

# 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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3111 College Way Heber City, UT 84032	101 E. 200 N. Heber City, UT 84032

# WHS Calendar

## CAPS Meets on Gold Days

2022-2023 School Calendar						
<b>July 2022</b> Su M Tu W Th F Sa 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		<b>WASATCH HIGH SCHOOL</b> <b>930 South 500 East</b> <b>Heber City, UT 84032</b> <b>435-654-0640</b> <b>9th - 12th Grade</b> Jul 27, Aug 1 & 2 New Student Registration August 8 & 9 Senior Pictures August 9 12th Consultation Day July 29, Aug 2 & 4 New Student Day August 15 Back to School Night August 16 Freshman First August 17 10th - 12th Frist Day August 23 10th and 11th Picture Day August 24 9th and 12th Picture Day September 5 Labor Day September 9 Midterm Term 1 October 7 Makeup Picture Day October 7 End of 1st Term October 10-14 Fall Break October 17-18 Professional Development Days November 18 Midterm Term 2 November 23-25 Thanksgiving Vacation December 20 End of 2nd Term December 21-30 Christmas Vacation January 2-3 Professional Development Days January 16 Martin Luther King, Jr. Day February 3 Midterm Term 3 February 20 Washington and Lincoln Day March 8 ACT Testing March 10 End of 3rd Term March 13-14 Professional Development Days April 3-7 Spring Break April 24 Midterm Term 4 May 18 Graduation May 26 End of 4th Term/Last Day of School		<b>January 2023</b> 20 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		
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<b>December 2022</b> 14 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		<b>June 2023</b> 0 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				

\*Calendar template by Vertex42.com

# 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.

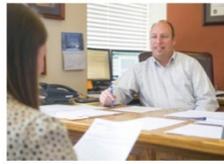
## CAPS COURSES



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
Preparation	Everyday exhibits professional attendance, attire, and attitude.	Most days	Excessive attire, attendance, or attitude goals not being met.
Productivity	Time management, on task, and hard working.	Most days	Frequently poor at managing time, off task, or lazy.
Communication	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. Students are expected to treat CAPS more like a workplace than simply a class. At a job you are expected to show up on time every day. If you are going to be late or can't make it – you are expected to notify your team and instructor at least 15 minutes **BEFORE** class begins.

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.

No Call No Show – If a student associate does not inform the instructor of an absence prior to its occurrence and does not communicate by the end of their scheduled CAPS instructional time, the student will be given a No Call, No Show. This is considered a serious violation of the trust and autonomy given to student associates for a professional, off-campus educational program and a safety issue of the utmost importance. When a student receives a No Call No Show absence, the student associate and parent / guardian will be required to meet with the Instructor and Executive Director. The student associate will be placed on probationary status.

If a second No Call No Show absence occurs, the student associate will be subject to additional discipline including possible dismissal from the program.

## *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.

### ***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." Expectations of a good attitude include: a willingness to work, becoming a problem solver (not just a problem finder), and taking initiative.

### ***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
- Learning

#### What Productivity Does Not Look Like:

- Waiting around
- 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*

### ***Communication***

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 (1) a timely manner, (2) a professional tone, and (3) 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

Wasatch CAPS has found it necessary to research and address intellectual property rights. All right, title and interest in any intellectual property, including, but not limited to, inventions, patent rights, know-how, trade secrets, technology, designs, original works of authorship, and copyrights shall be considered “Intellectual Property”. Three scenarios exist:

Scenario One: Student develops intellectual property for business partners.

1. Business client owns the intellectual property rights.
2. The Student can use the produced Intellectual Property as a piece of their portfolio or resume in the future.
3. Business Partners typically do not pay for any work to be done. If they do contribute it is typically done in the form of a scholarship which can then be earned by the student.

Scenario Two: Student develops intellectual property on their own product / service (not in partnership with business)

1. Intellectual property rights are owned by the student associate.
2. If more than one student invented the product, the percentage of their rights would be up to the students to decide.
3. The Student does not receive any payment for their work but may be welcome to use Wasatch CAPS facilities to continue the development of their invention or business.
4. The Student is responsible for costs incurred in advancing their business.
5. If School District resources are used in connection with the development of the Intellectual Property, including the supervision and direction of a School District Employee or CAPS Volunteer, the School District is hereby granted, as a condition of the student being allowed to use School District resources, a non-exclusive perpetual license to use and/or sublicense the intellectual property developed as part of the student generated project.

Scenario Three: Student develops intellectual property on a project generated by CAPS (the idea and concepts are created by the school district, the CAPS organization, or a CAPS faculty member.)

1. Intellectual property rights are owned by the school district, CAPS, and/or the faculty member.
2. The Student can use the produced Intellectual Property as a piece of their portfolio or resume in the future.
3. The student does not receive any payment for their work, but may receive a scholarship.

Student, or student’s legal guardian on the student’s behalf, agrees to sign any further documents necessary to evidence or perfect ownership of the intellectual property in the School District or 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 as a general guideline – understanding instructors may modify this to fit their needs:

- ✓ Professional Skills Preparation (attire, attendance, attitude), Productivity, 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.

	To do:	Reward
<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 pin, given a book, recognition at CAPS Showcase, and potential for a scholarship.

**\* Ambassador Hours are to be approved and reported to your Instructor – examples include:**

- Assisting during CAPS tours
- Posting about a CAPS experience on Social Media (for example you could post on Instagram about your experience at CAPS – 1 post = 1 hour)
- Reaching out to 3 friends (who are currently Juniors or Sophomores) and recommending CAPS (1 hour for completing all three)
- Being a CAPS Student Leader
- Doing presentations to promote CAPS

## SCHOLARSHIPS

Scholarships are given through the Wasatch Education Foundation and qualifications are determined through the CAPS Scholarship Committee. In order to qualify to be eligible a student must: be a senior, be CAPS certified, and interview with the CAPS Scholarship Committee. Scholarships are not guaranteed and are based on availability of funds, needs, and a student’s performance.

## 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.
- Students are never to meet one on one with a Mentor.
- Students should respond to messages (email or voicemail) within 24 hours.
- Students should demonstrate their professional responsibility by always keeping their commitments. 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 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:

- ✓ Visitors are asked to check in with their instructor or director.
- ✓ 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.

## HEALTH

Wasatch CAPS will operate in accordance with the safety standards of Wasatch High School. This may include the wearing of masks, social distancing, increased cleaning, screening guests for temperature and symptoms, and more. Students will be asked to adhere to these guidelines during CAPS – whether they are on the premises, in a car with other students, or at a clients' location.



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

INDUSTRY | EDUCATION | COMMUNITY

