

**K-12 Target Student Reporting Form**

**General Information**

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| Reporting Period: **☐** Baseline ☐ End of Year    \*Complete one form at the beginning of the year and one form at the end of the school year | | Date Completed: |
| Name of person completing form: | | |
| Email address of person completing form: | | |
| RCN: | ISD: | |
| District: | Building: | |
| Enter the Target Student Code using the following information:   * The code is used instead of a name so that personally identifiable information is not included in this form. * It is **very important** that this code is correct to link the baseline and end of year data. * **Code:** First letter of district name, student first and last initial, grade level #, birth month # * Example Information: Elm District, Jose Alvarez, 3rd Grade, July * Example Code: EJA37   **Target Student Code:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*Parent permission form required to submit this data to START. Retain this form in the student’s file at their school. | | |
| Grade:  ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6  ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐12 ☐ post high | Target Student Gender:  ☐ Female ☐ Male ☐ Non-binary | |
| Target Student Race/Ethnicity:  ☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Hispanic or Latino/Latina  ☐ Middle Eastern or North African ☐ Multi-racial ☐ Native Hawaiian or Other Pacific Islander ☐ White | | |
| Classroom Environment and Teaching Assessment – Revised (CETA-R) completed for student’s classroom? ☐ Yes ☐ No | | Info on the [CETA](https://www.gvsu.edu/autismcenter/assessment-and-data-tools-232.htm)-R can be found at:  <http://www.gvsu.edu/autismcenter/> in Resources |

**Student Data Profile**

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| **Learning Setting** | ☐ In school full-time  ☐ In school less than full-time  Reason for in school less than full-time:  ☐ In school less than full-time due to an IEP decision for a reduced school day  ☐ In school less than full-time and receiving intervention services outside the school setting during the school day (e.g., Applied Behavior Analysis)  ☐ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Attendance** | ***Reported at end of year only***  Number of school days missed for the year: \_\_\_\_\_\_\_\_\_ days as of \_\_\_\_\_\_\_\_\_\_\_date  \*Absences for illness, appointments, vacations, or other excused reasons. Does not include suspensions. |
| **Educational Environment** | Percentage of time target student is currently in general education per the IEP:  ☐ 80% or greater ☐ 60-79% ☐ 40-59% ☐ Less than 40%  ☐ None, classroom in general ed building ☐ None, separate facility |
| **Participation in State Assessment** | What Michigan state assessment did the student participate in during the most recent year?  ☐ Standard State Assessment  ☐ MI-ACCESS  ☐ Not age-eligible for standard state assessment. |
| **IEP Goals** | List two IEP goals  *1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  ***Reported at End of year*:** ☐ Met goal ☐ Moderate progress ☐ Minimal progress  *2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*    ***Reported at End of year*:** ☐ Met goal ☐ Moderate progress ☐ Minimal progress |
| **Academic Involvement** | IEP Course of Study: ☐ Diploma ☐ Certificate ☐ Not determined |
| Is the general education curriculum the primary focus of instruction?  ☐ Yes ☐ No |
| Does the student receive grades in general education classes? ☐ Yes ☐ No  ***Reported at End of year*:** If yes, what is the student’s GPA? \_\_\_\_\_\_\_\_\_\_ |
| **Independence** | Percentage of time student receives direct paraprofessional support throughout the day when in a school building:  ☐ <10% ☐ 10-29% ☐ 30-49% ☐ 50-69% ☐ 70-89% ☐ >90% |
| What is the student’s level of daily independence during each of these activities, when in a school building? |
| Arrival and departure ☐ alone or with a peer ☐ direct adult support |
| Navigating hallway ☐ alone or with a peer ☐ direct adult support |
| Using the restroom ☐ alone or with a peer ☐ direct adult support |
| Obtaining and eating lunch ☐ alone or with a peer ☐ direct adult support |
| Has the student taken driver’s training? ☐ Yes ☐ No or ☐ Not old enough  Does the student have a driver’s permit or license? ☐ Yes ☐ No or ☐ Not old enough |
| **Social Interaction** | Is the student supported by a peer to peer program during the school day?  ☐ Yes, all day ☐ More than half the day, less than all day ☐ Less than half the day ☐ No |
| How many hours per day is target student in immediate proximity with typical peers (e.g., same classroom, playground, table at lunch)  ☐ all day  ☐ 5-6 hours  ☐ 3-4 hours  ☐ 1-2 hours   ☐ <1 hour  ☐ none |
| How many peers are assigned to the target student daily?  ☐ >12  ☐ 10-12  ☐ 9-10    ☐ 7-8   ☐ 5-6   ☐ 3-4    ☐ 1-2   ☐ none |
| How often does the student eat lunch with non-disabled peers?  ☐ Always ☐ 3-4 times per week ☐ 1-2 times per week ☐ Never |
| How many friends does the student have?  \*Friend defined as - enjoy spending time together, spend time together regularly, both identify each other as a friend.  ☐ >10 ☐ 7-9 ☐ 5-8 ☐ 3-4 ☐ 1-2 ☐ None |
| **School Engagement** | Frequency of extra-curricular activities (e.g., sports, clubs, dances) with non-disabled peers in the most recent school year:  ☐ Daily ☐ Weekly ☐ Monthly ☐ 1-2 per Semester ☐ None |
| What school activities is the student involved in?  ❑Band, orchestra, chorus, choir, or other music group  ❑School play or musical, drama club  ❑Student government  ❑Academic honor society (such as NHS or BETA club)  ❑School yearbook, newspaper, or literary magazine  ❑Academic clubs (such as debate, foreign language, or science clubs)  ❑Hobby clubs (such as art, computers, photography, or chess)  ❑Social activism club (such as an environmental or political club)  ❑Vocational or professional club (such as DECA, FTA, FHA, or FFA)  ❑Sports team or athletic club  ❑UCS/Youth Activation Committee  ❑Service-learning or volunteer experiences  ❑Other school activities *not* listed above:  ❑Not involved in any school activities |
| **Challenging Behavior** | Number of suspensions or times sent home from school (removals) for challenging behavior within the past month: ☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ >10  Number of behavioral incidents (e.g., disruptions, aggression) requiring removal from the classroom within the past month?  ☐ None ☐ 1-2 ☐ 3-5 ☐ 6-10 ☐ >10 |
| **Self-Advocacy** | Did the student attend their most recent IEP? ☐ Yes ☐ No  If so, for what amount of time ☐ <50% ☐ >50% ☐ Did not Attend |
| Has the student participated in presenting to peers about ASD? ☐ Yes ☐ No |
| \*For students 8th grade and above  Did the student take the [assessment(s) for the development of the EDP](https://www.michigan.gov/mde/-/media/Project/Websites/mde/CTE/cte_instructional/EDP_Fundamentals_Guide_703180_7.pdf?rev=9bdcc2875d9041829332997d236d303d&hash=62EA7C312F4766457BC1CCFED721D14D)?  ☐ Yes ☐ No |
| **Family Engagement** | Is the student / family and school team working on goals established by the [START passport](http://www.gvsu.edu/autismcenter/passport-216.htm)?  ☐ Yes ☐ No |
| Was a family member involved in the development of any of the student’s support plans (e.g., behavior plan, self-management systems)? ☐ Yes ☐ No |
| **Employment and Employment Preparation** | For students age 14 or older, which of the following activities has the student been involved in:  ☐Paid Integrated Employment ☐Integrated Internship / Apprenticeship  ☐Community Job Sampling ☐Integrated Ongoing Volunteering  ☐Technical School ☐None  Has the student taken driver’s training? ☐ Yes ☐ No ☐ Not old enough  Does the student have a driver’s permit or license?  ☐ Yes ☐ No ☐ Not old enough |