards may vary from course to course and depend on the instructor. Regardless of exterior rewards students can achieve, at CAPS we feel the best reward for our students is the confidence gained from students working hard, failing, learning, and growing.

## DISCIPLINARY ACTION GUIDELINES

Each Wasatch CAPS student has an obligation to adhere to Wasatch CAPS guidelines and procedures, and to maintain professional standards of conduct at all times. Our goal at CAPS is to help students be successful through the guidelines listed in this handbook.

In the event students do not adhere to the above professional guidelines, the following disciplinary actions will be taken:

Tier 1. Oral Warning – student may lose points which impact grade (not to exceed 2 oral warnings before moving to Tier 2) and / or to immediately correct (such as a student comes to CAPS with a t-shirt, they may be asked to go home and come back dressed appropriately).

Tier 2. Written Warning – along with the above consequences, parents will be included in the written communication. This includes a written performance improvement plan from the student.

Tier 3. Privileges Revoked – along with grade and parental involvement, this may include: not allowing student to leave CAPS during the period, modifying breaks and free time, temporary or permanent removal from project, not being allowed the use of certain technologies at CAPS (including cell phone, computer, etc), and / or any other appropriate consequence the instructor feels would help the student to learn and grow. The privileges revoked may be replaced (at the instructor's discretion) with: working on the professional skills packet, in class presentations, research, case studies, and more.

Tier 4. Removal from the CAPS program. This will involve meeting with a parent / guardian and a counselor from the high school and rearranging the student's schedule to find them a course which will help the student be more successful.

Participation in Wasatch CAPS is "at-will." The tiered actions above may be escalated or bypassed at the discretion of the instructor or director. For instance, there are actions that will result in immediate dismissal from the Wasatch CAPS program.

***The following actions will result in immediate dismissal from CAPS and possible suspension/expulsion:***

1. Damage/vandalism/theft of any intellectual or physical property of either Wasatch CAPS or the business partner, by either purposeful action or un-business-like careless behavior.
2. Plagiarism or other forms of academic dishonesty.
3. Physical violence.
4. Possession or use of weapons, drugs or alcohol.
5. Conduct that endangers the safety of others or that substantially impinges upon or invades the rights of others at school, on WHS property, a Wasatch CAPS facility, or at a Wasatch CAPS-sponsored activity.

# MENTOR & GUEST GUIDELINES

## MENTOR RELATIONSHIPS: PROTOCOLS AND BOUNDARIES

- “Mentors” in this document refer to both industry partners who come in and assist students throughout the semester, or individuals who have projects students are working on – often referred to as “Clients.”
- Mentors enjoy helping and guiding young people. They welcome student questions at appropriate times and in appropriate quantities. If students are worried that they are “bothering” their mentor(s), they should ask their Wasatch CAPS instructor for guidance.
- Mentors and students will meet at Wasatch CAPS facilities or business sites during regular school days and times. Any exceptions must have prior instructor approval. Mentors and students should respond to messages (email or voicemail) within 48 hours or two businessdays.
- Students should demonstrate their professional responsibility by keeping their commitments at all times. If a student says s/he will meet his/her mentor at a certain time with a certain amount of work done, s/he should exceed expectations and arrive early with more work done than was required. Students should always be fully prepared for meetings with their mentors and should avoid procrastination.
- Students should always inform their Wasatch CAPS instructors when they will be meeting in person with their mentors.
- Students should not share personal problems with their mentors. Their purpose in a student’s life is to provide PROFESSIONAL guidance. If a student needs someone to talk to about personal problems, s/he should find another trusted adult, such as a parent, teacher or school counselor. Students should inform their CAPS instructors or an administrator should there ever be an uncomfortable situation with a mentor(s).
- Students must always observe the CAPS dress code guidelines when meeting in person with a mentor(s).
- Students are not to meet with any mentor where it will be one-on-one outside of the CAPS location or during the CAPS class period. Students are also to keep all communication with mentors in groups (i.e. set up a group text chain). It is critical to ensure there are always other students / adults in any scenario that is CAPS related.

## GUEST GUIDELINES

Students will always show guests to Wasatch CAPS respect by demonstrating professional behavior and business ethics.

# SAFETY PROTOCOLS

The Wasatch CAPS staff is committed to providing a safe environment for all students and staff. The following are all a reflection of that commitment:

- ✓ **Adult ID Badges:** All mentors are required to wear an identification badge while in the building. Visitors are asked to sign in with the director, where they will be given a visitor's badge.
- ✓ **Video Surveillance Cameras:** Our camera system will be in operation 24 hours a day, seven days a week. Cameras are located both inside and outside the building. The cameras record on a regular basis; however, they are not monitored constantly.
- ✓ **Campus Staff:** The Wasatch CAPS facility will be under the same guidance and protection as Utah Valley University – Wasatch Campus. The campus staff monitors and assists with the supervision of students and visitors in all areas of the campus, including parking lots.

## VISITORS ON CAMPUS

In order to maintain a safe environment at Wasatch CAPS, all visitors must check in with the director upon their arrival in the building. The director may deny access to the school building or grounds of the Wasatch CAPS facility to persons who have no lawful business to pursue at the school or who are acting in a manner disruptive or disturbing to the normal educational functions of the school. Visitors who have legitimate reasons for being on school property must abide by policies adopted by Wasatch CAPS and the Board of Education.





W A S A T C H  
**CAPS**

INDUSTRY | EDUCATION | COMMUNITY

