



Foxborough Regional Charter School

Academic Excellence Committee Meeting

Published on January 15, 2026 at 7:23 AM EST

Amended on January 20, 2026 at 11:58 AM EST

Date and Time

Wednesday January 21, 2026 at 8:00 AM EST

Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Online meeting link: <https://foxboroughrcs-org.zoom.us/j/5155151602?pwd=3IRpDQICmb4gvmNilAddQwzyRjptXn.1>

Agenda

| | Purpose | Presenter | Time |
|----------------------|---------|-----------|---------|
| I. Opening Items | | | 8:00 AM |

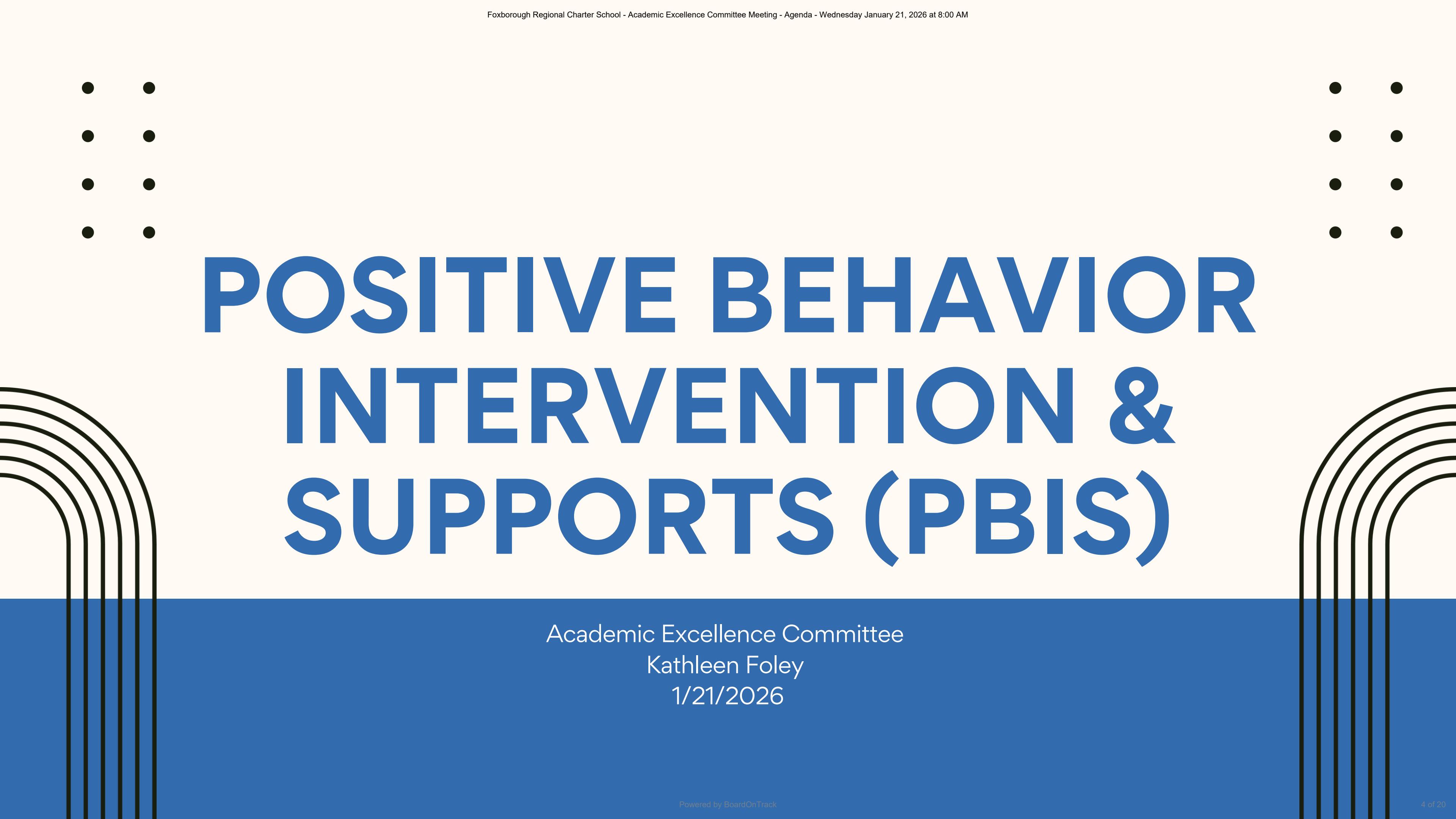
| | | Purpose | Presenter | Time |
|-------------|---|---------|----------------|----------------|
| A. | Record Attendance | | Mia Ortiz | 1 m |
| B. | Call the Meeting to Order | | Mia Ortiz | 1 m |
| C. | Privilege of the Floor | | Mia Ortiz | 1 m |
| II. | Academic Excellence | | | 8:03 AM |
| A. | Academic Excellence Committee Overview of the PBIS | Discuss | Tanisha Kimber | 35 m |
| B. | Discussion: Measuring Teacher Efficiency | Discuss | Mia Ortiz | 25 m |
| C. | Discussion: Finalizing of Planning Documentations | Discuss | Mia Ortiz | 5 m |
| III. | Other Business | | | 9:08 AM |
| A. | Approval of Meeting Minutes • December 17, 2025 | Vote | Mia Ortiz | 25 m |
| IV. | Closing Items | | | 9:33 AM |
| A. | Adjourn Meeting | Vote | Mia Ortiz | 1 m |

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Coversheet

Academic Excellence Committee

Section: II. Academic Excellence
Item: A. Academic Excellence Committee
Purpose: Discuss
Submitted by:
Related Material: PBIS .pdf



POSITIVE BEHAVIOR INTERVENTION & SUPPORTS (PBIS)

Academic Excellence Committee
Kathleen Foley
1/21/2026

Overview

1. Multi-Tiered System of Supports(MTSS)
2. What is Positive Behavior Intervention & Support? (PBIS)
3. PBIS @ FRCS
4. Next Steps
5. End Result

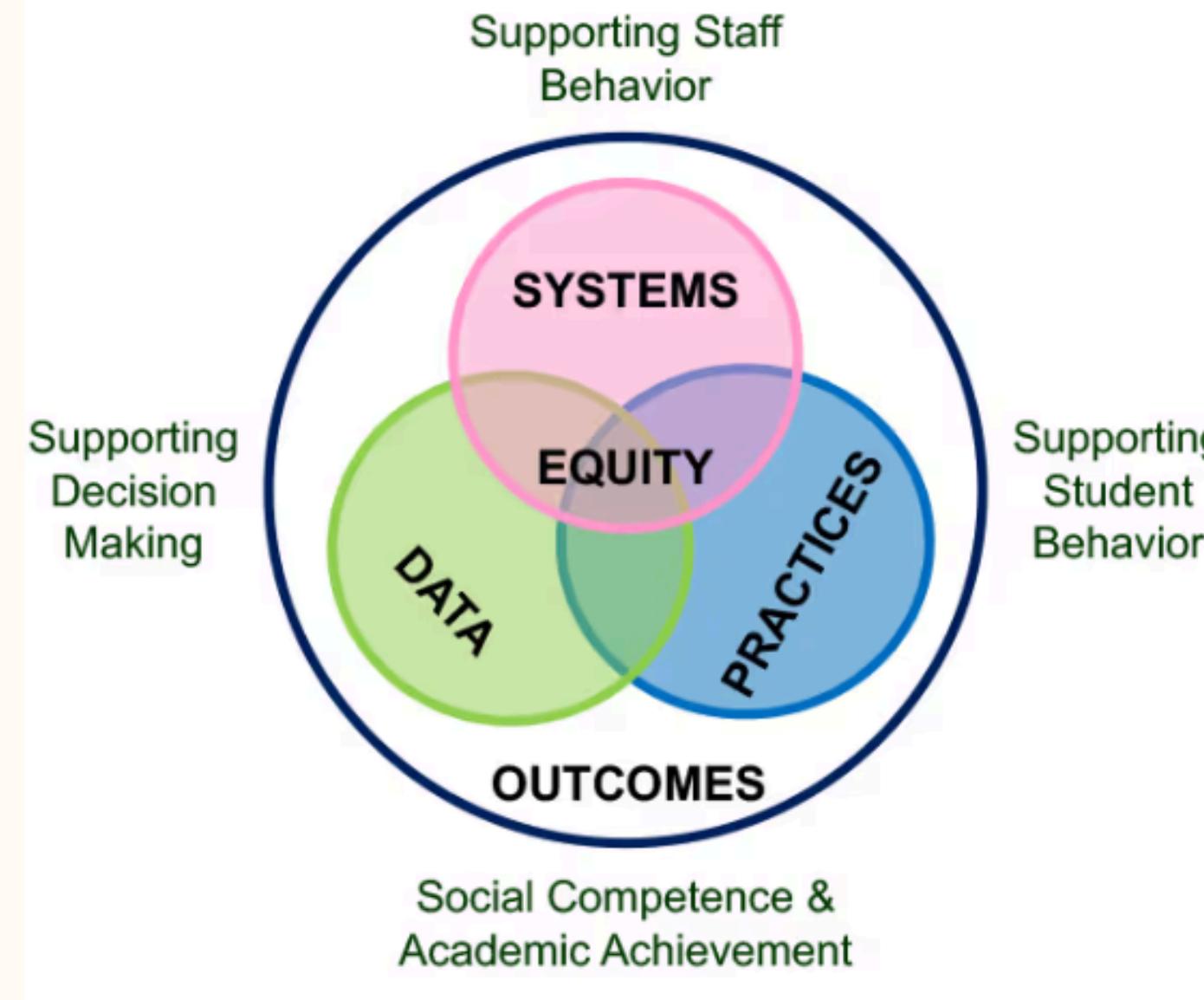
It Starts with Multi-Tiered System of Supports(MTSS)



- A **schoolwide** approach to supporting all students
- Helps students **meet** both academic & behavioral **expectations**
- Provides **different levels of support** based on student needs
- Focuses on helping students **succeed & grow**
- Supports safe, **positive**, & welcoming school environments

Positive Behavioral Interventions and Supports (PBIS): An Evidence-Based Practice

PBIS emphasizes five interrelated elements: systems, data, practices, outcomes, and equity.



Research consistently demonstrates the following outcomes associated with the implementation of PBIS:

- Reduces the use of exclusionary discipline and related inequities.
- Improves social, emotional, and behavioral skills.
- Reduces disruptive behavior.
- Can improve student academic outcomes.
- Can positively influence attendance.
- Improves school climate, school safety, and overall organizational health.
- Strengthens teachers' use of effective classroom management practices and confidence.
- Can reduce student referrals for additional support.



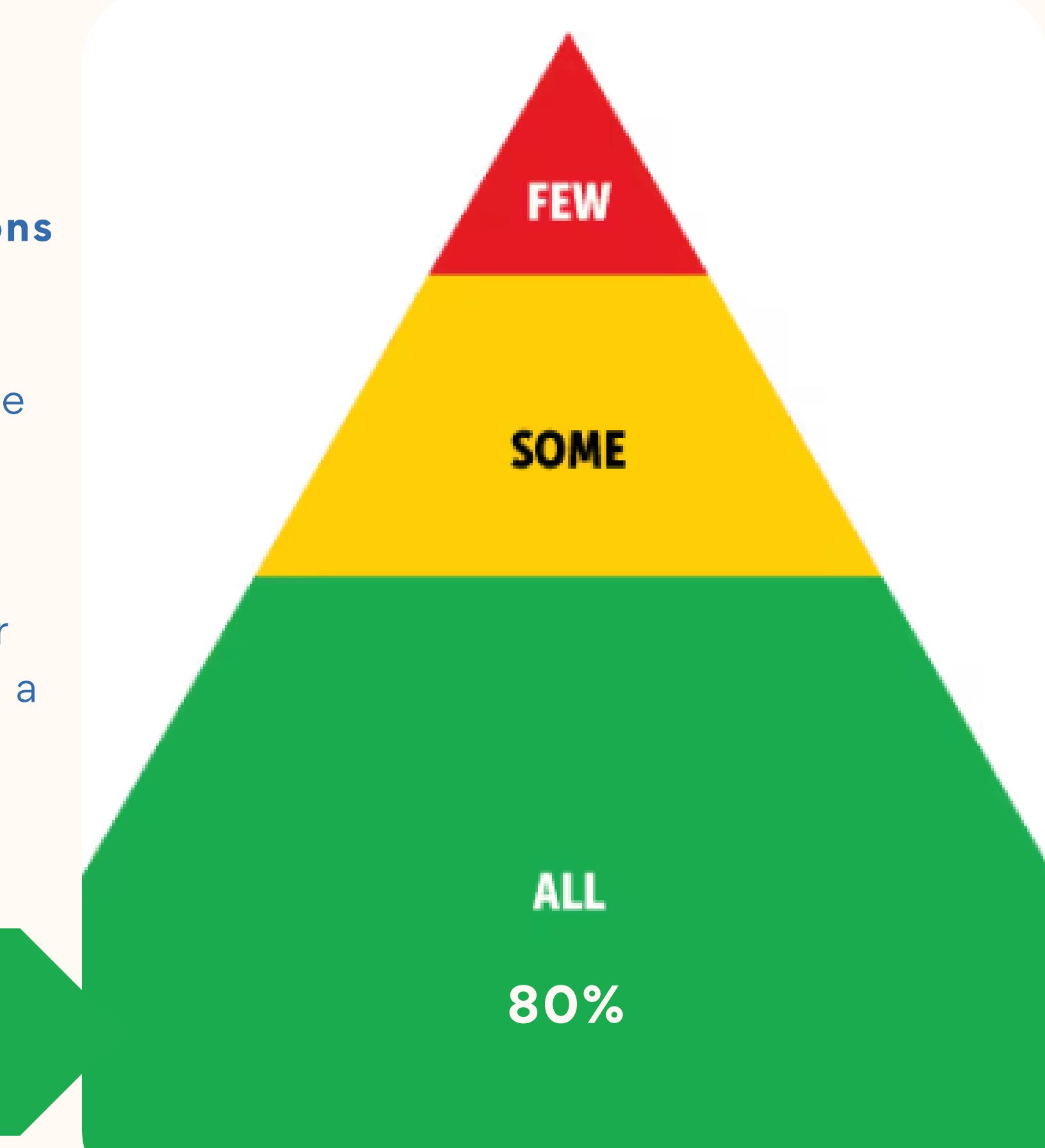
Center on PBIS

PBIS - In Action

Tier 1

- Is a **positive school-wide framework for expectations** and prioritize appropriate social, emotional, and behavioral skills
- Classroom expectations are **aligned** with school-wide expectations
- Explicitly **teaching** expectations and skills to set all students up for success
- **Encouraging and acknowledging** expected behavior
- **Preventing** and responding to unwanted behavior in a respectful, **instructional manner**
- Fostering school-family **partnerships**

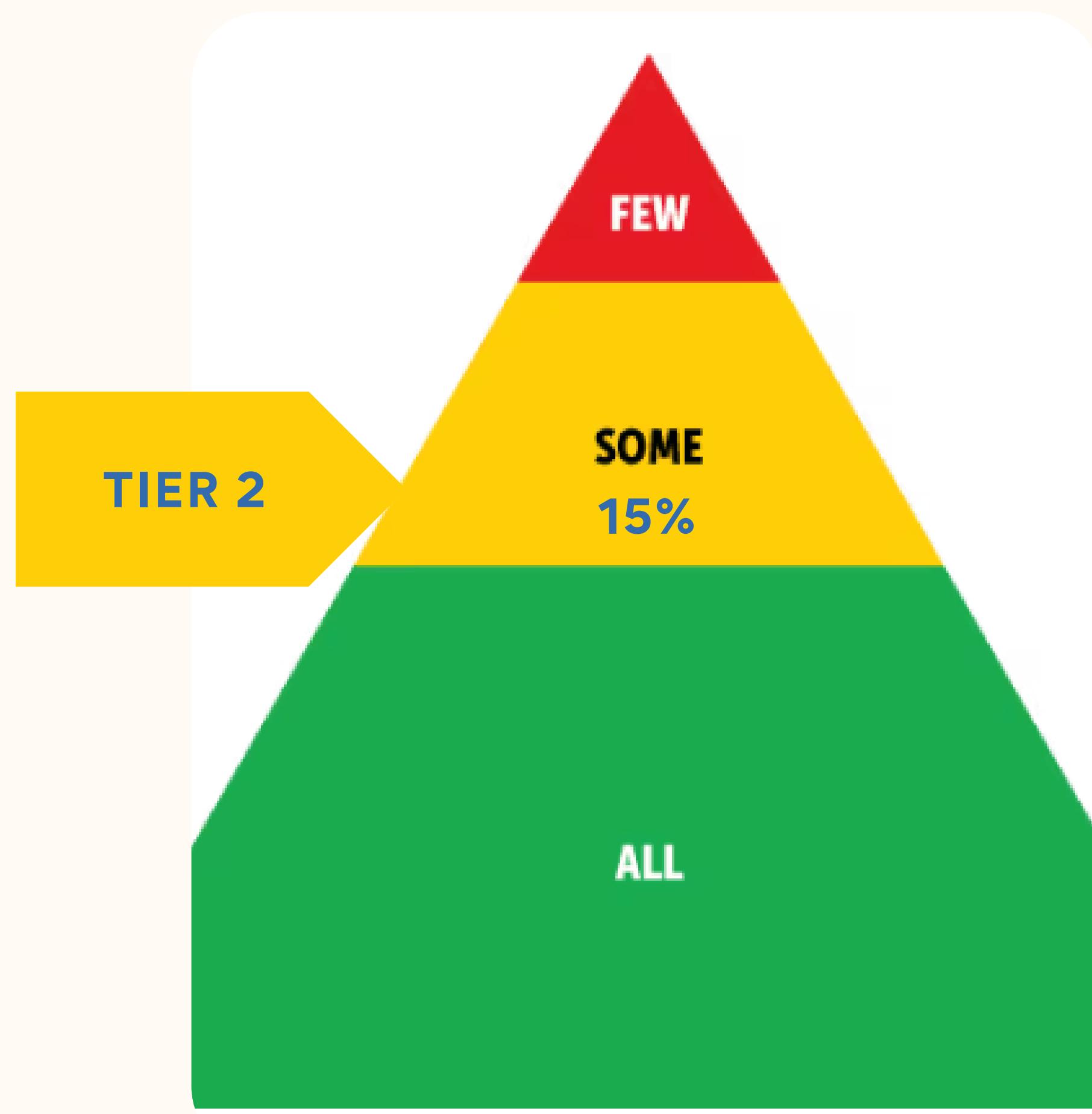
TIER 1



PBIS - In Action

Tier 2

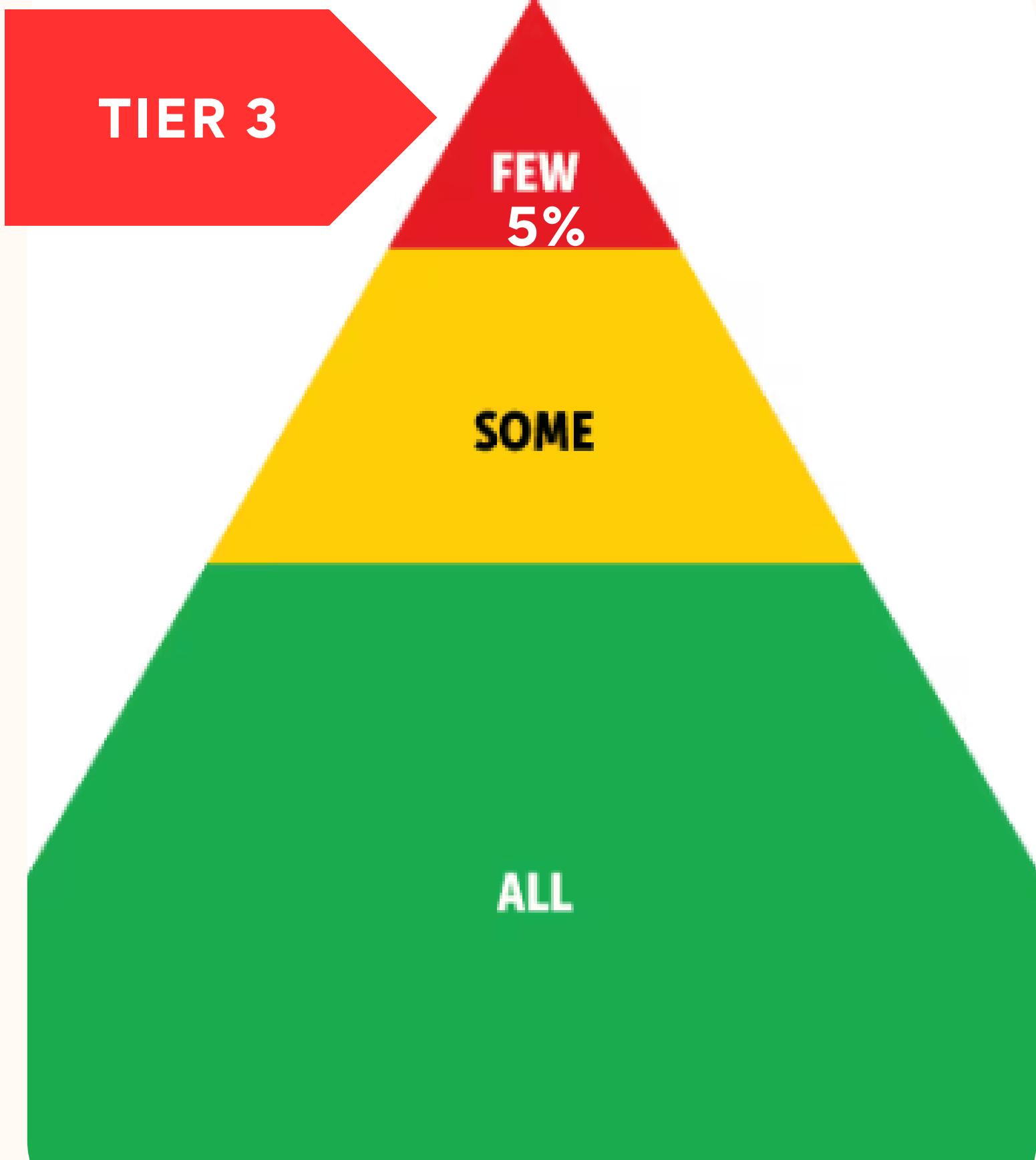
- **Continuation** of Tier 1 supports
- Providing **additional instruction and practice** for behavioral, social, emotional skills
- **Increasing** adult support and supervision
- Providing **additional opportunities** for positive reinforcement
- **Student-focused** classroom supports
- **Increasing** prompts or reminders
- **Expanding access** to academic supports
- Deepen **school-family** collaboration



PBIS - In Action

Tier 3

- **Continuation** of Tier 1 & 2 supports
- **Deeper level** of collaboration between the teachers, support staff, (administration as necessary), and families
- **Dig into the why** behaviors are happening and how to support positive change on behalf of the student
- Coordinating supports so everyone involved is **working together** around the student
- Likely includes a functional behavioral assessment(FBA)
- Creating **individualized support plans** that are tailored to each student's needs and strengths



PBIS @ Elementary

Tier 1:

- **Character Education**
- **Morning Meeting - Responsive Classroom**
- Classroom management
- DeansList

- **Falcon Program**
 - Falcon Tickets
 - Falcon Ceremony
 - Classroom Trophy
 - Wall of Fame
 - Pep Rally

- **Star Student of The Month**
- Student led - morning announcements
 - Morning Mantra
- Freddy the Falcon Pep Rally
- Unity Day
- Field Day
- World Kindness Day

Tier 2:

- **Classroom success/support plan**
- **Student Support Team Mtg**
- Data collection

- **Restorative** opportunities
- Increase student **check-ins**
- Collaboration with **families**
- **Consults** w/ support staff

- **Lunch Bunch**
- **Peer Mentoring/Buddy System**
- Counselor Check-ins

Tier 3:

- **Student support plan**
- Consults w/ support staff
- Possible FBA

- Increase in support for skill building
- **Increase in data collection**

- Frequent collaboration and communacititon with families
- **Care Solace**

Elementary PBIS



PBIS @ Middle School

Tier 1:

- **Wellness & Health Education**
- **Presentations with SOR**
 - **Social Media Safety**
- **Daily Slide/Announcements**
- Classroom management
- DeansList

• **Wingspan**

- Students begin with points when they enter the building
- Students earn points
- Purchase rewards- School Store every quarter

• **Staff v Student Basketball Game**

- Dress Down Days
- Soaring Falcon Recognition
- Field Day
- End of year 8th grade celebrations
- Honor Roll Breakfast
- **Honor Roll Challenge**

Tier 2:

- Classroom success/support plan
- Student Support Team Mtg
- Data collection

- Guidance and AP Support
- School Counselor
- Lunch Bunch
- **Friendship recess group**

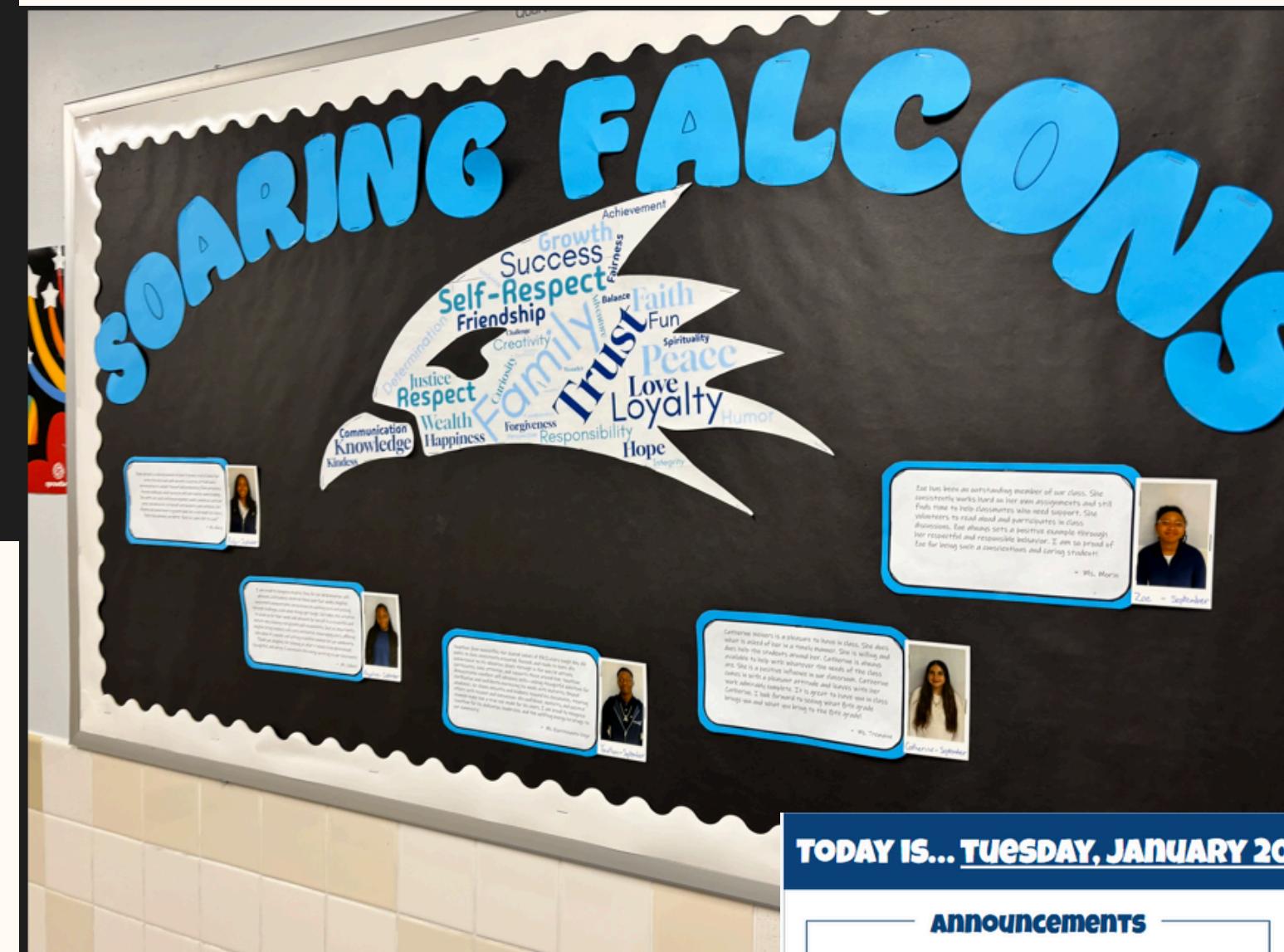
- Incentive Charts
- **Mentor check-in**

Tier 3:

- Student support plan
- Consults w/ support staff
- Possible FBA

- **Increase in support for skill building**
- **Increase in data collection**

- Frequent collaboration and communication with families
- Care Solace



Middle School PBIS

TODAY IS... TUESDAY, JANUARY 2

FOLLOW SCHEDULE DAY: #2

— Announcements

NATIONAL DAY OF SERVICE

MARTIN LUTHER KING, JR. DAY IS ALSO KNOWN AS THE NATIONAL DAY OF SERVICE, AS IT IS A TIME TO RECOGNIZE AND CELEBRATE THE CIVIL RIGHTS LEADER'S LIFE AND LEGACY.

AMERICORPS IS A FEDERAL AGENCY FOR NATIONAL SERVICE AND VOLUNTEERISM. IT PROVIDES OPPORTUNITIES FOR AMERICANS TO SERVE THEIR COUNTRY, ADDRESS THE NATION'S MOST PRESSING CHALLENGES, AND IMPROVE LIVES AND COMMUNITIES.

THROUGH AMERICORPS, OVER 200,000 VOLUNTEERS WORK TO SUPPORT THEIR COMMUNITIES AND OVER \$960 MILLION IS INVESTED TO ADDRESS THE NATION'S CHALLENGES!

— GOAL OF THE DAY

THINK OF A COMMUNITY YOU BELONG TO AND WHAT IT MAY NEED SUPPORT WITH. HOW CAN YOU HELP WITH THAT?

For example:

- **SWEET MANGO CHILI CHICKEN**
- **SWEET MANGO CHILI TOFU**
- **SUNBUTTER & JELLY**



PBIS @ High School

Tier 1

- **Health & Wellness**
 - **social interaction/relationships**
- **ETL**
 - **clubs/intervention**
- Classroom management
- Spirit weeks
- **March Madness - Competition**
- Deanlist

- 9th & 10th **Fly 90 Program**
 - Earn merits for meeting expectations & going above & beyond
- **FRCS Job Service Program**
 - EX: School store
 - Fly 90 celebration - choose club/preferred activity

• 11th & 12 **Fly 90 Program**

- Earn merits for meeting expectations & going above & beyond

• Service Projects

- **11th grade FRCS service projects -**
School Library
- **12th grade -external service projects** - LYNN Ministries
- Senior Privileges - lunch off campus

Tier 2

- Classroom success/support plan
- Student Support Team Mtg- consult
- **Data collection**

- **Tiered parent communication system supporting partnership**
- Guidance and AP support
- School counselor

- **Piloting a mentorship program**
- *****TEPP -currently in planning**

Tier 3

- Student support plan
- Consults w/ support staff
- Possible FBA
- School counselor

- More opportunities to apply learned skills w/support

- Continuation of family school partnerships with regular check-ins

High School PBIS

We received this incredible message from the founder of LYNN ministries:

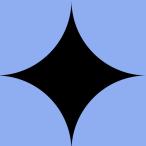
"...those kids were unbelievable! I have never been part of a large group of 17 and 18-year-olds who were so respectful, eye contact, and handshakes, so engaged and happy to be participating. They follow directions, they were pleasant to talk to and very excited to be of such great health. I don't know the best way to thank them outside of having just said that to them myself. But I wanted you in the administration to know What an outstanding group of young men and women were shared with us today. There is much rejoicing going on in my heart today!"

Great things are happening!!

Deanlist

Behavior & Culture Tracking

- **Positive and corrective behavior logging:** Teachers can record merits, demerits, shout-outs.
- **Customizable behavior categories:** Each of our schools set their own expectations, and point systems geared to their students.
- **Automatic totals and summaries:** Weekly or daily reports show behavior points by student, class, or grade.



Daily Points Summary

| Category | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
|------------------|-----------|----------|-----------|----------|-----------|-----------|
| Class Attendance | 0 | 0 | 0 | -3 | 0 | -3 |
| Daily Attendance | 20 | 0 | 10 | 10 | 20 | 60 |
| Minors | 0 | 0 | 0 | 0 | 0 | 0 |
| Wingspan | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 20 | 0 | 10 | 7 | 20 | 57 |

Opportunities for Growth.....

Elementary

- Continue to build on momentum w/ **data driven decisions**
- Student **progress monitoring**
- Partnership **w/ High School**

Middle School

- Continue to build **Wingspan**
- Continue to build staff and student **sense of belonging**
- Focus on student data collections and progress on monitoring @ **Tier II and III**

High School

- Continue to build out **Fly 90**
 - service program opportunities
- Build the **TEPP program**
- Continue building the **mentor program**

- All schools will continue to use and build out the capabilities with **DeansList**
- All schools will continue to expand their use of **Panorama**

The Result of PBIS:

School Culture:

Students & Staff feel **overall**

- **Safe, welcomed, and supported** students feel at school
- Students and staff **treat and respect** one another in the school community
- We live into our **FRCS shared values** and expectations that guide learning and behavior
- Classrooms and shared **spaces are welcoming**, organized, and support learning
- Schools **celebrate and respect different cultures** and backgrounds
- **Families are welcomed**, valued, and included as partners in learning

School Climate:

Students & Staff feel **daily**

- **Safe, welcomed, and supported**
- Socially, emotionally, and physically **safe**
- **Included**
- They are part of a **collaboartive team/space**
- There is a **culture of a love of learning and continuous growth**
- They are **contributing** caring for the school and learning environment
- **Shared purpose and ownership**

School culture is what a school believes and values, while school climate is how the school feels day to day to students, families, and staff.





QUESTIONS