

SCHOOL-WIDE STUDENT DISCIPLINE POLICY – updated proposal

PURPOSE:




At Vanguard Academy, we aim to maintain a safe and positive learning environment by teaching and modeling self-discipline, citizenship, and social-emotional skills. This behavior level system is grounded in the philosophy that discipline is meant to teach, not to punish. It supports student development using restorative practices, the Utah MTSS model, and the Vanguard Portrait of a Graduate competencies.






I. POLICY FRAMEWORK

- A. This policy outlines the behavior expectations and support systems used to address student behavior through a color-coded level structure.
- B. Vanguard students are enrolled in Leadership Academy courses that reinforce the Portrait of a Vanguard and include weekly check-ins regarding behavior, academic progress, and social-emotional wellness.
- C. Staff members will be trained on MTSS-aligned classroom management and restorative practices. Updates and behavior data will be reviewed weekly.

II. BEHAVIOR LEVEL STRUCTURE

The Vanguard Behavior Level Structure is designed to provide a consistent, supportive, and virtue-aligned structure for addressing student behavior across all settings. Each behavior level outlines a range of expected conduct and corresponding interventions, with sample infractions provided as general guidance. These examples are not exhaustive; students may be subject to level placement and interventions for behaviors not explicitly listed if the conduct aligns with the descriptors and intent of the level. Other example infractions are available on the School-wide Student Discipline Policy Definitions document.

Level / Color & Description	Example Infractions	Consequences	MTSS Tier & Who Manages
Gold  — Models all virtues & inspires others	Leading service events, mentoring peers, selfless acts of leadership	Public recognition, special leadership roles, awards	MTSS Tier 1+, Advisors & Admin
Silver  — Above-and-beyond in virtue & supports peers	Consistent virtue modeling, helping resolve peer conflicts	Recognition, added privileges, peer leadership roles	MTSS Tier 1+, Advisors & Admin
Bronze  — Regular positive influence & growth	Frequent support of peers, classroom leadership	Certificates, V-Bucks, recognition	MTSS Tier 1+, Teachers & Advisors

Level / Color & Description	Example Infractions	Consequences	MTSS Tier & Who Manages
Level 5  — Meets expectations consistently	Being prepared, following directions, positive participation	Praise, V-Bucks, positive notes home	MTSS Tier 1 – Teacher Managed
Level 4  — Minor, correctable issues	Off-task behavior, uniform slip, talking out, hall pass misuse	Behavior tracking, reteach, redirection, reflection	MTSS Tier 1 – Teacher Managed
Level 3  — Repetitive behavior or disruption	Multiple minor infractions, repeated behavior or disruptions despite interventions, PDA	Reflection assignments, parent contact, behavior tracking	MTSS Tier 2 – Behavior Team, Teacher Support
Level 2  — Major infraction	Cheating, targeted bullying, backtalk, harassment	Admin referral, parent meeting, pre-BIP plan	MTSS Tier 2/3 – Admin & Behavior Team
Level 1  — Crisis / Safety threat	Weapon possession, arson, physical assault	Suspension, FBA/BIP, safety plan, law enforcement if needed	MTSS Tier 3 – Admin, SpEd, Mental Health Team

V. INTEGRATION WITH PORTRAIT OF A VANGUARD GRADUATE

Student behavior is tagged to the following Portrait of a Vanguard Graduate competencies. Positive demonstration of these virtues allows students to move from Level 5 to Bronze, Silver, and Gold and receive school wide recognition.

Virtue/Competency	Positive Behavior Tags	Negative Behavior Tags
Honesty, Integrity & Responsibility	Tells the truth, admits mistakes, takes accountability	Lying, cheating, theft, blame-shifting
Hard Work & Resilience	Perseveres through challenges, completes tasks	Avoidance, giving up, disruption when frustrated
Respect	Uses kind language, follows expectations, supports diverse peers	Defiance, disrespectful speech, exclusion
Service	Volunteers, helps peers, mentors others	Ignores opportunities to help, disrupts group progress
Communication	Expresses clearly, listens actively, adapts to audience	Disruptive talking, refusal to communicate appropriately
Critical Thinking & Problem Solving	Analyzes situations, seeks solutions	Avoids problems, blames others, impulsivity

Virtue/Competency	Positive Behavior Tags	Negative Behavior Tags
Creativity & Innovation	Suggests new ideas, participates in creative tasks	Dismisses creative efforts, undermines group innovation
Collaboration & Teamwork	Shares responsibilities, supports team goals	Excludes others, dominates or avoids group work
Academic Mastery	Demonstrates learning, applies knowledge	Off-task behavior, refusal to engage in academic work
Wellness	Uses self-regulation, seeks help when needed	Escalation without seeking help, unsafe choices
Civic, Financial & Economic Literacy	Respects rules, practices responsibility in shared spaces	Misuses school property, vandalism
Digital Literacy	Uses technology responsibly	Technology misuse, accessing inappropriate content
Lifelong Learning & Personal Growth	Sets learning goals, reflects and grows	Resists feedback, neglects self-improvement

II. DEFINITIONS

1. **MTSS (Multi-Tiered System of Supports)** - A framework for organizing academic, behavioral, and social-emotional interventions into levels (tiers) based on student need:
 - a. **Tier 1:** Universal supports for all students
 - b. **Tier 2:** Targeted interventions for students with emerging needs
 - c. **Tier 3:** Intensive, individualized supports
2. **Restorative Practices** - A set of strategies focused on repairing harm and rebuilding relationships after misbehavior. May include reflection prompts, restorative circles, or peer mediation.
3. **Behavior Team** - Designated staff responsible for reviewing behavior referrals, assigning Canvas modules, facilitating restorative practices, and supporting MTSS Tier 2–3 interventions.
4. **FBA (Functional Behavior Assessment)** - A data-driven process used to determine the purpose or function of a student’s behavior, required for repeated Tier 3 infractions.
5. **BIP (Behavior Intervention Plan)** - An individualized plan developed after an FBA to address student behavior using specific strategies, supports, and progress monitoring.
6. **Advisor** - Each student is assigned to an advisor responsible for reviewing weekly behavior logs, supporting goal setting, and helping students complete behavior-related assignments.
7. **Reflection Assignment** - A structured set of questions guiding student self-assessment following misbehavior. Used as a de-escalation and teaching tool.
8. **Behavior Tracking** - A form used by teachers to document daily behavior, assigned color levels, parent contact, and classroom interventions.

