



Texas Conference of Seventh-day Adventists
Office of Education
 PO Box 800 | Alvarado, TX 76009



PROCESS OF IDENTIFYING AT-RISK STUDENTS

REACH

This is a step-by-step process of identifying students that are at-risk. Through this process, the teacher, administrator, and parent will document and plan ways to meet the needs of students with learning differences. The REACH manual referenced is the REACH Manual 4th Edition PDF.

Student: _____ School: _____ Grade: _____

Teacher: _____ Email : _____

Date Began: _____ Date Submitted: _____

Step 1: Whole-Group Observation

Teachers should observe any difficulties a student has with behavior or learning within the first quarter (up to 9-weeks) of the student being in attendance. Additional observation and documentation may be required when it is believed that a student has behavior or learning challenges.

- » See pages 55-66 in the REACH Manual for behavior characteristics documentation and strategies.
- » See Pages 67-83 in the REACH Manual for learning characteristics by subject area documentation and strategies.

Step 2: Whole-Group Documentation of Student

- » Meet with parent(s) to discuss Step 1 observations. See page 86-87 in the REACH Manual.
- » Parents complete Home Language Survey. (Document 6)
- » Only document areas of concern or the one area of major concern. Strategies must be used for at least four weeks. See pages 67-83 in the REACH Manual for strategies by subject area.
- » Fill out The Pre-Measurable Action Plan (Document 2), (found on the Texas Conference website). A Parent meeting must happen at this time. This form needs to include parent signature and date of first parent meeting.
- » Document the strategies used and the date began if they were effective.

Step 3: Small Group and Individual Instruction

- » Complete the Measurable Action Plan (Document 3), found on the Texas Conference website. Signatures are required.
- » The teacher will continue using strategies and modifications as detailed in the Measurable Action Plan (Document 3) for an additional four weeks.
- » A Meeting with the teacher and parent/guardian will take place after a four-week period to determine the effectiveness of the Measurable Action Plan (Document 3).
- » If testing is determined needed, the parent/guardian will need to fill out the Diagnostic Testing Agreement Release Form (Document 4) and the Student Information Form (Document 5) found on the Texas Conference website.

Step 4: Final Step

Submit forms to The Texas Conference Office of Education Department Attention Robyn-Anna Grimsley by email at robyngrimsley@txsda.org

- » Pre-Measurable Action Plan (Document 2)
- » Strategies tried: REACH Manual pages 55-83, document 6 as needed
- » Home Language Survey ESL: Instructional Strategies and Interventions (Document 6)
- » Measurable Action Plan (Document 3)
- » Diagnostic Testing Agreement Release Form (Document 4)
- » Student Information Form (Document 5)
- » Sample work collected
- » MAP Testing Data; Pertinent Assessment Data; Progress or Report Card
- » Teacher Narrative