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; 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

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

GRADUATION

FUTURE FOCUSED EDUCATION

Capstone Project & TIEP Milestones

Concepts	Considerations	Can look like...
a. *Student Buy In/Voice* *Define & Hook students in community engagement & community issues.*	• Are postsecondary goals addressing *Education/Training*, *Employment*, *Personal Growth*, and (if applicable) *Independent Living* after high school? (are they measure-able?) • Is the young persons interest aligned to the capstone?	
b. *Identify community concerns, questions, or projects*	• 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?	
c. *Root-cause analyses of community concerns, asset mapping, assessments*	• What strengths does the young person have that can help build a network of positive reciprocated relationships in their community?	
d. *Community connections, collaborations, partnerships, & stakeholders*	• Has the young person developed the necessary skills in order to (*if appropriate*) independently collaborate with partners? if *no*, what supports need to be in place? • Has the young person developed the necessary skills to independently initiate & deepen community relationships? if *no*, what supports need to be in place?	Student leading their own IEP and inviting community partners, mentors, etc.
e. Research & Analysis	• 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?	

FUTURE FOCUSED EDUCATION

Capstone Project & TIEP Milestones

Concepts	Considerations	Can look like...
f. Assessment For Learning & On-going feedback for reflection	• Can on-going feedback for Capstone work be aligned with progress monitoring on IEP goals? • How are students involved in developing and refining feedback?	
g. Identify community concerns and possible solutions	• Does the young person utilize any communication devices? • What level of supports are needed in order for the young person to independently (if appropriate)	
h. Develop and implement plan of action with community partner	• 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?	
i. *Identify and implement actionable steps for positive impact*	• IEP strengths • If competitive integrated employment is not appropriate for the young person, what positive community connections can be identified?	
j. *Documentation and Portfolio*	• 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?	

FUTURE FOCUSED EDUCATION

Capstone Project & TIEP Milestones		
Concepts	**Considerations**	**Can look like...**
k. *Feedback and supports*	• How often is progress monitoring occurring in order to address interest shifts and skill acquisition? • Who are all the supports people on a students journey?	
l. *Assessment design and process*	• How many different ways are students being assessed? • How were students involved in the development of assessments? • What formative and summative assessments were used?	
m. *Final exhibition support*	• 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?	
n. *Progress monitoring and engagement*	• What milestones were documented along the way? • How were they intentionally spaced out? • How do you assess a student's engagement?	
o. *Transformative social emotional learning (tSEL)*	• 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?	

FUTURE FOCUSED EDUCATION