

Academic and Behavior Subcommittee Responsibilities and Tasks

Subcommittee Name:	Meeting Dates:	Meeting Times:								
Mission:										
Members	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 2px 5px;">Name:</td> <td style="width: 50%; padding: 2px 5px;">Role:</td> </tr> <tr> <td style="padding: 2px 5px;">Name:</td> <td style="padding: 2px 5px;">Role:</td> </tr> <tr> <td style="padding: 2px 5px;">Name:</td> <td style="padding: 2px 5px;">Role:</td> </tr> <tr> <td style="padding: 2px 5px;">Name:</td> <td style="padding: 2px 5px;">Role:</td> </tr> </table>		Name:	Role:	Name:	Role:	Name:	Role:	Name:	Role:
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Tasks	<ol style="list-style-type: none"> 1. Identification Data. What are the data you will need to identify students in need of intervention at this tier? 2. Names of Students. Based on the identification data, who are the students in need of intervention at this tier? 3. Progress Monitoring. What are the data that are being collected to monitor the students who have been identified for intervention? 4. Tier Decision Points. Based on progress monitoring data, at what point will a student either move up a tier or move down a tier. 5. Student Status. Are the students making progress? A quick summary to update the full team on students who are either moving up or down a tier. See the example below. 									

Curriculum	# of Students	% of Students Meeting Goal	% of Students Not Meeting Goal	# of Students Moving Between Tiers
Tier II				
Tier III-FBA/BIP				

Student Status				
Student Name	Intervention(s)	Goals	Making Progress (%)	Status
Don Kincaid	BEP	1. Keeping hands and feet to himself 2. Raising his hand to get teachers attention	1. 85% 2. 68%	Stay on Tier 2
Andy Martinez	BEP, Social Skills	1. Take deep breaths & count to 3 to relax himself when angry 2. Reduce use of profanity to 3 words per a period	1. 72% 2. 17%	Continue Tier 2 Start Tier 3