



Process of Identifying At-Risk Students in the Texas Conference

This document will walk you through the 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 in this document is the [REACH Manual 3rd Edition PDF](#).

Student _____ Teacher _____

Date _____ Grade _____

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.

Observation	Begin Date	End Date	Remarks
See pages 50-54 in the REACH Manual for behavior characteristics documentation.*			
See pages 55-59 in the REACH Manual for learning characteristics by subject area documentation.*			
Additional documentation as needed.			

**Required documents to be eligible for testing consideration.*



Student _____

Step 2: Whole-Group Documentation of Student

Observation	Begin Date	End Date	Remarks
Meeting with parent to discuss Step 1 observations. See page 60-62.*			
See pages 65, 67-83 in the REACH Manual for strategies by subject area. Only document areas of concern. Strategies must be used for at least four weeks. *			
Teacher Strategy Worksheet page 84. Page 84 must include a parent signature and date.*			
Alternative strategies needed if necessary after two weeks.			

**Required documents to be eligible for testing consideration.*

Step 3: Small Group and Individual Instruction

Observation	Begin Date	End Date	Remarks
Meeting with parent/guardian after four weeks of implementing strategies and modifications. Page 84 of REACH Manual.*			
Complete the Modified Action Plan from the REACH Manual on pages 87-89. Signatures required.*			
The teacher will continue using strategies and modifications as detailed in the Modified Action Plan 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 Modified Action Plan.*			

**Required documents to be eligible for testing consideration.*

***If the student is showing progress and success continue using the strategies and modifications from the Modified Action Plan.*



School _____ Teacher _____

Student _____ Grade _____

Final Checklist for Application for Testing

If the student's performance has not been affected by the Modified Action Plan and it is determined that further testing and assessment are necessary, the classroom teacher, with the permission of the parent guardian, will send in all documentation to the Texas Conference Office of Education. The classroom teacher will follow up by calling the Texas Conference Office of Education. The Texas Conference Office of Education will review the documentation. Once the documentation is reviewed and accepted by the Texas Conference Office of Education, the parent/guardian will be contacted to schedule testing and assessment by a third-party testing center approved by the Texas Conference Office of Education.

Document	✓ Included
REACH Manual pages 50-54.	
REACH Manual pages 55-59.	
REACH Manual pages 65, 67-83.	
REACH Manual pages 84.	
REACH Manual pages 87-89.	

Signatures:

Parent _____ Date _____

Student _____ Date _____

Teacher _____ Date _____

Administrator _____ Date _____

Other _____ Date _____

Other _____ Date _____

Other _____ Date _____