

CAPSTONES & IEPS

GRADUATE PROFILE

- does the student know the indicators on the GP?
- does the student know *how to* demonstrate these skills?
- what supports will the student need in order to demonstrate mastery of these skills?

Things to consider:

- students can start paid internships at the age of 16*
- consider transportation needs/supports when transitioning
- TIEP- Indicator 13

CAPSTONE; YR1

supports as needed; completion of one capstone yearly

CAPSTONE; YR2

supports as needed; completion of one capstone yearly

CAPSTONE; YR3

supports as needed; completion of one capstone yearly

CAPSTONE; YR4

supports as needed; completion of one capstone yearly

CAPSTONE; OBJECTIVE 1

extended capstone: can be adjusted to support as needed

CAPSTONE; OBJECTIVE 2

extended capstone: can be adjusted to support as needed

CAPSTONE; OBJECTIVE 3

extended capstone: can be adjusted to support as needed

CAPSTONE; OBJECTIVE 4

extended capstone: can be adjusted to support as needed

RETURNING STUDENTS* 4YRS+

new capstone begins; goal to transition to community sites*
questions to keep in mind; does the young person still need all mods/accommodations /prompting.

GRADUATION

Real World Application

Local Community Experiences, Career/College Readiness, WBL, Paid Internships, Employer Internship

GRADUATION

Capstone Project & TIEP Milestones

Concepts	Considerations	Can look like...
<p style="text-align: center;"><i>a. <u>Student Buy In/Voice</u></i> <i><u>Define & Hook students in community engagement & community issues.</u></i></p>	<ul style="list-style-type: none"> • Are postsecondary goals addressing <i>Education/Training, Employment, Personal Growth</i>, and (if applicable) <i>Independent Living</i> after high school? (are they measurable?) • Is the young persons interest aligned to the capstone? 	
<p style="text-align: center;"><i>b. <u>Identify community concerns, questions, or projects</u></i></p>	<ul style="list-style-type: none"> • Is there alignment between the students post-secondary goal(s) & the community issue(s)? • Does the young person have or know how to create meaningful connections within their community? 	
<p style="text-align: center;"><i>c. <u>Root-cause analyses of community concerns, asset mapping, assessments</u></i></p>	<ul style="list-style-type: none"> • What strengths does the young person have that can help build a network of positive reciprocated relationships in their community? 	
<p style="text-align: center;"><i>d. <u>Community connections, collaborations, partnerships, & stakeholders</u></i></p>	<ul style="list-style-type: none"> • Has the young person developed the necessary skills in order to (<i>if appropriate</i>) independently collaborate with partners? if <i>no</i>, what supports need to be in place? • Has the young person developed the necessary skills to independently initiate & deepen community relationships? if <i>no</i>, what supports need to be in place? 	<p>Student leading their own IEP and inviting community partners, mentors, etc.</p>
<p style="text-align: center;"><i>e. <u>Research & Analysis</u></i></p>	<ul style="list-style-type: none"> • What supports and services will help the young person achieve their TIEP goals and meet graduation requirements through Capstone work? • How can we ensure that each young person gains the social emotional skills needed to gather research through community interactions? 	

Capstone Project & TIEP Milestones

Concepts	Considerations	Can look like...
<p><i>f. <u>Assessment For Learning & On-going feedback for reflection</u></i></p>	<ul style="list-style-type: none"> • Can on-going feedback for Capstone work be aligned with progress monitoring on IEP goals? • How are students involved in developing and refining feedback? 	
<p><i>g. <u>Identify community concerns and possible solutions</u></i></p>	<ul style="list-style-type: none"> • Does the young person utilize any communication devices? • What level of supports are needed in order for the young person to independently (if appropriate) 	
<p><i>h. <u>Develop and implement plan of action with community partner</u></i></p>	<ul style="list-style-type: none"> • Does the community issue and the young persons personal interests align? • What services and supports need to be in place outside of the school environment? 	
<p><i>i. <u>Identify and implement actionable steps for positive impact</u></i></p>	<ul style="list-style-type: none"> • IEP strengths • If competitive integrated employment is not appropriate for the young person, what positive community connections can be identified? 	
<p><i>j. <u>Documentation and Portfolio</u></i></p>	<ul style="list-style-type: none"> • Does the student need assistance and or supports to document Capstone process? • How many different types of documents have students created along the journey • How could the process be used to create a portfolio of steps/documentation of progress? 	

Capstone Project & TIEP Milestones

Concepts	Considerations	Can look like...
<p>k. <u>Feedback and supports</u></p>	<ul style="list-style-type: none"> • How often is progress monitoring occurring in order to address interest shifts and skill acquisition? • Who are all the supports people on a student's journey? 	
<p>l. <u>Assessment design and process</u></p>	<ul style="list-style-type: none"> • How many different ways are students being assessed? • How were students involved in the development of assessments? • What formative and summative assessments were used? 	
<p>m. <u>Final exhibition support</u></p>	<ul style="list-style-type: none"> • How often is the young person able to practice their exhibition prior to final presentation? • If the young person is unable to independently present, what accommodations/modifications need to be made? 	
<p>n. <u>Progress monitoring and engagement</u></p>	<ul style="list-style-type: none"> • What milestones were documented along the way? • How were they intentionally spaced out? • How do you assess a student's engagement? 	
<p>o. <u>Transformative social emotional learning (tSEL)</u></p>	<ul style="list-style-type: none"> • What does support look like for the young person outside of the school environment? community connectedness.. • How were SEL skills incorporated into the project? assessed? • Did students receive feedback on SEL skills? Were students provided time to see, respond, and improve SEL skills? Were students able to contribute to defining their own SEL goals? 	