



K-12 Focus Student Reporting Form

General Information

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 Focus 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			
Focus 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		Focus Student Gender: ☐ Female ☐ Male ☐ Non-binary ☐ Another gender identity: _____ ☐ Prefer not to answer	
Focus 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			
Was a Classroom Environment and Teaching Assessment (CETA) completed for the student's classroom? ☐ Yes ☐ No		Info on the CETA can be found at: gvsu.edu/autismcenter/ in Resources	

Student Data Profile

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	<i>Reported at End of Year only</i> 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 focus 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. _____ <i>Reported at End of Year:</i> ☐ Met goal ☐ Moderate progress ☐ Minimal progress 2. _____ <i>Reported at End of Year:</i> ☐ 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 <i>Reported at End of Year:</i> 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
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 the focus 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 focus 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 <i>not</i> 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 autism? ☐ Yes ☐ No *For students 8th grade and above Did the student take the assessment(s) for the development of the EDP? ☐ Yes ☐ No						
Family Engagement	Is the student/family and school team working on goals established by the START iQuest? ☐ 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: <table border="0"> <tr> <td>☐ Paid Integrated Employment</td> <td>☐ Integrated Internship / Apprenticeship</td> </tr> <tr> <td>☐ Community Job Sampling</td> <td>☐ Integrated Ongoing Volunteering</td> </tr> <tr> <td>☐ Technical School</td> <td>☐ None</td> </tr> </table> 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	☐ Paid Integrated Employment	☐ Integrated Internship / Apprenticeship	☐ Community Job Sampling	☐ Integrated Ongoing Volunteering	☐ Technical School	☐ None
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