

◆>>> 2024-2025 <<<◆

PARENT & STUDENT HANDBOOK



caps



CENTER FOR ADVANCED PROFESSIONAL STUDIES



CENTER FOR ADVANCED PROFESSIONAL STUDIES

MISSION STATEMENT

The Center for Advanced Professional Studies represents the collaboration of education, business and community, providing students with a unique, immersive experience, resulting in highly skilled, adaptable, global innovators and leaders.

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CAPS Administration and Contact Information

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Business Development Specialist
(913) 239-5939

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Receptionist
(913) 239-5909

Jill Larson
Bookkeeper, Registrar & Attendance Clerk
(913) 239-5908

Daniel Delaney
Information Technology Services
(913) 239-5945

CAPS Location

7501 W. 149th Terrace
Overland Park, KS 66223
(913) 239-5900

CAPS GENERAL INFORMATION

CAPS Strands/Courses, Instructors, and Email Addresses

STRANDS/COURSES	INSTRUCTORS	EMAIL ADDRESS
Accelerator Strand		
CAPS Innovate	Aaron Holthaus	afholthaus@bluevalleyk12.org
Future of Food	Joe Whalen	jpwhalen@bluevalleyk12.org
Bioscience Strand		
Bioscience	Eric Kessler	ekessler@bluevalleyk12.org
Bioscience/Vet Med II	Joe Whalen	jpwhalen@bluevalleyk12.org
Veterinary Medicine	Kelley Tuel	krtuel@bluevalleyk12.org
Business, Technology and Media Strand		
Digital Design & Photography	Allison Crane	adcrane@bluevalleyk12.org
Filmmaking	Todd Campbell	rtcampbell@bluevalleyk12.org
Global Business & World Language	Janet Graham	jgraham@bluevalleyk12.org
Technology Solutions	Jill Riffer	jriffer@bluevalleyk12.org
Engineering Strand		
Engineering	Keith Manbeck	kemanbeck@bluevalleyk12.org
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Teacher Education	McKenzie Lueders	MKLueders@bluevalleyk12.org
Medicine and Healthcare Strand		
Clinical Experience: CNA	Laura Benscheidt	LLBenscheidt@bluevalleyk12.org
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Foundations of Medicine / CNA	Amy Hamera	arhamera@bluevalleyk12.org
Foundations of Medicine	Leah Roche	lmroche@bluevalleyk12.org
Medical Simulator Coordinator	Meghan Boehm	mboehm@bluevalleyk12.org
Sports Medicine	Rebecca Snodgrass	rsnodgrass@bluevalleyk12.org

CAPS General Information (continued)

Required Fees

Course fees are assigned by semester and due in full at the beginning of each semester. It is strongly suggested that payment for 2nd semester courses NOT be paid prior to the second week of that semester to account for any dropped or switched courses. Fees may be paid by going online in ParentVue under the Fees tab (if you need an activation code to set up your ParentVue account please call the CAPS office). You may also choose to send a check to:

CAPS

Attn: Jill Larson - Bookkeeper
7501 W. 149th Terrace
Overland Park, KS 66223

Please contact the CAPS bookkeeper if you would like to set up a payment plan for these fees or for answers to any other fee questions you might have. Any payment plans set up with the home high school will NOT include the CAPS course fees and other arrangements should be made with the CAPS bookkeeper.

Students participating in the CAPS program from Private and Home Schools will also need to pay pro-rated Blue Valley School District fees at their Blue Valley zoned high school. You should contact that school's bookkeeper for details.

Learning Resource fees:

Collected at a rate of \$115 per student, this fee is primarily used to purchase materials and supplies that support educational initiatives in the classroom. *This fee will be prorated at 50% for private & home school students.*

Activity Programming fees:

The activity programming fee is collected at a rate of \$135. This fee helps support all sports, activities, clubs and other supplemental contract items that require extra-duty supervision from qualified district staff. It only covers a portion of the costs for a student team activity and does not replace fees currently being charged for programs such as drill team, cheerleading, certain clubs or sports. *This fee will be refunded, upon request, to any student who did not participate in any KSHAA or non-KSHAA activity, school club or any other non-required activity offered at the school.*

NOTE: While Blue Valley Schools receive the majority of its funding from the state of Kansas, the law allows school districts to charge back for certain expenses, included are those listed above. District fees will be waived for students who qualify for free and reduced lunches, **except for high school level course fees**. Payment plans are also available for families who do not qualify for free and reduced lunches.

**** Courses dropped after the 2nd week of the semester will not be eligible for refund.**

INTRODUCTION TO CAPS

The Center for Advanced Professional Studies (CAPS) Parent/Student Handbook (Handbook) is your resource for guidelines and procedures specific to the CAPS program. Blue Valley School District (BVSD) policies and procedures also apply. The guidelines and procedures in the Handbook will be enforced above and beyond those stated by BVSD and that have been approved by BVSD Administration. As to not be repetitive, the Handbook only includes CAPS additions to policies of BVSD and should be referenced as such.

Defining CAPS Professional Skills

Professional skills provide guidelines for acceptable behavior by organizations in both their strategy formulation and day-to-day operations. A professional approach is necessary both for CAPS program success and a positive program image. Business partners, parents, students and all interested parties expect professional and responsible business practices. CAPS chooses to make a public commitment to ethical business by expressing codes of conduct and guidelines. In doing so, these guidelines must translate into action by CAPS students, instructors, administration, and business partners. The guidelines enclosed in this document further outline specific responsible and ethical behavior inclusive of, but not limited to, adherence to safety standards, attendance and timeliness, team work and communication, respectful relationships with mentors and guest speakers, proper use of technology and hardware and respectful use of and confidentiality of physical and intellectual property. Demonstration of professional skills is part of CAPS students' grades.

CAPS Hours of Operation

Students generally attend CAPS during periods 1-3 or 5-7.

CAPS "Odd Days": 7:30 - 10:00 or 12:15 - 2:45

CAPS "Even Days": 7:45 - 9:45 or 12:45 - 2:45

CAPS "7-period Days": 7:30 - 10:00 or 12:15 - 2:45

Maintaining Status in CAPS

Students who have been accepted into the CAPS program have demonstrated a desire to work in a project and problem-based real work environment, are willing to comply with business ethics and have completed the course prerequisites. By accepting this opportunity, students are becoming a member of a unique community of like-minded individuals with the expressed goal of preparing for college and a chosen profession. All CAPS students are self-motivated individuals who have an honest desire for learning and enjoy being actively involved in their education. Students and the faculty at CAPS bear mutual responsibility for the development and success of the program.

Although students have enrolled in a particular CAPS course(s), CAPS is not a high school, but a high school program. It is a program that has the expressed mission of providing authentic profession-based educational opportunities. CAPS courses are markedly different from high school courses, and thus impose unique demands on the student. Because CAPS students are integrated into the local (and sometimes global) business and research communities, attendance, behavior and academic standing within CAPS and within the home high school take on an even greater importance. Students' behavior reflects on the CAPS program and collectively creates and molds the program's future reputation and standing in the community. Should a student's professional behavior at CAPS or in the home high school not meet the expectations of CAPS, the student may be removed from the CAPS program or not allowed to continue in CAPS for subsequent school semesters.

CAPS POLICIES

Attendance

An absence is defined as a time or an occasion when the student is not in attendance for CAPS learning (class and/or off-site work in the business community) for an entire day, class period or departs CAPS early. Tardiness is defined when the student arrives to class late.

A total of **five** excused absences are allowed per semester. Should a student meet this threshold a meeting will be held to discuss the impact to coursework, grading and other issues. The meeting will include the student, parent(s), instructor and director.

It is the requirement of CAPS that students should adhere to their respective schedules, meaning that students should be at CAPS and begin to work on time, and continue to work for their entire CAPS schedule, except for scheduled breaks, or when required to leave on authorized CAPS or BVSD business. Late arrivals, early departures, or other unanticipated and unapproved tardiness and absences from the students' regular CAPS schedule can be disruptive and should be avoided.

A student who can anticipate that s/he may be late for CAPS, needs to leave CAPS early or may be absent, should inform his/her instructor ahead of time to the extent possible. The instructor will then be able to make adjustments to accommodate the student's tardiness or absence.

There are occasions, however, where such deviations from schedule cannot be anticipated. On such occasions when the student will be tardy or absent from CAPS, the following actions are required:

1. The student must contact his/her instructor no later than 15 minutes after the student's regularly scheduled arrival time, or as soon as possible in the case of an emergency situation or sudden illness or injury.
2. Every effort must be made by the student whenever possible to speak to his/her instructor live rather than leave a message via voicemail or email.
3. The student must be sure to inform his/her instructor of the expected duration of any absence and if circumstances change, promptly update his/her instructor so that work assignments and projects can be adjusted if and to the extent necessary.

Tardiness

Unaccounted tardiness is an unprofessional behavior and is unacceptable. A note of tardiness will be kept in the student's file and considered during grading for not adhering to professional skills. If tardiness is a consistent issue disciplinary action may be taken.

CAPS Excused Attendance for Illness

If a student's excused attendance is for illness then the following actions must be taken by parent and student:

1. Parents of CAPS students will call the home high school to notify and authorize the absence from their comprehensive high school course(s).
2. Students will be required to personally report their absence via an email or call to their project team members, mentors, outside appointments, etc.; cc: instructor. It is important for a student to take the responsibility for reporting his/her absence and third party requests for being excused will only be considered in extreme circumstances. When reporting absences, students must copy their parents and attendancecaps@bluevalleyk12.org on the correspondence.
3. Consequences for a student not personally reporting his/her absence: The student will be considered acting outside the expectation of following business ethics. A note will be made in his/her file and considered in the final grade for the course.
4. Inquiries about unexcused absences should be made to attendanceCAPS@bluevalleyk12.org or 913-239-5908.

Withdrawal

CAPS students may withdraw from CAPS courses within the first five school days of the semester. Withdrawal will not be permitted after day five.

Policies (continued)

Make-up Work

Due to the project-based nature of the CAPS program, absences are highly discouraged. There are various components of a CAPS class period that will be missed:

- Direct instruction from the CAPS instructor; class collaboration
- Interaction with mentors, guest instructors
- Guest instructor material
- Project work (individual or group)
- Lab work (individual or group)
- Video conferences
- Professional off-site visits and tours

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 three class periods. Steps to avoid/minimize make-up work:

1. Students should always do their best to be at school. If a student feels ill, but is not contagious, s/he should make every effort to attend CAPS and meet their responsibilities.
2. Students should contact their CAPS instructor as soon as they know about the absence, as prior knowledge may enable the instructor to help the student make up the work in a more productive and timely fashion.
3. CAPS instructors have many plans/tools in place to help obtain information missed due to absence (i.e. information posted online, such as schedules, timelines for projects, lecture presentations, collaboration spaces). Students will be made aware of these tools as they are available. Students should be proactive in taking advantage of them.
4. Students are expected to be aware of potential conflicts to the class/project schedule that could arise (i.e. home high school events, sports and academic competitions, family vacations, religious and other family traditions).
 - a. It is the student's responsibility to communicate a conflict upon becoming aware. The more timely the communication the better.
 - b. Use appropriate and multiple means of

communication to share a conflict with the instructor and collaborative partners (in person, phone, email, etc.). In communication, find out:

1. What work was missed;
2. What work needs to be completed to make-up for the absence; and
3. What deadline has been established for the make-up work.

Disciplinary Action Guideline

Each student of CAPS has an obligation to adhere to CAPS guidelines and procedures and to maintain professional standards of conduct at all times. CAPS has issued numerous guidelines and procedures explaining expectations for student conduct. Most students endeavor to do their course work well and cooperate in observing professional rules of conduct. However, disciplinary action is sometimes necessary. Generally speaking, if a student fails to follow CAPS guidelines and procedures or his or her behavior otherwise interferes with the orderly and efficient operation of the program, corrective disciplinary measures may be taken at the discretion of CAPS, up to and including immediate dismissal from the program. The purpose of CAPS Disciplinary Action Guideline is to set forth disciplinary procedures that may be utilized at the discretion of CAPS, depending on the circumstances.

Participation in CAPS is “at-will.” Accordingly, CAPS may dismiss a student from the CAPS program at any time, with or without notice or prior procedure, and with or without cause. See CAPS Dismissal Criteria Guideline. Thus, CAPS may, but is not obligated to, utilize disciplinary measures prior to dismissing any student. Disciplinary action may include one or more of the following procedures:

- 1. Verbal Counseling**—Verbal counseling may be provided to the student at CAPS's sole discretion. Verbal counseling of a student by his or her instructor may include, but is not limited to, indication of dissatisfaction concerning a student's performance, a specific act, violation of CAPS guideline or procedure, or other inappropriate conduct. Following a verbal counseling session, the instructor will make

Policies (continued)

a record of the discussion between the student and the instructor, and maintain the record for future reference.

2. Written Counseling—A written counseling statement may be provided to the student at CAPS's sole discretion. A written counseling statement by an instructor may include, but is not limited to, a written notification to the student that s/he is being counseled regarding a performance deficiency, a specific act, violation of CAPS guideline or procedure, or other inappropriate conduct. A copy of the written counseling statement must be signed by the student's instructor and by the student, acknowledging receipt. The instructor will place the original of the written counseling statement in the student's file and furnish a copy to the student. The student's parents and home high school administration will be informed.

3. Performance Improvement Plan—At CAPS's discretion, a student's instructor may determine that it is appropriate to place a student with performance deficiencies on a Performance Improvement Plan. Such a Performance Improvement Plan will include requirements for improvement of the student's performance. The instructor, at his or her discretion, will assess whether the student has demonstrated sufficient improvement to remove the student from the Performance Improvement Plan, or whether further disciplinary action is necessary. Placement of a student on a Performance Improve Plan in no way alters CAPS's at-will participation guideline, and a student is subject to any form of disciplinary action while on such a plan, up to and including dismissal from the program. The student's parents and home high school administration will be informed.

4. Suspension—At CAPS's discretion, a student's violation of CAPS guidelines or procedures or any other inappropriate conduct or offense may result in discipline appropriate under the circumstances to prevent recurrence, including an in-school suspension of one or more full days. CAPS's suspension guideline is applicable to all students, and the duration of the time away from class shall be determined at CAPS's discretion based on the circumstances. Suspension of a student may occur concurrently with verbal or written counseling. The instructor will place a record of the suspension in the student's file. The student's parents and home high school administration will be informed.

5. Dismissal—At CAPS's discretion, a student's violation of CAPS guidelines or procedures or other inappropriate conduct or offense may lead to immediate dismissal from the CAPS program. See CAPS Dismissal Guideline for violations that will result in immediate dismissal. The student's parents and home high school administration will be informed.

Criteria for Dismissal from CAPS

Students are expected to adhere to both rules of BVSD as well as CAPS specific rules and guidelines. In most cases disciplinary action will follow the approach described previously in this Handbook. Dismissal may result after a disciplinary plan has been enacted with no change in behavior by the student. There are several actions that will result in immediate dismissal from the CAPS program. If dismissed from CAPS, the student and parents will work with the home high school to determine a restructured class schedule for the remainder of the school year.

The following actions will result in immediate dismissal from CAPS:

1. Violation of the BVSD Internet Use/Remote Access/ ITS and Email policy(s).
2. Damage/vandalism/theft (intellectual or physical property) of CAPS or business partner property by either purposeful action or unbusiness-like careless behavior.
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 BVSD property, CAPS facility, or at a BVSD-sponsored activity.

Policies (continued)

Dress Code

CAPS students should dress in business casual apparel. There may be some dress code variations based on the course a student is taking. If so, the instructor will provide course-specific dress code allowances. Any deviation from the expected dress standard must be approved by the instructor prior to the student's arrival/participation. Students should appear for class clean, neatly groomed and dressed appropriately for CAPS. Good judgment should be exercised, and extremes of any sort avoided. The following guidelines apply with respect to attire. These guidelines apply during students' scheduled class sessions, when on the CAPS premises during regular school hours, when meeting off premises (field trips, meetings with mentors, internships, etc.), both in public, and when attending outside CAPS-related events.

Appropriate Business Casual Attire

- Acceptable clothing includes casual slacks, khakis, business cargo slacks, sport jackets, collared golf shirts, collared sport shirts, crew neck sweaters, modest business dress/blouse shirts, sweaters, dresses or skirts. Business type shoes recommended.
- Medicine Strand students may wear matching scrubs with or without an underscrub tee.
- All clothing should be clean, neat and pressed.
- Blue Valley School District branded clothing is acceptable if it falls within the appropriate business casual attire guidelines. For example, a BVSD team collared golf shirt is acceptable; a BVSD team hoodie is unacceptable.

Inappropriate Attire

The following list, while not all inclusive, is indicative of the styles that are too casual to constitute business casual attire for CAPS purposes and are therefore inappropriate while in CAPS sessions, events or meetings, whether on or off the premises:

- **Shirts:** Tank tops, t-shirts, halter/tank tops, low-cut necklines, exposed midriff crop tops, etc.
- **Blouses:** Spaghetti-strap blouses (or dresses), low-cut, exposed midriff crop tops, tank tops, tube tops, spaghetti straps, sheer fabrics, halters or other backless tops, etc.

- **Pants:** Denim pants, casual cargo pants, fatigues, pants that expose undergarments, shorts, leggings, etc.
- **Skirts:** Mini, long skirts with high slits, denim skirts.
- **Shoes:** Casual sandals (i.e. flip flops), sneakers, slippers.
- **Other:** Clothing that is revealing or provocative, visible body piercing (except ears), insignias, buttons or pins that are deemed by the CAPS instructor to be potentially offensive.

It is the responsibility of each student to use good judgment and adhere to the requirements set forth in this guideline. It is the responsibility of each instructor:

- To promptly inform any student if his/her cleanliness, grooming or dress is not appropriate.
- To work with CAPS administration in otherwise enforcing this guideline.
- To determine if disciplinary action is necessary for violations of this guideline.

Failure to adhere to the requirements set forth in this guideline may result in disciplinary action.

Policies (continued)

Vehicle Operation and Parking

The legislature of the State of Kansas has enacted Kansas Statutes 72-9101 to 9104 inclusive to empower the school district to regulate and control traffic and parking on school property. These statutes authorize the imposition and collection of fees and provide that ordinances of the city or county pertaining to parking and traffic regulation shall apply. Persons violating such ordinances shall be subject to summons and prosecution in the police court of the city or county.

The following regulations and procedures apply:

- Vehicles are to be parked in a marked parking space between the parking space divider lines.
- The speed limit on the campus driveways is 15 MPH, on campus lots it is 10 MPH.
- Student vehicles are not to be parked in any reserved spaces including the visitor parking area, the pick-up and drop off lane and the facility receiving area.
- Vehicles parked in clearly marked tow away zones may be towed on the first offense.
- Vehicles are not to park or stop in any driveway, fire lane, or at any location marked with a yellow curb or a no parking sign.
- Vehicle parked in handicap space must display a state issued handicap license plate or permit.
- Traffic control, entrance and exit on campus and other regulatory signs are to be obeyed at all times. (See map of campus on the next page.)
- Loitering in the parking lots is absolutely forbidden. Students are to enter the CAPS facility immediately upon arrival and to leave immediately after entering their vehicles.

Note: Failure to comply with these and other regulations as defined in administrative policies will result in disciplinary actions, which may include towing, loss of driving privilege, and monetary fines.

All student cars on campus are subject to searches based on reasonable suspicion.

Off-Site Field Trips

1. Every attempt will be made to schedule off-site field trips during the CAPS class periods so as to minimize impact on the students' schedule outside of CAPS. There will be exceptions. In the event that a CAPS off-site field trip takes a student away from class(es) at his/her home high school, students are required to notify home high school instructors at least one week in advance so that the student may find out what will be missed and when it needs to be made up. It is expected that CAPS students demonstrate exemplary responsibility by completing and turning that work in before attending the CAPS field trip.
2. Transportation to off-site field trips may be by students carpooling or driving individually to the site.
 - a. Students will be informed if they are to meet at the field trip destination or meet as a group and travel to the site together.
 - b. Parental permission for carpooling and driving to events will be required.
3. Meeting as a group at the CAPS location, then travelling together on a bus or school van will take place as possible.
4. Students are expected to be prompt to off-site visits. Students should plan an extra 15 minutes into travel time in the case of logistical issues.

Policies (continued)

Use of Communication Technologies

Students are required to follow BVSD policies set forth regarding use of communication technologies. All use of communication technologies by students is directly related to approved curricula and activities. Students are expected to read and agree to the following BVSD policy **“Administrative Guidelines for Use of Communication Technologies by Students.”** This policy is provided by BVSD and is therefore not repeated here. Students will be expected to sign an agreement at the beginning of the school year.

CAPS Website

The CAPS website address is www.bvcaps.org. The website is for our alumni, business partners, mentors and current CAPS students and parents. By frequently checking the website you will be able to:

- Keep updated on upcoming CAPS events
- Find internship and scholarship opportunities
- See what's happening in each CAPS strand and course
- Find endorsement letters from CAPS business and university partners

CAPS Social Networking Tools:

- All postings will be monitored.
- Students should use appropriate tone, grammar, and spelling when posting electronic posts or responses.
- Students will be respectful of others.
- Facebook - facebook.com/bvcaps
- Twitter - @bvcaps

Use of Common Spaces

Professional decorum is expected at all times throughout the CAPS facility and campus, including the following areas, which are considered CAPS Common Spaces:

- Atrium and Grand Staircase
- Four Outdoor Patios: Two on ground floor and two on Third floor
- 2nd Floor Accelerator
- Small Group Conference Areas
- CAPS Café

These areas will be shared by CAPS students, instructors, mentors and business partners. Professional decorum is defined as respecting the work environment of others. Professionalism is the hallmark of the CAPS program. A professional environment allows students to demonstrate their readiness to collaborate with business partners at business locations. Your CAPS instructor will share the details of expected professional decorum in all areas of the CAPS facility and campus.

Visitor Policies

Visitors on Campus

In order to maintain a safe environment here at CAPS, all visitors must check in upon their arrival in the building. An administrator may deny access to the school building or grounds of the CAPS facility(s) 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 CAPS and the Board of Education.

Student Visitors

For the safety and welfare of students and staff, student visitors as guests of CAPS students will normally not be allowed to be in attendance during the school day, including lunch periods.

ACADEMIC INFORMATION

Grading

CAPS instructors will set challenging yet reasonable expectations for students. As a result, instructors show respect for student abilities, for the discipline that the student is learning, and for the credit awarded by the Blue Valley School District and associated collegiate institutions.

Student workload will be different for CAPS courses as compared to most high school courses. CAPS is a profession-based program bearing college credit and requires students to begin to understand and demonstrate professional dedication. In CAPS courses, significant learning may begin in the classroom, but it continues and grows outside the classroom, when students can become actively involved with the material and reflect upon it by working on professional. CAPS students should expect that more outside work will be required for CAPS courses than many high school courses.

Part of the CAPS mission is to immerse students with real-world learning experiences, therefore student knowledge, skills and professional character will be graded using a variety of authentic assessments (see examples bulleted) in a portfolio approach. Although such authentic assessments will compose the majority of a student's grade, some content and skills may be assessed using traditional educational assessments as well.

- Grading rubrics
- Portfolio assessments
- Written work
- Peer assessments
- Self-assessments
- Presentations
- Design reviews
- Mentor assessments
- Design/idea books
- Project journals
- Posting results of student project work online
- Student reflections

- BVSD instructors, administrators provide assessments
- Professional skills assessment (includes attendance and dress code)

Each CAPS instructor will provide detailed grading information at the beginning of the semester in the course syllabus, such as percentage of total points coming from each assessment area. Percent of total semester points required for each semester letter grade assigned will follow the BVSD high school guidelines.

Progress Reports / Grade Cards

Progress reports are designed to inform students and parents of academic progress. Reports are issued four times a year, at the midpoint of each quarter. Progress reports for all CAPS students will be part of the progress reports at the home high school.

A	Excellent understanding of subject matter and mastery deployment of the skills of the course. 90-100%
B	Good understanding of the subject matter and good deployment of the skills of the course. 80-89%
C	Minimally satisfactory understanding of the subject matter and minimally satisfactory deployment of the skills of the course. 70-79%
D	Less than satisfactory understanding of the subject matter. 60-69%
F	Basic failure in understanding of the subject matter or basic inability to deploy the skills of the course. 59% and below

Academic Information (continued)

Academic Support

CAPS instructors will provide academic support in the following ways:

1. Setting and communicating “office hours” to students at the beginning of the semester.
2. Continually monitoring the academic difficulty level, and adjusting availability accordingly.
3. Provide as much information online as possible to be accessible any time.

Parent/Teacher Conferences

CAPS instructors will conduct Parent/Teacher conferences at the CAPS facilities, during the same timeframe as the home high schools. Parents will be expected to schedule appointments with teachers for the conference. Parents will be notified of this arrangement so they can plan their time accordingly. These conferences will consist of, but are not limited to, how the student is progressing, any challenges the student is facing, eliciting and addressing parent concerns and highlighting student strengths. Some CAPS classes may utilize student showcases in lieu of traditional Parent/Teacher conferences. Parents are encouraged to communicate with teachers and to set up conferences at anytime during the school year if they deem it necessary.

Exams

Final Exams

There will be no exemptions from CAPS final exams. At the end of each CAPS course, a comprehensive assessment will occur, in the form of a written exam, performance, project or any combination thereof. In whatever form, it should allow the learner to reflect on his/her learning throughout the course. CAPS instructors will work with home high schools to schedule final exams.

AP Exams

CAPS instructors will be given AP exam schedules and rosters prior to exam dates. Students with scheduling conflicts are expected to communicate with instructors and are responsible for any missed work.

MENTOR & GUEST GUIDELINES

Mentors, Guests, Other Professionals

Mentor Relationships: Protocols and Boundaries

1. Mentors enjoy helping and guiding young people.
They welcome student questions at appropriate times and appropriate quantities. If students are worried that they are “bothering” their mentor(s), they should ask their CAPS instructor for guidance.
2. Mentors and students will meet at CAPS facilities or business sites during regular school days and times. Any exceptions must have prior instructor approval.
3. Mentors and students should respond to messages (email or voicemail) within 48 hours or two business days.
4. Mentors and other professional guests will comply with all the guidelines presented in the Standards of Conduct for CAPS Volunteers.
5. 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.
6. Students should always be fully prepared for meetings with their mentors. Industry professionals call this “doing your homework.” That would not necessarily be homework like students think of it where it’s assigned by an instructor. Doing your homework in the business world means determining what work needs to be done to move the project along to the next step and doing what it takes to accomplish that work without having to be directed by an instructor or mentor(s).
7. Students should avoid procrastination. If a student and mentor(s) agree that certain work will be completed before the next meeting/communication and the student’s procrastination results in unfinished work then the following may happen:
 - a. Mentor(s) knows the student did not take the work seriously
 - b. Student has become solely responsible for slowing the project down
 - c. Mentor(s) sees the student as lacking professional responsibility
 - d. Student may have cut himself/herself out of exciting future projects with that mentor(s) because s/he is perceived as unprofessional
8. Students should always inform their CAPS instructors when they will be meeting in person with their mentors.
9. 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.
10. Students should inform their CAPS instructors or an administrator should there ever be an uncomfortable situation with a mentor(s).
11. Students must always observe the CAPS dress code guidelines when meeting in person with a mentor(s).

Mentor & Guest Guidelines (continued)

Professional Guests at the CAPS Facilities

Professional guests are an integral part of the CAPS program. Students will always show guests respect by acting with professional behavior and business ethics. Anyone who wishes to be a guest at a CAPS class must contact the instructor to schedule time.

Check-in Process for CAPS Guests/Mentors

Guests and mentors visiting the CAPS facility will be required to sign in at the reception desk and wear a visitor's badge (for the entire visit) that clearly identifies them as a visitor. Visitor badges must be returned when the guest/mentor leaves.

The receptionist will notify the CAPS instructor that the visitor has arrived. A student will greet and escort the visitor to the classroom.

How Guests/Mentors Will Be Incorporated into the Classroom

Members of the business community may be utilized in CAPS classrooms in the following ways:

- Guest instructors
- Demonstrations
- Mentors
- Assisting students with projects
- Providing feedback regarding student projects
- Work with students on a company project
- Observation

If you (or someone you know) are interested in becoming a CAPS Mentor or Guest Instructor, please contact the Jennifer Bauer, CAPS Business Development Specialist at jbauer@bluevalleyk12.org or (913) 239-5939.

CAPS SAFETY PROTOCOLS

Facility Safety

The 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 adults are required to wear an identification badge while in the building. Visitors are asked to sign in with the receptionist, where they will be given a visitor's badge. Students are required to carry their student ID card at all times.
- **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 Officer:** CAPS is monitored by the District campus officer who is a state certified and commissioned law enforcement officer. His/her duties include providing protection and security of students, staff and school property. The campus officer monitors and assists with the supervision of students and visitors in all areas of the campus, including parking lots.

Safe Schools Hotline

- The Blue Valley Safe Schools Hotline is (913) 239-HELP (4357). Any person who has information and/or concerns regarding threatening or potentially dangerous situations within the district is strongly encouraged to call the Safe Schools Hotline. Callers should leave a voice message with as much pertinent information as possible. Callers may remain anonymous, or leave their phone number if they want their call to be returned. The Safe Schools Hotline is available 24-hours a day, every day of the year. All information reported on this line is considered to be serious in nature. Anyone intentionally submitting misleading or inaccurate information will be prosecuted.

Fire/Tornado Drills / Lockdown

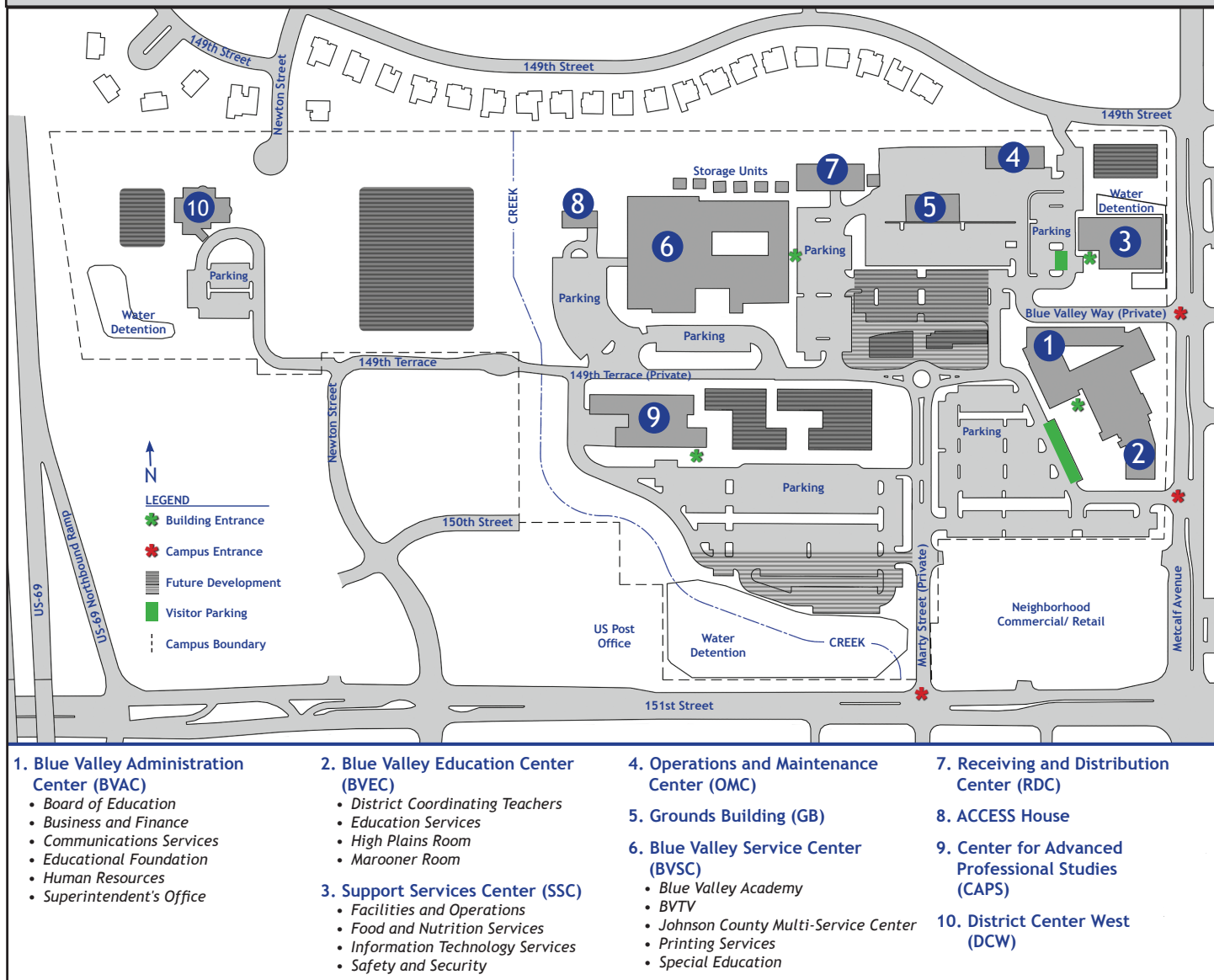
Drills are held periodically throughout the school year. Students should listen closely to directions and move in a quick and orderly manner to the designated area.

Severe Weather

In case of severe weather—snow, low temperatures, ice, etc.—the official announcement for school closing may be heard over the local radio and TV stations or call the district information line at 239-4600.

- **Severe Weather Warnings:** District Administrators and coaches have access to the latest weather information via pagers.
- **Lightning:** Anytime a lightning warning is received within a five-mile radius, all outdoor activities will be suspended.

District Office Campus



BLUE VALLEY SCHOOLS



2024 - 2025 CALENDAR

Revised Board Approved 05.13.24

JULY	
4	No Summer Learning, Independence Day
AUGUST	
1-6	New Staff Onboarding
7-12	All Staff Professional Learning
12	Transition Day, 6th & 9th Grade Students
13	First Day of school, EC-12, Kindergarten Orientation
30	No School K-5, Teacher Professional Collaboration
SEPTEMBER	
2	No School EC-12, Labor Day
3	No School EC-12, Professional Learning
27	No School K-5, Teacher Professional Collaboration
OCTOBER	
11	No School EC-12, End of Quarter, PL ½ Day Grade Prep. ½ Day
21 - 25	Conferences, Refer to building schedules
24	No School EC-8, Conferences
25	No School EC-12
NOVEMBER	
1	No School K-5, Teacher Professional Collaboration
25-29	No School EC-12, Thanksgiving Break
DECEMBER	
6	No School K-5, Teacher Professional Collaboration
18	Early Release 9-12, HS Finals
19	Early Release 9-12, HS Finals
20	Early Release K-12, HS Finals, PM Grade Prep.
20	No School for EC
23 - 31	No School EC-12, Winter Recess
JANUARY	
1 - 2	No School EC-12, Winter Recess
3	No School EC-12, Professional Learning
6	School Resumes
20	No School EC-12, Martin Luther King Jr. Day
31	No School K-5, Teacher Professional Collaboration
FEBRUARY	
10-14	Conferences
13	No School EC-8, Conferences
14	No School EC-12
17	No School EC-12, Presidents' Day
28	No School K-5, Teacher Professional Collaboration
MARCH	
14	No School EC-12, End of Quarter, PL ½ Day Grade Prep. ½ Day
17 - 24	No School EC-12, Spring Break
26	Tentative High School Test Day
APRIL	
11	No School K-5, Teacher Professional Collaboration
11	Kindergarten Roundup
25	No School EC-12, Professional Learning
MAY	
2	No School K-5, Teacher Professional Collaboration
16	Class Day, Last Day for Seniors
17-18	Tentative Graduation Dates
21-22	Early Release 9-11, HS Finals
23	Early Release K-11, PM Grade Prep
23	End of Semester, Last Day of School
26	Memorial Day
June	
19	No Summer Learning, Juneteenth

No School for Students
 No School for EC-8
 No School K-5 Teacher Professional Collaboration
 Irregular School Day
 Read Narrative for Information
 End of Quarter

JULY

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JANUARY

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AUGUST

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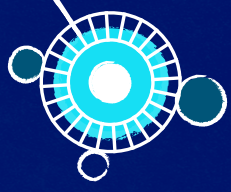
DECEMBER

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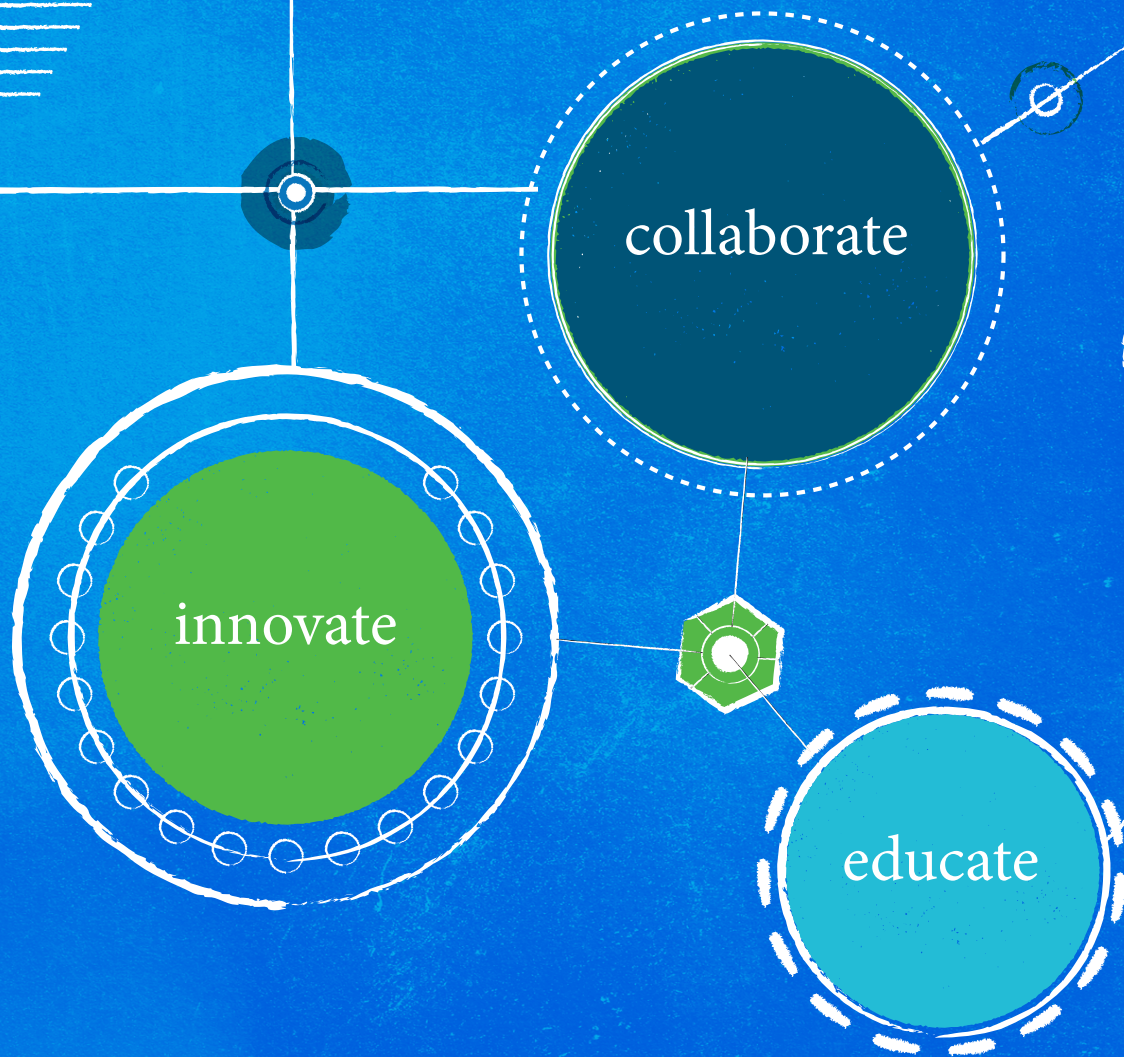
JUNE

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The school calendar includes five emergency closure days. The last day for students is currently May 23rd. If all emergency closure days are not utilized the last day of school may be adjusted. Likewise, if all five emergency days are utilized, additional days may be added to the calendar.



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CENTER FOR ADVANCED PROFESSIONAL STUDIES

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