



STUDENT ASSOCIATE HANDBOOK 2022-2023

MISSION STATEMENT

The Cedar Trails Exploration Center's mission is to develop and empower lifelong learners by providing opportunities for and encouraging exploration through personalized and innovative learning paths.

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CAPS LOCATION

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CAPS STRANDS & INSTRUCTORS

CAPS STRANDS / COURSES	INSTRUCTORS	EMAIL ADDRESS
Bioscience Strand		
AP Chemistry	Neil McLeod	nmcleod@usd232.org
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Biomedical Innovation	Millie Laughlin	mlaughter@usd232.org
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Computer Integrated Manufacturing	Brian Hagstrom	bhagstrom@usd232.org
Engineering Design & Development	Brian Hagstrom	bhagstrom@usd232.org
Engineering Capstone	Brian Hagstrom	bhagstrom@usd232.org
Intro to Welding	Sam Mcleod	smcleod@usd232.org
Production Blueprint Reading	Sam Mcleod	smcleod@usd232.org
Production Methods I & II	Sam Mcleod	smcleod@usd232.org
Manufacturing Capstone	Sam Mcleod	smcleod@usd232.org

INTRODUCTION TO CAPS

The Center for Advanced Professional Studies (CAPS) Parent/Student Handbook is your resource for guidelines and procedures specific to the CAPS program. USD 232 policies and procedures also apply. The guidelines and procedures in the Handbook will be enforced above and beyond those stated by USD 232 and have been approved by CAPS Administration and Board of Education. As to not be repetitive, most of the Handbook only includes CAPS additions to policies of USD 232 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 / Block Schedule

AM Schedule:

Block 1 – 8:05-9:28

Block 2 – 9:33-10:56

Travel Time (3rd Block) – 10:57-11:48

PM Schedule:

Block 4 – 11:49-1:12

Block 5 – 1:17-2:40

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 World Learning 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/or 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 CORE VALUES & GOALS

CAPS Core Values

We are a part of the CAPS network (Center for Advanced Professional Studies). CTEC CAPS provides more Career & Technical Education opportunities for USD 232 students along with collaboration among strands while experiencing a CAPS Network program.

CAPS has five Core Values which drive CTEC:

Profession-Based Learning – Instructors develop real-world, project-based learning strategies through collaborations with business and community partners. These interactions enhance the learning experience, preparing students for college and career.

Professional Skills Development – Unique experiences allow students to cultivate transformative professional skills such as understanding expectations, time management and other essential business values. These skills are critical to providing students a competitive advantage in their post-secondary education and professional careers.

Self-Discovery and Exploration – Students realize their strengths and passions by exploring and experiencing potential professions. This allows them to make informed decisions about their future, while learning to exhibit leadership.

Entrepreneurial Mindset – Instructors create an environment where creative thinking and problem solving is encouraged. An innovative culture is key to fostering entrepreneurial learning and design thinking.

Responsiveness – CAPS supports high-skill, high-demand careers through ongoing innovation in curriculum development, programs and services based on local business and community needs.

CAPS Program Goals

CAPS has five overall goals which connect to the CAPS core values and to the USD 232 district initiatives.

GOAL 1- IPS: Support Individual Plans of Study and the Real-World Learning initiative.

GOAL 2 - CORE: Use CAPS Curriculum Model Five Core Values: Profession-Based Learning, Professional Skills Development, Self-Discovery and Exploration, Entrepreneurial Mindset, Responsiveness.

GOAL 3 - MVA: Add Market Value Assets to each CAPS Strand (Internships, Client Connected Projects, Industry Recognized Credentials, Dual Credit, Provisional Patents, Entrepreneurial Experiences, Youth Apprenticeship, Service Learning Leadership, etc.)

GOAL 4 - TEAM: Use Design Thinking; all CAPS Strands focus on team-oriented collaborative projects as a part of each Capstone course.

GOAL 5 – DATA: Use data to inform the ongoing cycle of school improvement.



CTEC CAPS
Cedar Trails Exploration Center

CAPS POLICIES

TARDY POLICY

(Same policy as home high school. Note, all consequences are served at the home high school and all principals will be notified.)

Please adhere to your professional skills. A tardy is defined as any student being late to the classroom without an approved pass or excuse. The following progression of consequences will be observed:
1st tardy – 30 minute detention
2nd tardy – 45 minute detention
3rd tardy – 60 minute detention
4th tardy – Friday School
5 or more tardies – Administrative Action

If the student fails to serve his/her detention, the student will be issued a Friday School.

If the student fails to serve Friday School, the student will be assigned one (1) day of ISS (In School Suspension).

MOBILE PHONE PERMISSION

Students may possess a mobile phone or any other electronic device while on school property or while attending a school-sponsored event. Use of electronic devices during the school day may be allowed under district guidelines and authorization by building administration. Violations of this policy will be handled by appropriate school personnel and may include losing the privilege of bringing a mobile phone or other electronic device to school. The school district will not be responsible for lost, damaged or stolen electronic devices.

Students are not to be on their phones during classroom hours unless approved by the teacher. Please adhere to your professional skills.

MOBILE PHONE POLICY

(Same policy as home high school. Note, all consequences are served at the home high school and all principals will be notified.)

First Violation –

Device will be confiscated and returned to the student after they have served a 30-minute detention (same day as violation).

Second Violation –

Device will be confiscated and returned to the student after they have served a 45-minute detention (same day as violation).

Additional Violations –

Device will be confiscated, turned in to front office and addressed by administration. Upon any additional violations, the device will be confiscated and addressed in accordance with the student management program.

Due to the potential for invasions of privacy and instances of cheating, the use of any audio/video equipment will not be allowed during school hours or at any time in the bathrooms. Violations of this policy will be addressed by the administration and, possibly, the legal system.

CAPS POLICIES (continued)

ABSENCES & MAKE-UP WORK

Regular attendance is important due to the project-based nature of the CAPS program. When a student is absent, 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 assignments 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 and make every effort to attend CAPS and meet their responsibilities.
2. Students should contact their CAPS instructor as soon as they know about their 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 an attendance 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.).

c. In communication, find out:

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

CAPS POLICIES (continued)

Dress Code

CAPS students should dress in casual to 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. Please represent CAPS and your home high school in regards to apparel.

Inappropriate Attire

- Shirts that expose the midriff on either males or females.
- Clothing with excessive holes that end up being suggestive or distasteful in nature.
- Clothing which exposes undergarment (underwear) on either males or females.
- Short shorts or short skirts.
- Excessively baggy pants, trousers or shorts worn below the waistline.
- Attire of any sort that promotes, suggests or glamorizes gang affiliation, alcohol or violence, (bandanas, shirts with weapon(s) on display, etc.)
- Spaghetti straps (less than one-inch width strap), halter-tops, low-cut tops or muscle shirts (shirts with long armholes).
- Bringing blankets to the classroom.

This list is not meant to be exhaustive. The administration reserves the right to make judgments on attire and will request students who violate this code to make necessary changes. All students are required to wear shoes when in the building. **NOTE:** Closed toed shoes and long pants/jeans are required for all manufacturing classes due to OSHA safety protocols.

Personal Appearance

The general atmosphere of a school must be conducive to learning. If a student's appearance attracts undue attention to the extent that it may become a disruptive factor in the educational process, it will be addressed. An administrator or designee will ask the student to make the necessary changes or will be given a shirt or appropriate clothing to wear. In the event that the change does not take place in the time allowed, the administrator will prescribe the disciplinary action. Dress code violations will be handled in accordance with the student management program.

Additionally, a student's clothing or appearance which is vulgar, indecent, obscene or insulting, or which promotes or encourages behavior such as smoking, drinking, drug use, physical or sexual violence or the use of illegal substances, or which promotes illegal activities is prohibited.

Outdoor clothing, such as headgear, sunglasses, gloves, coats, etc., is to be removed upon entering the building and stored in the classroom or other designated area provided by the school.

Appropriate Attire

- Acceptable clothing includes casual slacks, non-baggy jeans, khakis, sport jackets, collared golf shirts, collared sport shirts, crew neck sweaters, non-wrinkled t-shirts, turtleneck and mock turtleneck shirts and sweaters, dresses or skirts.
- All clothing should be clean and neat.
- School branded clothing is acceptable if it falls within the appropriate casual to business casual attire guidelines. For example, a DHS/MVHS team shirt is acceptable.
- During any business site visits or presentations from business partners, please avoid wearing jeans and focus on more business casual attire. Your instructors will remind you in advance of these events.

CAPS POLICIES (continued)

Vehicle Operation & Parking

The legislature of the State of Kansas enacted statutes (72-6526 to 72-6529) empowering the school district to regulate and control traffic and parking on school property. These statutes authorize parking and traffic regulations and enforcement.

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 circle drive visitor parking area, and disabled parking.
- Vehicles parked in clearly marked tow away zones maybe 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.
- Vehicles parked in a disabled parking space must display a state issued license plate or permit.
- Traffic control, entrance and exit on campus and other regulatory signs are to be obeyed at all times.
- Loitering in the parking lot is 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' regular high school schedule. 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 assignment will be missed and when it needs to be made up. It is expected that CAPS students demonstrate exemplary responsibility by completing and turning in work 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.

CAPS POLICIES (continued)

Use of Communication Technologies

Students are required to follow USD 232 policies 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 follow the USD 232 Acceptable Use Policy. This policy is provided by the home high school and is therefore not repeated here.

CAPS Website

The CAPS website address is <https://www.usd232.org/CTEC>. The website is for current CAPS students and parents, as well as alumni, business partners, and mentors. 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 businesses and university partners

CAPS Social Networking Tools:

Students should use appropriate tone, grammar, and spelling when posting electronic posts or responses.

Students will be respectful of others.

Students are encouraged to create a professional LinkedIn account. The CAPS instructors will provide guidelines and expectations.

Follow us on Twitter - [@CTEC_CAPS](#)

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
- 1st Floor carpeted areas
- 2nd Floor carpeted areas and pods
- 2nd Floor Glass Conference Rooms

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 USD 232 Board of Education.

Student Visitors

For the safety and welfare of students and staff, student visitors as guests of CAPS students will not be allowed to be in attendance during the school day, including before/after class and lunch/travel times.

CAPS GRADING & BEHAVIOR

CAPS 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 De Soto 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 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.

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 below) in a portfolio approach. Although such authentic assessments could compose the majority of a student's grade, some content and skills may be assessed using traditional educational assignments and assessments as well.

Grading rubrics	Portfolio assessments	Written work
Peer assessments	Self-assessments	Presentations
Design reviews	Mentor assessments	Design/idea books
Project journals	Student reflections	Posting results of student project work online
CAPS 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. Percent of total semester points required for each semester letter grade assigned will follow the district high school guidelines.

CAPS Behavior

All students are expected to conduct themselves in a manner conducive to learning and appropriate for high school age students while in school and at all school-sponsored activities. These behaviors include attending classes, working on all tasks assigned by instructors and complying with all reasonable requests made by school staff members. For those students who decide to interfere with or disrupt the educational process, appropriate corrective measures will be taken.

CAPS DUAL CREDIT, INTERNSHIPS, PROPERTY

Dual Credit

Some of the courses at CAPS are for college credit. The university from which the student associate can earn the credit will depend on the course selected by the associate.

Student associates must meet eligibility requirements from the individual post-secondary institution to be enrolled in the dual credit courses. The CAPS instructor will assist with enrollment information. Payment and admission documentation will be communicated to families through the above institutions. Some classes qualify for Excel in CTE (Senate Bill 155), which are zero tuition costs for students/parents but still have book and fee costs.

For more information on Dual Credit Offerings, please visit the College Credit/Dual Credit pages on your home high school's webpage.

Internships

Internships are not a guarantee.

Enrollment in one of our Capstone workplace experience courses allows the student associate to have the time needed to work on independent projects, train other student associates, assist our instructors, work on certifications or credentials, act in leadership positions at CAPS, work on client-connected projects, and/or be awarded an internship.

Most business partners require an application with resume and interview process in order to be considered for an internship.

Intellectual Property Rights

CAPS has found it necessary to research and address intellectual property rights. Two scenarios exist:

Scenario One: Student associates perform real work for business partners.

Types of products/services produced for corporations, small businesses, start-ups and 501(c)3 organizations can include websites, marketing collateral, social media strategies, apps, CAD diagrams, and manufactured items/products. In this scenario, the policy is as follows:

1. Business client owns the intellectual property rights.
 - a. Student associates can use the product produced as a piece of their portfolio.
 - b. Prior to the launch of the new project/product, a *Project Request Form* is completed and signed by all parties stating the business partner/client owns the intellectual property rights.
2. Business partners are not allowed to pay student associates for any of the project work performed during the school day. Instead business partners are encouraged to gift to the CTEC CAPS program to help fund the sustainability of the program.

Scenario Two: Student Associates create their own product/service (not in partnership with business).

In this scenario, the policy is as follows:

1. Intellectual property rights are owned by the student associate.
2. If more than one student associate invented the product, the percentage of their rights would be identified in lab notebook documentation.
3. Student associates do not receive any payment for their work but may be welcome to use the CTEC CAPS business partners' facilities beyond the normal CAPS session to continue the development of their invention with permission.
4. Student associate is responsible for the provisional patent filing fee.

CAPS SAFETY & VISITORS

Fire & Severe Weather Drills

Fire drills are required by law at regular intervals and are an important safety precaution. When the fire alarm or other signal is given, it is imperative that everyone promptly vacates the building by the prescribed route which is posted in each room. A fire drill plan is posted in each room and students should be aware of the route to be taken for any given hour of the day. Students are to remain outside the building until a signal is given to return inside. Each teacher is responsible for assisting any student with a disability in their charge to the nearest accessible exit or safe refuge area. The CAPS administration is responsible for assisting any visitor with a disability to the nearest accessible exit or safe refuge area.

Severe weather drills will be conducted during the school year. During a tornado drill or tornado warning, all students are taken to the Early Childhood Gym until an “all clear” is sounded. Students should know where they are assigned to go during a storm warning drill.

After the “all clear”, students may only be released to their parents or to an authorized adult. If the severe weather warning extends beyond the school day, students will remain at CAPS until the “all clear” sounds or are picked up by their parent(s)/ guardian(s) or authorized adult.

Behavior During Drills

The CAPS Program shares a building with the Early Childhood Program and all drills for CAPS and Early Childhood are conducted at the same time. CAPS student associates are expected to be role models for the Early Childhood students at all times.

Visitors to CAPS

Business partners, patrons, and parents are encouraged to visit CAPS. All visits shall be scheduled with the building administration. The building administration will communicate the visit to the office staff and CAPS staff.

To ensure safety and security, all visitors must enter through the main entrance and check in at the office to receive a Visitor’s Pass and/or guide before proceeding to contact any other person in the building or on the grounds.

Students may not bring student visitors from other schools unless it is a part of an authorized school activity or event.

Those who have no legitimate cause to visit or are creating a nuisance will be asked to leave the building.

CAPS STUDENT HEALTH

Medication at CAPS

It is preferred that the home high school nurse dispense medications to CAPS students either before/after their CAPS blocks. However, if/when the situation arises where students need to take medication at CAPS, this will need to be communicated by the parents to the CTEC CAPS Nurse.

If there are medical needs that require storing emergency medication at CAPS (such as epi pens, etc.) please contact the CTEC CAPS Nurse:

Mary Kate Cotton
(913) 667-1820

Medical conditions and medication needs must be communicated to the CTEC CAPS Nurse by the student associate and/or parent/guardian(s) as appropriate for the safety of the student associate.

If Skyward reflects that the student has parental permission for over the counter medications, students may come to the CTEC Nurse's office as needed for applicable over the counter nursing care/assessment. Students are only permitted to only carry one day's worth of all medications. *Please refer to the home high school policies for exceptions and medical administration.*

Illness or Emergency while at CAPS

Emergency Situations

If a student emergency develops, anyone may immediately call 911. The CAPS instructor will contact the CAPS administration and the CTEC CAPS Nurse.

Non-Emergency Illnesses

If a student associate develops an illness that is a non-emergency but may require leaving the CAPS facility, the instructor will:

1. Send the student to the CAPS Nurse.
2. The CAPS Nurse will call parent/guardian(s) to notify and find out if student associate is cleared to drive home or if a parent/guardian will pick the student associate up.
3. The CAPS Nurse will contact the CAPS office about the absence. The CAPS office will report the absence back to student associate's home high school.