

IEP Graduation Capstone Considerations (Best Practices)

This document offers administrators and teachers guidance and best practices for the successful completion of Jeffco Graduation Capstone projects for students that need accommodations due to Individualized Educational Plans (IEPs).

Per Colorado Department of Education (CDE), districts have the authority to provide accommodations to students in meeting the postsecondary workforce readiness demonstrations necessary to earn a standard high school diploma for: English learners, gifted students, and **students with disabilities** ([CDE Statement](#)).

What does it mean for IEP [students receiving General Education](#) or [students with EEOs](#)?

- Students who have IEPs are required to meet Demonstrations of the Postsecondary Graduation Guidelines in Reading, Writing, and Communicating (RWC)/English *and* mathematics for graduation requirements. Students who have been identified with significant cognitive disabilities and receiving instruction with Extended Evidence Outcomes (EEOs) are also required to meet the demonstration graduation requirements. Students with IEPs, including those receiving instruction in EEOs, will receive the appropriate accommodations and supports to complete the requirements of the Jeffco Graduation Capstone.

What does this mean for all students?

- The process of completing the Graduation Capstone is to prepare students for a global society. In their own capacity, students are able to demonstrate their learning, literacy and life skills. ([What are 21st Century Skills?](#))

Curriculum	Formats	Ways to Meet Capstone Components	
IEP Students receiving General Education Curriculum Back to Top	Embedded in class Managed by Case-Manager Choice of topic that students are interested or passionate about that is an issue happening in the nation or world	REQUIRED Demonstrate of two Durable Skills from the 5 (<i>Leadership, Metacognition, Critical Thinking, Collaboration</i>) connected to Capstone topic - Project Proposal - RWC/English Competency: Research Paper/Essay - Intro - Body - Conclusion - Math Competency - Gather statistical data - Find the trend data - Interpret trend data - Professional Skills - Informational Interview (Toolkit) - Product or Service - Portfolio - Presentation (can be demonstrated through multiple mediums)	Use the following when implementing the Capstone: - Review IEP goal rigor and align with expectations for RWC/English and/or Math competency - Postsecondary Transition goals guide Capstone project selection of topic Depending on the student's needs, consider focusing on the essential academic skills and big ideas required to demonstrate mastery - See possible instructional strategies for capstone

Please contact Jeb Brako, Assistant Director of Special Education, if you have any further questions.

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			components
IEP Students receiving instruction in Extended Evidence Outcomes (EEOs) Back to Top		CHOICE A: REQUIRED for Individual Project Demonstrate at least one Durable Skills from the 5 (<i>Leadership, Metacognition, Critical Thinking, Collaboration</i>) connected to Capstone topic. - Project Proposal - RWC/English Competency: Social Story - Intro - Body - Conclusion - Math Competency - Gather set of objects/data - Organize objects/data according to similar traits - Count and/or sort objects/data into corresponding places - Presentation (can be demonstrated through multiple mediums) OPTIONAL for Individual Project - Project Proposal - Professional Skills Experience (Toolkit) - Product and/or Service, - Portfolio	Use the following when implementing the Capstone: - Review IEP goal rigor and align with expectations for RWC/English and/or Math competency - Postsecondary Transition goals guide Capstone project selection of topic - Depending on the student's needs, consider focusing on the essential academic skills and big ideas required to demonstrate mastery - See possible instructional strategies for capstone components
	Embedded in class Managed by Case-Manager Similar topic/ theme for all students such as Activities of Daily Living, Employment Goals, and/or Continuing Education Goal	CHOICE B: REQUIRED for Whole Class Project Demonstrate at least one Durable Skills from the 5 (<i>Leadership, Metacognition, Critical Thinking, Collaboration</i>) connected to Capstone topic. - Project Proposal - RWC/English Competency (same as individual above) - Math Competency (same as individual above) - Each student individually will present at least one part of the following (can be demonstrated through multiple mediums) - Summary of the Class Project - RWC/ELA Content Mastery - Summary of research connected to project - Math Content Mastery - Summary of math learned connected to project - ONE one Durable Skills from the 5 (<i>Leadership, Metacognition, Critical Thinking, Collaboration</i>) connected to Capstone topic. - Project Proposal - Summary of skill learned from doing project OPTIONAL for Whole Class Project - Project Proposal - Professional Skills Experience (or guest	

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		speaker) (Toolkit) 8. Product or Service (e.g., a service project in the school) 9. Portfolio See Capstone Examples	
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Possible Instructional Strategies for [Capstone Components](#)

****Consult with special education case-manager and related service providers and utilize all accommodations provided in IEP****

- graphic organizer for research evidence
- utilize applications that enable text to speech or speech to text
- sentence starters and/or frames for research paper
- utilize Assistive Technology Device, and/or use sentence starters and/or frames to write a paper or social story
- sentence starters and/frames for learning logs (scaffold the thinking to reflect on how the student demonstrated skill in project)
- set of required interview questions for the field expert
 - interview a field expert that is connected to topic using [interview question form](#)
- complete a practice mathematical model cycle as a whole group class, small group, and/or 1:1 as appropriate (lessons in application, i.e. cooking, cleaning, small business [Coffee Cart])
- possible products: [career wanted poster](#) (individual), build a widget (whole class event), create a business proposal (individual), shadow a job (individual)
- see presentation artifact examples
 - Mild/Moderate
 - [Golden Disc Golf Course](#)
 - [Green Mountain Brew Crew](#)
 - Severe Needs
 - [Coffee Cart/Student Run Business](#)
 - [Superheroes Day Off \(Non Verbal\)](#)
 - [Capstone Portfolio Examples](#)
- use a template for [an ePortfolio](#)
- use a template for a [Google Slide ePortfolio](#).
- use a template for [Grad Capstone presentation](#); could be written in native language; scribe for student
- see Recorded Presentation Examples
 - Mild/Moderate Needs
 - [Recorded Presentation](#)
 - [Recorded Presentation](#)
 - [Mathematical Model Cycle Presentation](#) & [Portfolio](#)
- utilize graphics depicting actions or emotions and paste into presentation
- practice presentation in class using notecards
- record presentation ahead of time; have other students read lines; conduct presentation amongst small audience
- present to the panel using notecards, pre-recorded video, smaller panel, etc.

See [Examples of Capstone Components](#)

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Frequently Asked Questions (FAQs):

1. Who decides if a student has MET or NOT MET YET?

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- a. Panelist will provide feedback for students and teachers, but the teacher, with input from the special education teacher, will ultimately decide if the student has met or has not yet met requirements.
2. Can students write and present using an Augmented and Alternative Communication (AAC) device?
 - a. Yes, absolutely. All IEP accommodations required by the student's IEP are to be offered and implemented where applicable.
3. Can students work together on a Grad Capstone?
 - a. Yes, but each student will need to independently complete the components outlined in the [Essentials for Grad Capstone](#) Document
4. Who should be a part of the presentation?

Students will present to at least three adults. The format may look different based on the IEP goals, however, the student may present to the panelists all at once with a Question & Answer (Q&A) session at the end *OR* panelists may provide feedback using the single point rubric. See [Presentation Form for Panelists](#) institution.