



Hayes Freedom High School

Senior Capstone Handbook

2025-26 School Year

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This handbook can be found digitally at
<https://tinyurl.com/HFHScapstone2026>



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Capstone Goals and Purpose

The purpose of the Hayes Freedom High School Senior Capstone is to create a bridge between your current life as a student and your future life as a member of a larger community. The goals of the Capstone Experience include:

- *Developing independence, personal time management, and professional communication skills.*
- *Identifying a current community, social, or global issue and understanding its varied stakeholders, inherent complexity, and potential paths forward.*
- *Reflecting purposefully upon the intellectual, cognitive, and emotional tools and skills you've developed during your education, and how these will guide you in your next steps after high school.*

Is this the “Senior Project”?

When people hear “Senior Project,” they assume it means you have to create a product, object, or other tangible thing. “Senior Project” is outdated language that can be confusing. The experiences and tasks involved with the Senior Capstone replace what has historically been called the “Senior Project.” Capstone requirements and procedures from 2024-25 forward are different from what past HFHS seniors may have been asked to do for their “Senior Project.”

The HFHS Senior Capstone satisfies the Camas School District's requirement for a Culminating Project as described in [School Board Policy 2410P](#).

The Capstone and Washington Graduation Pathways

The State of Washington has several [Graduation Pathways](#) that high schoolers may follow to earn their diploma. Successful completion of all parts of the HFHS Senior Capstone guarantees achievement of the [Performance Based Project Graduation Pathway](#).

A Note on Safety

Your safety is of utmost importance. Any activities you participate in for your Senior Capstone must be approved by the school (Capstone Coordinator and Principal) as appropriately safe. Assume that any experiences involving physical risk, weapons, explosives, or dangerous materials will be unlikely to be approved.



Capstone Components

Your Senior Capstone involves the following three components, all of which must be completed in order to meet graduation requirements. This handbook goes into detail about each:

Inquiry-Driven Civic Research

In Senior English and Civics Classes, conduct research to explore perspectives and data about a complex current problem, its stakeholders, challenges, and implications.



Community-Based Experience

Outside of school time, engage in activities within and/or for the community to explore career options and develop workplace skills.



Reflective Presentation

Develop and deliver an oral presentation examining your personal and intellectual growth over the course of your whole high school career.



Component 1: Inquiry-Driven Civic Research

Through experiences you will have in your Senior English and Civics classes, you will conduct **ethical, inquiry-driven analysis of a complex civic problem**.

Your final output (product) for this component will be a formal, properly cited, research-driven composition. Your teachers will provide you with the specific parameters, but **to be successful, your composition should include the following:**

- ☐ Development of **initial and ongoing inquiry questions** which guide research and exploration of your topic, which must be centered on a current civic issue that can be considered a “Wicked Problem.”
- ☐ Evaluation of the **complexity of the stakes and consequences** involved with this issue, including the exploration of **a variety of stakeholder perspectives** beyond a binary.
- ☐ Integration of **valid and credible research** from primary and secondary sources.
- ☐ Integration of **data analysis**, including original representations of data you create (the data may be data you collect or may be data derived from research or meta-research).
- ☐ Evaluation of potential actions which may be taken to address this civic issue, including analysis of the **varying impacts each action would have on key stakeholders**. “Potential gm actions” can include possible local, state, or federal policy action.



A high-achieving composition will also demonstrate the following characteristics:

- ☐ Deliberate rhetorical approaches precisely aligned with
 - a clearly defined **real-world audience** other than your class, classmates, or teacher
 - the constraints and expectations of your particular **genre** of composition
 - creating a **conversation** among researched information to reveal nuance and complexity
- ☐ **Multiple modalities**, including but not limited to original (student created) imagery, photography, or data visualization.

Use of Artificial Intelligence

Your teachers will communicate policy about use of AI tools for this composition. It will be considered plagiarism if you present text or visuals generated by AI as your own original work. You are also expected to adhere to rules regarding citation of researched information, including data and images.

“Wicked Problems”

The issues you are going to be asked to explore are known in business and in the social sciences as [wicked problems](#).

Wicked problems are complex. They have many causes and many effects, and no single action will work to magically solve them. Often, efforts to resolve a wicked problem will fix certain parts but uncover new challenges... or sometimes create *new* problems. Wicked problems are complicated and difficult, but are still worth the effort to address.

According to Horst Rittle, a social scientist who pioneered the concept of “Wicked Problems,” there are ten key attributes to a Wicked Problem:

1. Wicked problems have **no definitive formulation**. The problem of poverty in Texas is grossly similar but discretely different from poverty in Nairobi, so no practical characteristics describe “poverty.”
2. **It’s hard, maybe impossible, to measure or claim success** with wicked problems because they bleed into one another, unlike the boundaries of traditional design problems that can be articulated or defined.
3. Solutions to wicked problems can be only good or bad, not true or false. There is no idealized end state to arrive at, and so **approaches to wicked problems should be tractable ways to improve a situation rather than solve it**.
4. There is **no template to follow when tackling a wicked problem**, although history may provide a guide. Teams that approach wicked problems must literally make things up as they go along.
5. There is **always more than one explanation for a wicked problem**, with the appropriateness of the explanation depending greatly on the individual perspective of the designer.
6. **Every wicked problem is a symptom of another problem**. The interconnected quality of socio-economic political systems illustrates how, for example, a change in education will cause new behavior in nutrition.
7. **No mitigation strategy for a wicked problem has a definitive scientific test** because humans invented wicked problems and science exists to understand natural phenomena.
8. **Offering a “solution” to a wicked problem frequently is a “one shot” design effort** because a significant intervention changes the design space enough to minimize the ability for trial and error.
9. **Every wicked problem is unique**.
10. [People] attempting to address a wicked problem must be **fully responsible for their actions**.

Data Analysis and Mathematical Modeling

Your research must include meaningful analysis and representation of data which meets the following standards:

Standard:	What this means you will do:
<i>Define appropriate quantities for the purpose of descriptive modeling.</i>	Decide what kind of numerical data is appropriate for examining your issue and ensure that the data is sufficient for drawing conclusions about trends and patterns.
<i>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</i>	Create a graph or other data display that is appropriate for the kinds of data at hand; design that graph or data display with correct scales, organization, etc., to communicate effectively.
<i>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</i>	Choose the right ways to interpret and compare data, such as finding the average (mean) or centerpoint (median) to draw conclusions ; Choose the right kind of graph for your data (such as a histogram, circle chart, line graph, etc.)
<i>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</i>	Locate and plot data sets that are not just categorical, but involve two variables; Represent their relationship so you might draw conclusions about the implications of the data.

The data you use may be **original data you gather**, provided that you adhere to quantitative research strategies that control for bias and consider valid sample size/composition.

You may also use data that you **locate from valid and reliable online sources**, provided that the data representations (graphs, etc.) *you* create are not simply copies of pre-existing data representations. For example, you cannot just take or re-create a pie chart from a pie chart you find online, but you could take that data and transform it into a different (equally valid) data representation.

You will also be expected to **integrate analysis and discussion of your data** into your written composition.



Component 2: Community-Based Experience

You will record **at least twenty hours** engaging in activities that help you begin to see yourself as a part of a broader community, and as someone capable of contributing positively toward causes and concepts beyond yourself.

Your twenty hours should be completed before school resumes after Spring Break in order for you to be on-track to graduate. Your twenty hours may focus on one particular endeavor (see below) or explore a variety of experiences.

The hours you invest in your Capstone will qualify for an additional .25 credit on your high school transcript for a project which logs 20-39 hours, and an additional .50 credit for a project which logs 40 or more hours ([CSD Policy 2410P](#)).

There are three broad categories of experiences you might choose from:

- Community Connection
- Career Exploration
- Creative Outreach



Mentors and Supports: Your Advocacy Teacher

You will see your Advocacy teacher every day at school. **Your Advocacy teacher will serve as your Capstone Mentor** and will be your go-to person for the following aspects of your Senior Capstone:

- Verifying the documentation of the action you take.
 - *Each week, you should update your Advocacy teacher about what action you've taken toward your Senior Capstone.*
 - *If you have invested hours outside of class/school toward your project, you will share your documentation of this time investment, including your Log of Hours and photo documentation.*
- Offering support and suggestions for community contacts or strategies for community outreach.
- Brainstorming ideas or getting feedback about Capstone related work.
- Providing feedback to you on any artifacts or products you create for your Capstone Project.

In previous years, Seniors had community mentors whose role included verifying project hours. This responsibility will be taken on by your Advocacy teacher. For some Community-Based Experiences, you may connect with a community member whose expertise, role, or experience is beneficial for your learning. In the case of **Career Exploration (Shadow or Internship)** experiences that are not facilitated by HFHS, Mr. Johnson, or Cascadia Tech Academy, the community mentor must complete an application to be a formally recognized volunteer with the Camas School District ([see page 21](#)).



Logging Your Hours

All Capstone Community-Based Experience Projects require that you document the hours you invest.

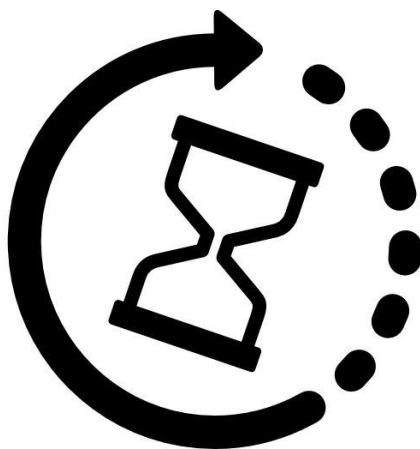
You may hand-write or type your log of hours. Regardless of format, your log must include:

- The date you invested the time
- The amount of time spent (rounded up to the nearest quarter-hour [15 min = .25 hour])
- A sentence or two describing exactly what you did during that day's entry

Example:

Date:	Time Invested:	Activity:
9/21	6.25 hours	I volunteered with Habitat for Humanity on site on their 88th street work site where I helped frame walls and unload supplies.
9/28	5.75 hours	This time I was at the 172nd street site, and I learned how to hang and mud drywall, including greenboard in a bathroom.
10/5	8 hours	I returned to the same 88th street site, but this time I helped with painting walls and trim in a different part of the complex. I also helped finish the landscaping on the 88th street site, and I also learned how to lay concrete sidewalks and steps for the front entrance and driveway.

No matter what form you use for logging your hours, you must show your log of hours to your Advocacy teacher every week during grade checks.



Community Connection Option

This category of projects includes dedicating your time, effort, and skills toward organized volunteer projects, community service opportunities, or other activities (such as drives) which have a clear benefit to the community beyond HFHS.

Examples:

- Volunteering with an organization such as Habitat for Humanity, Camas Parks and Rec, or the Humane Society
- Organizing a “drive,” such as a food drive, book drive, hygiene drive, or sock drive where the proceeds go to a reputable organization

Requirements:

- **Your volunteerism must take place with a recognized organization.**
- If you choose to volunteer, you do not have to conduct all 20 hours with the same volunteer organization (for example, if you participate in one organization’s one-day community clean up for 6 of your hours, you still could volunteer for 14 hours as a reading tutor for a totally different organization).
- If you volunteer with an organization, you must provide evidence of your participation including at minimum:
 - Photo documentation of your participation.
 - Evidence of your participation via a completed and accepted volunteer application, a sign-in sheet, email verification, or other documentation of your involvement.
- **If you do a “drive,” prior to advertising/conducting the drive, you must connect with a recognized organization who will receive your donated materials to verify that they will accept the donations and permit you to use their name in your promotion of the drive.**
- If you conduct a “drive,” you must provide evidence of your work including at minimum:
 - Phone logs or copies of emails documenting your contact with the receiving organization.
 - Documents used to promote/advertise your drive.
 - Photos of the process of collecting your donations for your drive.
 - Photos of you delivering your donations to the receiving organization.

[See pages 22-25](#) of this handbook for **Community Connection** ideas and contact information.

Career Exploration: Shadowing or Internship

These projects involve partnering with the local business community to explore and experience the work world in a hands-on way. Students in Cascadia Tech Academy program internships or students who work with Mr. Johnson for local CTE internships may use those experiences for their Capstone.

Examples:

- Shadowing a professional to learn more about their job, workplace, and responsibilities.
- Internships that are part of a Cascadia Tech Academy program.
- Internships that are coordinated by Kelly Johnson as part of a CTE program at HFHS.

Requirements:

- If you are NOT working with Mr. Johnson or Cascadia Tech Academy for your internship or job shadow, there are additional required forms that must be completed by whomever you are collaborating with. See the [Mentor Agreement form on page 21](#) of this handbook..
- Your Job Shadow or Internship site must be willing to allow you to engage in more than idle observation: they must be willing to let you (safely and legally) engage in work or experience.
- The workplace you choose must clearly align with your post-HS plans; your project will not be approved if you are simply doing it out of convenience.

During or after your Job Shadow or Internship, you must compose a multi-paragraph reflection which addresses all of the following prompts:

1. What has your experience taught you about the kind of **workplace environment that is best for you?** (Include both the physical environment as well as the environment created by coworkers, supervisors, or bosses.)
2. By observing the employees or managers during this experience, what have you learned about the **qualities and skills of an effective leader in a workplace environment?** Keep in mind that you can learn from good examples as well as bad experiences.
3. How did your job shadow or internship require you to apply **each of the eight critical thinking skills?** Describe scenarios, tasks, or situations from your work that required you to apply these skills OR situations where you observed these skills being used by others.
4. What knowledge, skills, or character traits have you developed through this work experience that you believe will be **useful in future work, relationships, or education?**

- You also must document your experience with photographic evidence and a detailed [log of hours](#).

Career Exploration: Paid Occupational Experience

Many students work part time jobs out of necessity during their senior year, and this is valuable experience. Students in this situation may **request** the option of using their work experience as a modified Capstone Project that respects the value of this real-world work experience and the learning it can bring. **This option is intended for students who are maintaining legal employment in order to financially support themselves or their family.** The Capstone Coordinator must approve this option.

What Qualifies:

- Working at any ongoing, regularly scheduled, paid job on evenings or weekends between the first day of your senior year and the last day of Spring Break of your senior year; your income must be above board, taxed/taxable, and reported appropriately to the IRS by your employer.
- **Logging Hours:** You must submit evidence of at least **80 hours of paid employment** with the same employer within the timeframe given above (evidence can include timecards, pay stubs, etc.). You do not have to keep a formal log of hours.

In addition, you must conduct research or interviews to answer the following questions.

1. **What is your employer's larger mission or philosophy** about its place in the broader community? What can you find about the origin of this philosophy or mission?
2. **In what ways does your employer engage in not-for-profit community interaction, service, outreach, or support** (such as sponsoring fundraising events for local charities, participating in days of service, donating goods or services, etc.) If your employer is part of a larger organization/corporation, you may include what community service or support is done at that larger level. **You must be specific about this: What "Wicked Problem" does your employer's community engagement help to address?**

In addition to your hours and your research (described above), compose a multi-paragraph reflection which addresses all four of the following prompts:

1. What has your experience taught you about the kind of **workplace environment that is best for you?** (Include both the physical environment as well as the environment created by coworkers, supervisors, or bosses.)
2. By observing your own supervisors/managers, or through your own experience as a leader in your workplace, what have you learned about the **qualities and skills of an effective leader in a workplace environment?** Keep in mind that you can learn from good examples as well as bad experiences.

Continued on the next page...

3. How did your work require you to apply **each** of the eight critical thinking skills? Describe scenarios, tasks, or situations from your work that required you to apply these skills.
4. What knowledge, skills, or character traits have you developed through this work experience that you believe will be **useful in future work, relationships, or education**?



Creative Outreach Experience Option

If being “hands-on” is your thing, you might consider how you would construct or create something that **brings a benefit to the community, brings people together, or provides some sort of service to a community**. This is not just about tinkering with your car or composing some music--it is about doing those things with a broader purpose beyond yourself.

Examples:

- Building a little free library
- Constructing garden boxes for community members or a community garden
- Researching and building a “class of ____” installation or commemoration
- Planting seedlings/starts to give out to the HFHS community
- Building wildlife boxes (bats, ducks, birds)
- Creating public art through a local partnership
- Creating resource packets or informational posters for teens about mental health
- Provide graphic design, art, marketing for fellow Senior’s Community-Based drive or event

Requirements:

- **No matter what you create, it must clearly contribute to the community beyond yourself.**
- You must develop a plan, budget, sketches/blueprints, or other pre-work preparations and propose these for approval. (If your project is approved, some of your pre-work prep time may be approved for use toward your 20-hour total).
- You are encouraged to connect with a community member who has expertise in some aspect of your project (art, carpentry, wildlife, etc.).
- You must provide evidence of your project/event by providing the following:
 - A detailed [log of hours](#) for the time you invest.
 - Documents showing your planning process.
 - Photo evidence steps throughout the creation/construction of your project, not just the final product.
 - Evidence (photos or other artifacts) which clarify or illustrate how your creation achieves the goal of **bringing a benefit to the community, bringing people together, or providing some sort of service to a community.**

Component 3: Capstone Presentation - Sharing your Story

In the final months of your Senior Year, you will develop and deliver a presentation to a panel of community members.

The Presentation IS...

- You reflecting on your **personal, intellectual, and academic growth** from grades 9 through 12 (no matter what schools you have attended).
- You analyzing your **skills and strengths** by featuring three or more key [artifacts or experiences](#) that demonstrate these skills or strengths (detail in the following pages).
- You connecting to how you've developed and applied *at least five* of the the [eight critical thinking skills](#) (also detailed in the following pages).



The Presentation IS NOT...

- You summarizing your Senior Paper (though you can choose to mention it as an artifact).
- You summarizing your 20+ hours of Community Based Experience (though you can choose to mention it as an artifact/experience).

Basic Requirements for the Capstone Presentation

- Establish a **unifying theme or concept** around which your presentation will focus (such as “curiosity,” “perseverance in problem solving,” or “why I’d rather be outside”).
- Include **meaningful, well-integrated visual aids** prioritizing images over text.
- Demonstrate **effective public speaking techniques** appropriate to the audience.
- Be between 7 and 11 minutes in total duration, not including panelist questions.

You will be guided through developing and practicing your presentation during your Senior English class.

An example of the [feedback form your panelists will use](#) is included in this handbook. If you are not able to meet the requirements to pass your Capstone Presentation, you will be provided multiple opportunities to revise and re-present based on feedback you receive from panelists.

Artifacts and Experiences

Your presentation should have a clear introduction which establishes your theme and purpose, as well as a convincing conclusion that summarizes your points and previews what is next for you after high school. **For the body of your presentation, you should focus on artifacts or experiences which were significant to your growth.**

To achieve the requirements of this presentation, you will describe **at least three artifacts and/or experiences** which exemplify the personal growth, skills, and interests that you are discussing. Consider: ***What school-based experiences, projects, assignments, or academic achievements were most significant to you?***

Significance could be based on one or more of these:

- Something that was challenging and helped you build knowledge and/or skills.
- Something that you deeply enjoyed and found yourself willing to devote effort toward.
- Something that you sincerely believe will benefit you as you move forward through and beyond school.
- Something that you are genuinely proud of completing or accomplishing.

Within your presentation, you will:

1. Give the context for each artifact/experience. Include where and when it took place, as well as how this experience fits into the flow or sequence of your other academic experiences.
2. Explain your artifact/experience in enough detail that a reader can fully understand. Include significant details **such as**:
 - a. The specific steps involved with completing this artifact or preparing/participating in this experience.
 - b. What challenges, struggles, or obstacles you encountered, and how you worked through them physically, intellectually, or emotionally/mentally.
 - c. Why this particular artifact/experience stands out to you and is significant to you.
 - d. Which two or three of the eight critical thinking skills this endeavor demanded you to use or demonstrate.

Note: Over the course of your artifacts, you must address **at least five of the [eight critical thinking skills](#)**.

The Eight Critical Thinking Skills



Persevere to make sense of problems, and work independently to solve them

- Knowing what to do when you're stuck
- Having strategies for asking for help
- Managing your self-talk and battery level



Choose and use tools strategically

- Knowing the physical, digital, and mental tools you can (and should) use for a task
- Choosing the right physical, digital, or mental tools to address the task
- Using the right physical, digital, or mental tools to accomplish what you need to



Attend to precision in work and thinking

- Understanding just how specific (or general) the task needs you to be
- Paying close attention to instructions, guidelines, or rules
- Noticing when your work doesn't match the precision needed for the task



Model/show/explain your thinking

- Using words, images, numbers, computations, or other ways to show thinking
- Examining your mental processes for errors, flaws, or incomplete thinking
- Communicating the "how" of learning, not just the "what" of answers



Use logic and reasoning, drawing upon concrete and abstract thinking

- Connecting concrete or numerical concepts to abstract ideas or concepts
- Analyzing whether your thinking is objectively valid, reasonable, and logical
- Being able to spot where your thinking isn't logical or reasonable



Justify your own thinking or critique others' reasoning

- Supporting your answers, thinking, or processes with clear reasons and purposes
- Finding weaknesses in your own thinking and being willing to revise your thinking
- Evaluating and identifying strengths and weaknesses of others' reasoning



Notice patterns to help yourself make sense of ideas, problems, or concepts

- Identifying repetition, predictability, or other patterns in the topic or task
- Seeing how patterns can help you better understand bigger ideas
- Using knowledge of patterns to help you make choices, predict answers, or extend your ideas



Notice structures to help yourself make sense of ideas, problems, concepts

- Identifying the structure "within" the task, such as formulas, grammar, rules, or patterns
- Using the structure of a task or topic to predict how to answer questions or solve problems
- Seeing the structure of a task or topic from different perspectives in order to understand it more deeply

Example Panelist Feedback Form

Student Name: _____ Date of Presentation: _____

Observer Name: _____

Notes to Observer:

The goal of the Senior Capstone Presentation at Hayes Freedom High School is to enable students to celebrate their growth, learning and achievement over the course of their academic career. Unlike other iterations of "Senior Boards," this presentation is not simply a re-hash or summary of the Senior's research paper or project (20+ hours). In fact, Seniors may choose not to mention either of those at all, at no penalty.

Your role as Observer is to listen, learn, and celebrate alongside our Seniors. Notice the "Success Criteria" below, and please provide supportive and constructive feedback to each Senior after their presentation. If you believe that the Senior did not achieve a sufficient number of the "Success Criteria," the panel can make the recommendation that the Senior revise and re-present at a later date.

Success Criteria:	Your Feedback and Observations:
<u>Primary Success Criteria:</u> The student... ☐ Thoughtfully discusses their personal and/or academic growth, including successes and challenges. ☐ Effectively integrates meaningful visual aids that enhance their communication. ☐ Applies effective presentation skills given their individual strengths and capacities. <u>Supporting Success Criteria:</u> ☐ The introduction humanizes the student and establishes context for their presentation. ☐ Clear, specific examples are provided and elaborated upon in order to illustrate the student's reflection and growth as a learner, thinker, or do-er. ☐ Connections to core critical thinking skills are evident and meaningful. ☐ Transitions between topics help bring you as audience along, making purposeful connections. ☐ The conclusion looks both backward (at past growth and learning) and forward (toward what is next and how the student's future is built upon their learning, skills, and growth). ☐ You as an observer are left with a feeling that you understand this student as a human.	

AI Use, Plagiarism, and Academic Honesty

It is your responsibility to present your own original, authentic work. Do not falsify documentation, hours, or other materials. Do not plagiarize written elements or pass off the work of others as your own.

Guidelines around use of AI tools such as text or image generators (ChatGPT, Gemini, Dall-E, etc.) will be clearly articulated during English/Civics class. Unless told specifically otherwise, assume that the use of AI tools is not permitted and will be considered plagiarism or academic dishonesty.

If you find yourself unsure of what to do, unclear about requirements, or feeling desperate or confused, communicate with your Advocacy teacher or Capstone Coordinator for help. We would always rather help you through a tough situation than have you cheat or lie just to “get it done.”

Unique Situations

Students on IEPs or 504 Plans

Students who are served by IEPs or 504 Plans will receive accommodations and modifications based on what is stated in those documents. Changes to requirements must have Principal approval.

Transportation Obstacles

Some students choose Community-Based Experiences that require them to drive to other locations. If transportation is a challenge, talk to your Advocacy teacher as soon as possible. We can assist with public transportation or brainstorm other ideas for your transportation needs. We may adjust project requirements on a case-by-case basis if needed.

Joining us Mid-Year

If you start the year at Camas High School, Discovery High School, or another school and then transfer to HFHS, we will adjust your Senior Capstone requirements on a case-by-case basis. These adjustments will be based upon any work you may have done prior to coming to HFHS.

Running Start Students (See Page 26)

If you are not taking Senior English at HFHS, but are taking Clark English classes, your Senior Capstone will look different and be customized to your unique situation. **You must keep in regular contact with the Project Coordinator and respond promptly to all emails or phone calls.**

Cascadia Tech Academy (CTA) Students

Students attending CTA “Skills Center” are still responsible for completing all parts of the HFHS Capstone in order to earn a diploma from HFHS and the Camas School District. In some cases, internship experiences through CTA may qualify for the Community-Based Experience requirement.

Common Questions

Q: Do we really have to?

A: Yes. To earn a diploma from the Camas School District, seniors at HFHS, CHS, and DHS are all required to complete a “culminating project” as stated in [School Board Policy 2410P](#). This culminating project is sometimes called the “Senior Project.” We call ours the “Senior Capstone” because there is more to it than just a project.

Q: What if my project idea changes during the year?

A: This happens sometimes. We will address this on a case by case basis. In some cases, you may be required to start over. Communicate with the Capstone Coordinator as soon as you think your Community-Based Experience (what you put your hours into) might be changing.

Q: Can I work on a project with a friend?

A: You may have a similar issue or topic as a friend, but you will each be doing your own work.

Q: What sorts of things are off-limits for the Community-Based Experience?

A: Anything that is illegal or jeopardizes your safety or the safety of others will not be approved. Project approval is based on the judgment of the Capstone Coordinator and school Principal, and is based on district policies around safety. Sometimes activities that *seem* safe are actually not permitted by the school district, but we can address that case-by-case. If you are approved for tasks, and then proceed to engage in unsafe activities different from what you were approved to do, you will not be permitted to use those hours toward this school requirement.

Q: I am terrified of public speaking. Do I really have to do the Capstone Presentation?

A: Yes, but if your situation is extreme (and particularly if there is medical verification), we might adjust the audience size or location of your presentation. We will spend lots of time in class practicing strategies to address anxiety and fear of public speaking.

Q: What happens if I don't complete a requirement by the deadline?

A: At minimum, you would receive an incomplete (if the task is related to Senior English). If you do not complete all requirements by the end of the school year, your diploma will be delayed. Depending on the situation, you may be required to retake Senior English or enroll in school again next year to complete any parts of the project you did not finish.

Q: What if _____?

A: There are millions of potential “what ifs” that might come up. We cannot predict everything. As obstacles or challenges arise, we will address them on a case-by-case basis.

Mentor Agreement and Contact Information

Thank you for agreeing to support a Hayes Freedom High School student with their Senior Capstone Experience. The goals of the Capstone Experience include helping students to:

- *develop independence, personal time management, and professional communication skills*
- *identify a current community, social, or global issue and understand how to contribute to a solution*
- *foster connections within and throughout the community upon which they can build future learning and advocacy.*

Your role as a mentor is to serve as a resource and guide for the student. You do not have to “grade” the student, but you are welcome to provide constructive feedback.

Ideally, the student will have the opportunity to do more than just observe you and your workplace. When possible, safe, and legal, please engage the student in tasks that will help them develop workplace knowledge and skills.

The student should be “taking the lead” in their project. It will be up to the student to communicate regularly with you (as appropriate and needed). In connecting with you as a potential mentor, the student should have shared information with you about the Capstone project and its goals.

If you have any questions or concerns about your student’s engagement or progress, do not hesitate to contact the HFHS Project Coordinator, Mark Gardner at mark.gardner@camas.wednet.edu or (360) 833-5600 ext. 78397.

To confirm that you agree to participate as the student's mentor, please send a brief email to mark.gardner@camas.wednet.edu with the following information:

- *The student's name*
- *Your name and preferred contact information (please include both email and phone number)*
- *Your business, occupation, or expertise related to the student's project as it was described to you*
- *If you and the student will be meeting at a business or site, please include the physical address of that location*

In addition, in order to ensure student safety, the Camas School District requires that mentors complete a **background check** in order to work with students in a school-sanctioned capacity.

This web address takes you to a pdf file explaining the steps: <https://tinyurl.com/HFHSvolunteer>

→ You'll then go to <https://camasvolunteers.myschooldata.net> to complete that process.

→ When asked to select an “Interest Type,” please choose “Community Member/Business Partner.”

Note: Current CSD employees do not have to complete the background check.

THANK YOU FOR SUPPORTING THE HFHS SENIOR CAPSTONE PROJECT!

Volunteer, Community Service, and Outreach: Ideas and Connections

Not all organizations will necessarily need volunteers. Check their websites and look for tabs or pages about volunteering or upcoming events. You are not limited to the organizations on this list!

Vancouver Parks and Recreation - A variety of active (and often outdoor) volunteer opportunities. <https://www.cityofvancouver.us/government/departments/parks-recreation-and-cultural-services/volunteer-programs>

Second Chance Companions - An organization that helps rehome animals who are surrendered or abandoned. sccpets.com/how-you-can-help/volunteer/

Habitat for Humanity - Help build or remodel affordable housing for local residents in need. <https://www.ehfh.org/volunteer/>

City of Vancouver Fire Corps - Not actual fire fighting, but engaging in activities to support emergency (use the Parks and Rec link above, then select "Fire and Police")

Clark County Public Works - A variety of outdoor activities focused on the environment and local historical sites. www.clark.wa.gov/public-works/volunteer

Clark County Food Bank - Various volunteer opportunities related to providing food for local families in need. <https://www.clarkcountyfoodbank.org/volunteer>

Camas Parks and Rec - Participate in keeping our local parks clean and useable by our community. <https://www.cityofcamas.us/parksrec/page/parks-recreation-volunteers>

Clark County Green Neighbors - A variety of different kinds of outdoor activities, the site is updated periodically. <https://clarkgreenneighbors.org/en/opportunities>

Columbia Springs - Many opportunities for outdoor volunteerism, working in nature. <https://www.columbiasprings.org/volunteer/>

Friends of Trees - Participate in tree planting projects to plant or re-plant trees throughout suburban areas. <https://friendsoftrees.org/volunteer/>

Humane Society - Support the care of animals awaiting adoption or relocation.

Humane Society of SW WA: <https://southwesthumane.org/engage/volunteer/>

West Columbia Gorge Humane Society: <https://wcghs.org/volunteer/>

Repair Clark County with Columbia Springs - Donate your time to fix up small electronics or other objects for people in need. <https://www.columbiasprings.org/repair-clark-county/>

Clark County Teen Talk - Become a peer mentor and supporter for fellow teens facing crises or challenges. <https://ccteentalk.clark.wa.gov/get-involved-teens.html>

Legacy Health - Volunteer in a medical setting for a variety of opportunities.
<https://www.legacyhealth.org/Patients-and-Visitors/visit-or-volunteer/volunteer>

pear - Work with education and support programs for homeless and unhoused youth in our area.
<https://www.pearmentor.org/volunteer/>

Share House Vancouver - Support families in need with food and other necessities.
<https://sharevancouver.org/volunteer/>

Washington Trails Association - Help rehabilitate, clean up, or repair hiking trails in our region.
<https://www.wta.org/get-involved/volunteer>

The Children's Book Bank - Participate in book drives and events that promote reading for children.
<https://smartreading.org/bookbank/volunteer/>

Transition Projects - Support people transitioning from homelessness.
<https://www.tprojects.org/orientation>

Youth Sports - There are also often opportunities to work as a volunteer assistant coach for youth sports programs, events, or tournaments during the summer... search online or connect with local youth sports organizations you've participated with or know of.



Search for volunteer opportunities in the Portland area through **HandsOn**, which is part of the United Way: <https://www.handsonportland.org/>
...or just Google **"Volunteer opportunities Clark County WA"**



Pay attention to announcements from your teachers about volunteer opportunities or schoolwide projects that arise throughout the year! Watch for posters, Google Classroom materials, or announcements in the weekly bulletin.

OTHER VOLUNTEER OR SERVICE-BASED PROJECT IDEAS:

• Book drive • Food drive • Hygiene products drive • Sock drive • Toy drive • Other donation drive not listed here	• Host the HFHS <u>Bloodworks NW Blood Drive</u> • Host an HFHS or community art show • Host an HFHS talent show • Planning and hosting an event for the HFHS community (Halloween Movie Night, Black History Month activities, a Science Fair, Walk-and-Knock, etc.) • Planning and hosting an event which celebrates HFHS students (a talent show, art show, etc.) • Planning and hosting enrichment classes that you teach • Planning and hosting ongoing after-school clubs for fellow HFHS students (such as Photography club, Gaming club, Equity club, etc.)
<u>Key Action Steps for drives:</u> 1. Locate an organization to whom you may donate the materials you acquire through your drive. 2. Identify the criteria for any donations (donation types or conditions, etc.). 3. Plan the timeline for your drive. 4. Plan how you will advertise your drive, raise awareness, and motivate participation. 5. Deploy your marketing plan. 6. Conduct the drive; Gather donated materials. 7. Provide donated materials to the receiving organization.	<u>Key Action Steps for events:</u> 1. Research possible location hosts and available dates; Get Principal Approval 2. Establish how participants will apply to enter/submit works. 3. Develop a marketing/advertising plan. 4. Develop a plan for how the event will take place. 5. Deploy your advertising/marketing plan to solicit talent/materials. 6. Deploy your advertising/marketing plan to get attendees/audience. 7. Conduct the event. 8. Solicit feedback about your event from the audience/participants.

HFHS Community Events and Key Things to Know:

October: Organize HFHS Disability Awareness Month Activities October: Organize HFHS Fall Service Day October: Organize HFHS Fright Night November: Organize HFHS Native American History Month Activities November: Organize HFHS Thankful Fridays November: Organize HFHS Veterans Appreciation December: Organize HFHS Poetry Out Loud December: Organize HFHS Recycled Arts Event December: Organize HFHS Walk and Knock January: Organize HFHS MLK Jr. Appreciation February: Organize HFHS Black History Month Activities March: Organize HFHS Women's History Month	Planning MUST begin more than one month ahead of time... the event must be READY to conduct at the beginning of the month listed. <u>Key Action Plan Steps:</u> 1. Research the past/history of this event at HFHS 2. Create the activities that will take place for/during this event 3. Develop a marketing/advertising plan to promote student involvement 4. Deploy your advertising/marketing plan 5. Coordinate the event materials and activities
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HFHS Community Club Activity Key Things to Know:

Potential Ideas: Organize and Host a HFHS <i>National History Day</i> Event Organize and Host a HFHS Science Fair Organize and Host Arts Club Organize and Host Movie Club Organize and Host Music Club Organize and Host Video Game Club/Tournament Organize and Host Writing/Storytelling Club	Key Action Plan Steps: 1. Conduct research to determine how many students would be interested in this kind of club, what kinds of activities they would be interested in, etc. 2. Plan how you will advertise/market your club to ensure participation. 3. Determine times, dates, and locations. 4. Develop a clear plan of what each club meeting will focus upon (you cannot just have people show up; plan what specifically they will do as part of this club). 5. Deploy your advertising/marketing plan and facilitate club sessions/meetings. 6. Participants in the club must provide anonymous feedback about the club's organization, activities, etc.
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Leading Informative Sessions for HFHS Students:

Potential Ideas: Automotive or Car Care Basics Music Lessons Cooking Basics Art or Crafts Classes	Action Steps if you plan to lead an Informative Session: 1. Connect with your mentor and conduct research to determine the skills you plan to teach. 2. Coordinate with HFHS staff to determine times and locations for your sessions 3. Develop a marketing/advertising plan to recruit participants to your sessions. 4. Plan the specific activities and learning that your participants will engage in. 5. Develop a budget if necessary and secure donations or funding. 6. Deploy your recruitment/advertising plan. 7. Conduct your lesson series. 8. Solicit feedback from participants.
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Managing the HFHS Garden or Patio:

<u>HFHS Garden: Action Steps</u> 1. Research the specific steps/strategies/plans for each season (fall, winter, spring). 2. Develop a budget of materials that may be needed. 3. Secure donations or funding sources if needed. 4. Plan a specific timeline of specific tasks that will need to occur. 5. Follow through with your planned activities.	<u>HFHS Patio Garden: Action Steps</u> 1. Research the current conditions of the patio garden and determine if there are restrictions or specific needs. 2. Develop a plan for what modifications you might make. 3. Develop blueprint/layout. 4. Develop a budget for materials and how you'll get those materials. 5. Develop a timeline for when specific tasks will take place. 6. Follow through with your planned activities.
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For Full-Time Running Start Students

If you are a Senior and are attending Clark College Running Start full-time, your Senior Capstone will be a little different.

1. **Prior to the end of September**, you must schedule and attend a one-on-one meeting with Mr. Gardner to map out your plans for completing your Capstone.
 - a. If you are taking any English classes at Clark where you will be writing a research paper, this will meet the requirements for the “Inquiry Driven Civic Research” portion of the Capstone.
 - b. **You will still need to complete the other two components:** Community-Based Hours and a Reflective Presentation.
2. **From September through April**, you must work to complete your 20+ hours of Community-Based Experience (as determined during your September meeting with Mr. Gardner). **You must also promptly respond to any emails or phone messages from HFHS staff.**
3. **In April**, you will need to prepare your Capstone Presentation (see pages 15-18 of the Capstone Handbook).
 - a. Regular contact with Mr. Gardner and/or other Hayes Staff is vital during this time... this way staff can help you rehearse and prepare your presentation.
 - b. You will be scheduled with your fellow Seniors to present in **early May**.

Running Start Student Name:	
Cell Phone # (<u>required</u>):	
Email (<u>that you will check</u>):	
In the past, we have had challenges communicating with Running Start students. Please provide the name and contact information for a backup contact (typically parent or guardian) who can assist us in contacting you if needed.	
Backup Contact Person Name:	
Backup Contact Person Phone:	
Backup Contact Person Email:	

By signing below, you acknowledge that you understand the importance of maintaining regular communications with HFHS staff and Mr. Gardner in order to stay on track toward HS graduation.

Student Signature: _____ Date: _____