



July 7, 2026

To: All Staff, Parents, and Students of the Schools managed by The Roger Bacon Academy

From: Classical Charter Schools of America

Memo: School-Wide Behavior & Discipline Amendment #0260707

Page 1: Title Page – School-Wide Behavior & Discipline Plan

Updated handbook to one unified version for staff, parents, and students.

Page 4: Foundation - Philosophy

Classical Charter Schools of America School-Wide Behavior & Discipline Plan sets forth the procedures and expectations for ensuring a safe and orderly environment for learning. It is our belief that all children can learn [in keeping with our educational model for successful schools and three Laws](#):

- [Motivation – Law 1. Reward good behavior – you'll get more of it.](#)
- [Mastery – Law 2. Teach each step to mastery – every child will learn.](#)
- [Management – Law 3. *Watch the children.* If they are not behaving or learning, you are not following the first two laws.](#)

In this, we maintain a position of “no exceptions, and no excuses” for all students. We maintain a disciplined, caring classroom environment that emphasizes traditional values. Every student who is willing to pledge self-discipline, honesty, and perseverance can excel to their fullest potential at Classical Charter Schools of America.

Page 6: Parent's Role in Discipline

Parents are encouraged to participate in every aspect of the education of their children. Without the cooperation and support of the parents, it is difficult for the school to effectively help a student reach his or her fullest potential. An important role for parents in discipline is to continually show the child your interest and support of how he or she is doing and behaving at school. When the child sees that his/her parents or guardians are actively interested in whether or not they are doing their best, the student is given an incentive for excellence. Parents will be informed by the teacher throughout the school year about their child's [behavior and academic progress](#) ([See Appendix A Behavior Sheet and Appendix B-E Class I-IV Behavior Report Forms](#)). This information will include school-wide citizenship. Other important roles for parents include, but are not limited to:

- Maintaining open communication with the school.
- Notifying the teacher about specific concerns you may have.
- Going to school meetings [and events](#) whenever possible.

~~In the event of severe or recurring behavior problems, parents will be asked to participate in the development of a Student/Teacher Behavior Strategies Plan (Appendix A). Parents and staff working together will help the students learn behaviors that will increase their success. School classroom rules, rewards incentive programs, and consequences will be sent home communicated with the parents and students at the beginning of the school year. An acknowledgement form is to be signed and returned to the classroom teacher by a date designated by the Administration of the school. If the acknowledgement form is not returned, the teacher will send a second copy. Any parent, who does not return a signed form by the designated date, will be sent the form via US Mail. The classroom teacher is to keep the signed acknowledgement form in the student's individual folder.~~

Page 7-8: Redeeming Individual Rewards

Teachers will come up with a plan that works best for their classroom for students to cash in on their individual rewards. Cash in times should be weekly at a minimum. Teachers will discuss and decide as a grade level the best time(s) for students to turn in their tokens for a reward. Grade levels are expected to have the same token economy across the grade level to ensure continuity.

Reward Redemption Process Suggestions:

- One morning a week during morning work, snack, and/or lunch.
- Upper grades can choose responsible students to oversee the cash in process along with the teacher.
- Elementary- during ~~Green~~ Friday reward time. Note: If used, this should be an extra opportunity during a given week to ensure all students have a chance to spend their tokens.
- Middle School- 10-minute break, before Homeroom, etc.

Page 8: Administration's Role in Discipline

~~Administration is responsible for reviewing and updating the behavior and discipline plan as needed. Administration will assist teachers with rewarding students positively. Additionally, administration assists the staff in handling severe misbehavior. To maintain the effectiveness of office referrals, administration should only be used for major or severe behavioral problems. A child will be removed immediately when his/her behavior is an extreme disruption, is disrespectful toward adults, or endangers themselves or others.~~

~~Records will be kept by the teachers and administration. These records will be compiled and maintained as outlined in the North Carolina State Laws.~~

It is the administrator's responsibility to model and lead the school in observance of Law 1 of RBA, "Reward good behavior, you'll get more of it." Administrators shall ensure all staff understand this principle and will work collaboratively with teachers to maintain positive, well-managed classrooms that support student learning and development. In doing so, administration will assist teachers in recognizing and reinforcing positive behavior and will support staff in addressing significant or severe behavioral concerns.

Administration is responsible for reviewing and updating the behavior and discipline plan as needed to ensure it remains effective and aligned with school expectations. Administrators will promote student success by fostering constructive relationships and encouraging appropriate opportunities for connection and support between students and trusted school staff. These efforts are intended to reinforce expectations, build trust, and support students' overall growth.

Administration should be primarily involved in major behavioral concerns. A student will be removed immediately if their behavior significantly disrupts the learning environment, demonstrates disrespect toward adults, or poses a risk to themselves or others.

Discipline records will be maintained by both teachers and administration in accordance with North Carolina state laws.

Page 9: School-Wide Classroom Expectations for Students

In the elementary grades, each classroom will have a color chart with each child's name on it that is visible to students with the following color ~~strips~~ system:

- Green: Great Day
- Yellow: Had some trouble following rules.
- Red: Repeatedly broke classroom rules.
- Blue: Call/Email home to discuss behavior with parents.
- Purple: Office Referral (Class III and IV behaviors)

Parents should be made aware of behavior issues and the contact should be documented by the teacher. Students will be made to change colors throughout the day when their behavior or actions are not appropriate, ~~such as misbehaving or failing to do homework.~~ Once a child gets on purple, the teacher may fill out an office referral. It is important to remember each time a teacher sends a discipline problem outside of the classroom, that teacher loses a certain amount of authority with that student.

Page 9: Resource Classes

Resource classes will complete a "High Five" positive behavior sheet after each class to give to the Homeroom teacher. This will have names of students who went above and beyond, followed directions, and were prepared for resource. These students are called "high fivers"! The report will also let teachers know of any students who needed additional reminders throughout the class period. Resource teachers are not to assign a whole class consequence for the Homeroom teacher to enforce.

Parents should be made aware of behavior issues and the contact should be documented by the teacher. Students will be made to ~~pull strips~~ change colors throughout the day when their behavior or actions are not appropriate, such as misbehaving or failing to do homework. Once a child gets on purple, the teacher may fill out an office referral. It is important to remember each time a teacher sends a discipline problem outside of the classroom, that teacher loses a certain amount of authority with that student.

Page 10: Encouraging ~~Appropriate~~ Positive Behavior

At our schools, Law 1 reminds us that when we reward good behavior, we get more of it. To form positive relationships with students and motivate them to behave well resulting in classrooms focused on learning. The sequence for dealing with unwanted classroom behavior should be completed in the following manner:

1. Remind the whole group of expectations and desired behaviors.
2. Praise and reward a student nearby who is demonstrating appropriate behavior.
3. Move closer to the student who is not following the proper behavior.
4. At an appropriate time, tell the student that their behavior was not acceptable. The teacher must describe what is acceptable, and warn the student of the consequences if the inappropriate behavior continues.
5. Consequences for rules should be:
 - Straight-forward
 - Easily enforced
 - Easily administered
 - Operate as an effective deterrent

Elementary School - Green Friday:

Green Friday is an extra incentive built into the end of the day on the daily schedule for elementary students who demonstrate positive behavior throughout the week. Students who maintain Green behavior for the majority of the week may participate in the Green Friday activity.

Middle School – House Points System:

Middle School students will participate in a house system that promotes positive behavior. Houses can be organized by grade or include students across grade levels depending on enrollment and other factors determined by the Headmaster.

Students are assigned to one of the following houses at the beginning of each school year:

- Honestas – Latin noun meaning honor, integrity, reputation, or moral virtue.
- Civitas – Latin for a body of citizens united by law.
- Virtus – Latin term meaning virtue, moral excellence.

Students earn House points for demonstrating behaviors aligned with school expectations. Points contribute to both individual recognition and each House's cumulative total. Students may redeem points through the school store for approved incentives and work towards a cumulative house reward.

Page 11-12: Elementary School Discipline Documentation

At the Elementary School, each grade level practices a uniform behavior plan including the type of warning system in place prior to students changing their color ~~strips~~ (see above School-Wide Classroom Expectations for color descriptors). If a student exhibits an undesirable behavior, the teacher will follow through with the grade level's behavior plan to promote consistency between

classrooms. Each student will have a Behavior Sheet (Appendix ~~A~~^E) or Daily Planner documenting daily behavior which requires a parent signature. The teacher will mark the report daily with the color that the child is on along with any other needed communications.

Elementary students that exhibit behavior that requires ~~pulling-moving to a~~ blue in the color system ~~color-strip~~ will be written up using a Behavior Report (Appendix D – Class I & Appendix E – Class II) to document the behavior violation. Students that exhibit behavior that requires ~~pulling-moving to a~~ purple ~~color-strip~~ in the color system, the highest level of color, will be written up using an Office Referral (Appendix F – Class III & Appendix G – Class IV) which will involve school administration. Typically, after a second purple violation, a conference with administration, teacher(s), and parent(s) is required to discuss a Behavior Improvement Plan (Appendix B).

Page 12: Process for Chronic or Severe Behavior

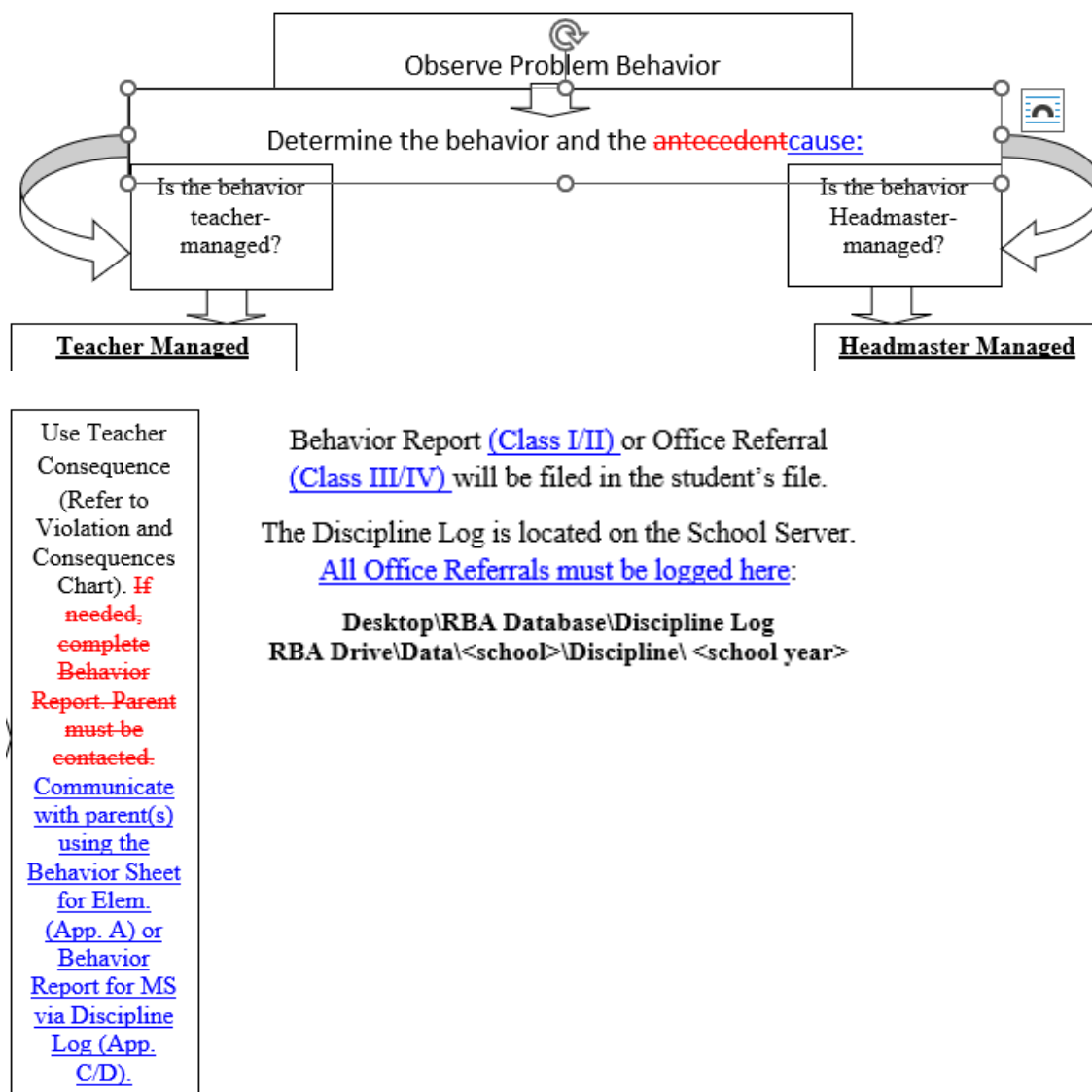
~~5.~~—All Class III and Class IV behaviors are Office-Managed. Any student committing a Class III or IV Behavior Violation should be referred to the office immediately. The teacher will escort the student to the office and the Administrator, or their designee, will contact the parents. ~~contact the School Secretary for coverage and is required to accompany the student to the office. Students who engage in Class III or IV behaviors will be removed from the classroom for a period of time. When the Administrator is available, he or she will notify the parents.~~

~~6.~~—Procedures for response to specific Class III or IV Behavior:

Code Blue Definition:—~~A behavior that is out of control, severe, and/or causing an extreme disruption or jeopardizing the safety of the student displaying the behavior and/or others.~~

Code Blue Procedure:

- ~~a.~~—~~Staff member calls Administrator for assistance. “I have a Code Blue in Room ____.”~~
- ~~b.~~—~~The Administrator or Support staff member responds to the call.~~
- ~~c.~~—~~Room Clear—If the student is throwing objects or students are involved in a fight or other extreme disruptive behavior, the teacher will remove the rest of the students from the classroom by instructing the students to exit the classroom or area in an orderly manner. This procedure must be practiced at the beginning of the year and throughout the year.~~

Page 14: Behavior Management Process Flowchart**Page 15: Behavior Management Process Flowchart**

- Added Structured Recess as an alternative to Loss of Recess

Page 20-21: General Procedures for Suspensions

The Headmaster or his/her designee has the authority to suspend any student who willfully violates the School-Wide Behavior & Discipline Plan. [All efforts should be made to review available video footage and question all witnesses and parties involved prior to taking any action to suspend a student to avoid loss of instruction, when possible.](#) Suspensions are classified as

excused absences. It is the student's responsibility to make up all missed class work following the Make-up Work policy in the Parent and Student Handbook.

Returning from Suspension

For suspensions of five or more days, or when deemed necessary (such as in cases of repeated suspensions), the school will implement a reentry process to support the student's successful return. This may include communication with parent(s)/guardian(s) during the suspension and, when appropriate, a reentry meeting with the student, parent(s)/guardian(s), and school staff to review expectations and next steps. The process is designed to reinforce behavioral expectations, strengthen relationships, and support a positive transition back to the school environment. The administrative team will also encourage ongoing check-ins between the student and a trusted staff member or administrator.

Page 27: Appendix A – Elementary Behavior Sheet

CONSEQUENCES COLOR SYSTEM

Green- GREAT DAY!

Yellow- ~~Five minutes off of recess~~ Had some trouble following rules.

Red- ~~10 minutes off of recess~~ Repeatedly broke classroom rules.

Blue- ~~Loss of privilege, contact parent~~ Call/Email home to discuss behavior with parents.

Purple-Office referral, contact parent (Class III and IV behaviors).

Page 29-32: Appendix C-F – Class I-II Behavior Report and Class III-IV Office Referral Forms

Updated forms to reflect the current versions used with the internal, electronic Discipline Log.