

**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 enoughDoes 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 ☐ >10Number 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 ☐ NoIf 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 aboveDid 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 ☐NoneHas the student taken driver’s training? ☐ Yes ☐ No ☐ Not old enoughDoes the student have a driver’s permit or license? ☐ Yes ☐ No ☐ Not old enough |