

THE REACH TEAM

The REACH team is composed of significant potential advocates in the student’s life. Parents/guardian, teacher, and student select the REACH team members. The REACH team should convene after the teacher and family have determined that the student continues to struggle and is having difficulty meeting the standards despite the use of intentional and purposeful practices. Their responsibility is to devise a workable plan (MAP—Measurable Action Plan) to ensure the success of the student.

The REACH team is to include the parent/guardian, teacher, and student as well as one or more of the following:

- Head teacher or principal
- Academy registrar
- Conference support person
- Pastor
- Other significant helpers

Two or three REACH team members common to all students’ programs would provide continuity within the school.

The teacher is to be the facilitator, scheduling conferences, and notifying team members as needed. The goal of the REACH team is to develop an effective MAP (Measurable Action Plan). The MAP specifically outlines the details of the learning expectations as well as support strategies to reach them.

Students are empowered by assuming responsibility for their learning, so direct involvement can be critical. However, sound judgement should always be used in determining the extent of the student’s involvement.

MAP – MEASURABLE ACTION PLAN

In developing a MAP, the REACH team reviews the student’s strengths and needs and lists strategies. An effective MAP will require student accountability, commitment by the REACH team members, and creative solutions.

MAP information is to be placed in the cumulative/student record folder.

REACH TEAM PROCESS

Measurable Action Plan (MAP)

Student's Name:		Grade:		DOB:		Age:	
Teacher's Name:		School:					
Parents' Names:		Address		Plan Date:			

Add phone # and email address:

Background Information:

Strengths:

Present Level of Performance:
(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

Notes and Reflections:

Student:		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible

Resources Required:

*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

Team Members Present Signatures:

Teacher _____ Parent _____

Administrator _____ Student _____

Other _____ Other _____

Date _____

REACH TEAM PROCESS

Example Measurable Action Plan (MAP)

Student's Name:	<i>Sally Hill</i>	Grade:	<i>6</i>	DOB:	<i>2/3/98</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Pleasant Valley Elementary</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

Background Information:

Sally's parents are a strong support for her. She has a tutor to help with homework. She also enjoys music lessons and plays soccer. Sally has continued difficulty and frustration with school. Her school attendance is good and her vision and hearing are fine. There is difficulty with reading comprehension for grade level material.

Strengths:

Sally is very friendly, artistic, and creative. She enjoys scrap-booking and drama.

Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

Sally reads at a 3rd grade level and has difficulty comprehending science and social studies textbooks. She is easily distracted; spelling is below grade level; math is on grade level; her gross and fine motor skills are typical

Notes and Reflections:

Student: <i>Sally Hill</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>Reading</i>	<i>Reduce Reading Assignments Continue Orton-Gillingham based phonics instruction Read tests and directions orally Prepare Sally in advance for public reading</i>	<i>Lower frustration level Increase basic reading skills and comprehension Teach Reading strategies for student support and independent use</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Use graphic organizers Use high interest-low readability books Use Audiobooks Extended time Read questions before reading material</i>			
	<i>Teach vocabulary words prior to reading material Teach literacy strategies and informational text strategies Do Running Records to monitor progress</i>			
<i>Spelling</i>	<i>Teach phonic rule to go with word study Show and teach correct spelling first Reduce spelling list and use level of tested ability</i>	<i>Increase spelling list and test success Support spelling with phonics rules and word wall Use of computer to prepare for middle and high school</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Allow use of computer and spell checker for written assignments Create her own spelling dictionary of common words Use Word Wall</i>	<i>and successful study/work habits</i>		

Resources Required: *Computer, Audio books, Common Core Standards, Running Record, Graphic Organizers, Orton-Gillingham Phonic Program, Guided Leveled Readers*

*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

Team Members Present Signatures:

Teacher _____

Parent _____

Administrator _____

Student _____

Other _____

Other _____

Date _____

REACH TEAM PROCESS

Example Measurable Action Plan (MAP)

Student's Name:	<i>Jim Jones</i>	Grade:	<i>12</i>	DOB:	<i>2/3/00</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Walla Walla Academy</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

Background Information:

Jim has glasses. He has had support during his elementary and high school years. This is his first year at Walla Walla Academy.

Strengths:

Jim is a hard worker. He is friendly and outgoing. He has a very pleasant, cheerful personality. He enjoys automotive and manual labor. He is a very auditory learner and hands-on.

Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

Jim functions at a fourth-grade level academically. He reads at the middle of fourth grade and his writing skills are at the middle of second grade. Math is at the seventh-grade level. He has been in Sylvan Learning Center's program and had other phonics/reading training. He tends to skip classes and /or be tardy.

Notes and Reflections:

Student: <i>Jim Jones</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>World Literature</i>	<i>Audio Textbook Use voice activated computer software to type his papers. Graphic Organizers Exams to be given orally</i>	<i>Improved attendance Authentic Assessments to access grade level material and show learning</i>	<i>6 weeks</i>	<i>Mrs. Jackson</i>
<i>Bible</i>	<i>Reduce writing assignments Steps to Christ in audio format Oral Exams Community Service Project</i>	<i>Improved attendance Community Service Project for Spiritual, Collaborative Group and Service Learning Outcome</i>	<i>6 weeks</i>	<i>Chaplain Palmer</i>
<i>Government</i>	<i>Hands-on projects Audio Textbook Oral Exams Reduced amount of written work Graphic Organizers Extended time</i>	<i>Improved attendance Performance Assessments to access grade level material and show learning</i>	<i>6 weeks</i>	<i>Mr. Bryant</i>

Resources Required: *Audio Textbooks, voice activated computer software*

*This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

Team Members Present Signatures:

Teacher _____

Parent _____

Administrator _____

Student _____

Other _____

Other _____

Date _____

MAP Review

Student's Name:		Grade:		MAP Review Date:	
Teacher's Name		School:			

Outcome of Interventions:

Additional Interventions/Change in Interventions:

Further Recommendations:

Signatures

Date _____

**Sample school letter to request psycho-educational assessment referral:
(Please copy on to your school's letterhead and add or delete from this generic letter,
paying particular attention to the list of interventions, to customize it for your student.)**

To whom it may concern:

_____, is a ___ year old student who is enrolled in the ___ grade at _____ School. We are advising his/her parents to request a psycho-educational or any other additional assessment(s) from the county to determine if he/she has a disability that may be interfering with the normal learning process.

Despite regular exposure to research-based, direct, explicit reading and writing instruction which uses an integrated, structured, systematic, multi-sensory approach, _____'s progress has been marginal. He/She has received whole group instruction, as well as additional small group instruction with daily opportunities for practice of skills. Despite, these efforts, _____ has not made adequate progress.

The following interventions have been implemented during this school year to correct _____'s lack of progress with only marginal success: **(Add or delete from the following based on the intervention you have implemented for your student) – Link to strategies**

1. Progress monitoring (i.e., DIBELS, Fontas and Pinnel, Running Records, etc.)
2. Use of individualized intervention program (i.e., Lexia/Reading Plus/Moby Max/Fontas and Pinnel, etc) for ___ minutes ___ times per week.
3. Extended small group teacher-directed instructional time using multi-sensory techniques
4. Provided more time to complete assignments
5. Additional tutoring (specify amount of time weekly)
6. Preferential seating
6. Grade retention

We believe that additional assessment would benefit this student by helping to determine if a learning problem exists, before additional time passes as he/she grows older and a failure pattern sets in, which would be difficult to reverse. Please let us know if we can assist in this process by completing any forms necessary for this process to occur in a timely manner.

Should you have any questions, or wish to speak with our school directly, please feel free to contact us.

Thank you for helping this child succeed academically.

Sincerely,

Teacher/Principal/ Special Needs Coordinator

THE SECOND REACH TEAM MEETING, REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

THE SECOND REACH TEAM MEETING

The REACH team meets for a second time to:

- Review the effectiveness of the MAP after it has been in place.
- OR
- Review professional testing as soon as it is completed.

The REACH team needs to determine in what ways the student's performance has been affected. If the student's performance has improved, then the team will determine the continued length of the MAP. The team may revise the MAP. If, after implementing the revised MAP for a specified trial period, the student is still struggling, the team may recommend for further evaluation.

REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

CANADA

If the local REACH team determines that further evaluation is needed, the REACH teacher should advise parents to contact their family physician since assessment services may be available through provincial health plans. Services vary from province to province, and provincial law and funding formulas may determine what services are available through the local public school system. Classroom teachers are advised to contact their conference REACH representative for assistance in determining what services may be available.

U.S.

If the local REACH team has determined that further evaluation is needed, the parent/guardian has a couple of options. The parent can access further evaluation through the local public school. In order to initiate this process, the parent/guardian must send a written request for evaluation to the local school or district/county office. The classroom teacher should follow up this referral with a phone call to the school district special education office. US Federal law requires 90 days (maximum) to assess and determine the presence of a disability, and write an Individual