

VIEWMONT ELEMENTARY



Positive Behavioral Interventions and Supports Plan 20242025

Viewmont Elementary is committed to the development of academic and practical skills so that students can become lifelong learners. To drive this vision our mission states that Viewmont Eagles will be accountable for their learning and actions, be caring and considerate of others, and be an enthusiastic participant in their school community. Our implementation of our Positive Behavioral Interventions and Supports Plan is vital to this success.

A Positive Behavioral Interventions and Supports (PBIS) plan is a multi-tiered framework for organizing data, systems, and practices in a way that supports each and every student. Our PBIS plan is influenced by prevention science, in other words, the risk and protective factor model. Prevention science has determined that strengthening youth protective factors, such as school engagement and community involvement, may prevent problematic behaviors, such as substance abuse or violence (*National Prevention Science Coalition, 2019*).

Our PBIS plan begins with very simple behavioral standards, which we expect of all students, and a system of rewards for prosocial involvement. It continues through each level of intervention toward targeted intervention and support for students with more specific needs.

Data collection and team decision-making inform decisions regarding positive behavioral intervention and support, and we rely on the support of our district, the greater community, and, most importantly, students, parents and guardians.

Our PBIS plan is described below:

Tier One	Evidence
Eagle Expectations	The foundation of a strong school-wide PBIS program is a very simple behavior motto. Viewmont's Eagle Expectation is: <ul style="list-style-type: none">● Take Care of YOURSELF

	<ul style="list-style-type: none"> ● Take Care of EACH OTHER ● Take Care of OUR SCHOOL. <p>A more detailed explanation of each behavior can be found in Viewmont’s school-wide behavior matrix. Students are instructed on these expectations at the beginning of each school year (and reviewed and reinforced throughout the year) by classroom teachers and by the principal in school-wide assemblies and through the principal's weekly message.</p>
The Morning Message	<p>The Morning Message is the principal's weekly Monday message, which is an integral part of increasing each student's feeling of belonging in school. In the Eagle Eye, which the principal pre-records, so that teachers may show it at an appropriate time in their class, the principal highlights different activities going on in the school for the week, and she reinforces behavior expectations and the school vision. Students may earn the privilege of appearing with the principal on the Morning Message, and this is an additional Eagle incentive for students.</p>
The Eagle Eye	<p>The Eagle Eye is weekly communication with all staff. This consistent communication creates consistency across the school and awareness of current school events and culture. The principal sends reminders on expectations of staff, expectations, students and parent communication. The principal also communicates support processes and reminders of professional collaboration.</p>
Eagle Tickets	<p>Viewmont students are rewarded for demonstrating behavior expectations and kind actions towards others by receiving Eagle Tickets. These are given by faculty or staff and can be redeemed for prizes or “Eagle Experiences” at the school's Eagle Store each month. Our Eagle Store prizes are funded through generous donations from our school family during our PTA's fundraising drive each school. Prevention science suggests that students who receive rewards for prosocial behavior exhibit fewer risk factors, so rewards are an important part of our school-wide PBIS program, and they are something that students genuinely look forward to.</p>
Eagle Experiences	<p>Eagle Experiences are optional monthly activities, offered as rewards for prosocial behavior (respectful, responsible, safe & kind) for students who choose to purchase the activity using their Eagle Tickets. These experiences</p>

	<p>offer students further opportunities to interact with prosocial peers and adults, including the parents and high school volunteers who facilitate the activities.</p> <p>Additional Eagle Experiences, such as a "dunk a teacher" dunk tank activity at the spring family night are also "purchased" with Eagle tickets. These activities are fully sponsored and supported by our PTA, who is an integral part of our PBIS program.</p>
<p>School Spirit Days</p>	<p>All Viewmont students and staff are invited to participate in monthly "School Spirit Days" in an effort to increase student engagement in school. School spirit days (which include school color days and crazy dress days) are chosen and advertised by our Peer Leadership Team. A thoughtful donation to the school by Ivory Homes supports our Peer Leadership Team activities.</p>
<p>Soaring Eagle Award (Student of the Month)</p>	<p>Students who embody the Viewmont Vision may receive a Soaring Eagle Award. Soaring Eagles are recognized at monthly school-wide assemblies and are highlighted on a prominent school bulletin board. Parents of highlighted students are invited to the assembly, and students receive a notable prize, funded by a generous community donation to the district from the Clove family. In prevention research, school engagement is frequently correlated with increased protective factors and fewer risk factors.</p>
<p>Eagle Assemblies (School-wide Assemblies)</p>	<p>Additionally, monthly school assemblies are a way for individual classes to demonstrate things they have learned in class through poems, songs or other means. Students recite the school mission statement, and celebrate the accomplishments of their peers in additional school supported contests and activities (such as Reflections, etc.). Recognition for pro-social involvement is an important part of our school-wide PBIS program.</p>
<p>Highly Qualified Teachers</p>	<p>Viewmont Elementary employs a diverse faculty of highly qualified teachers who offer an engaging curriculum, which is approved by elected board members and are aligned with State standards. Viewmont teachers receive ongoing professional development and have been trained in both equitable and trauma-informed practice. Viewmont teachers are skilled in scaffolding and differentiation to meet learners where they are.</p>

	<p>Additionally, Viewmont teachers and staff have a genuine interest in being around children. Each teacher and staff member are familiar with research to support this. In an article written by researchers Hammond Darling and Harvey Cook found that, “Relationships are the essential ingredient that catalyzes healthy development and learning” (Darling-Hammond & Cook-Harvey, 2018).</p>
Peer Learning Communities (PLCs)	<p>All teachers are part of a Professional Learning Community (PLC) and have received training on effectively participating in a PLC to affect student learning and growth. Dedicated weekly time is built into each teacher's schedule for PLC meetings. PLCs evaluate student learning data and plan strategies to help each student achieve learning targets.</p>
Instructional Coach	<p>Viewmont teachers are further supported by a highly qualified, full-time instructional coach who specializes using a data-driven framework to inform support for struggling students. Together with the principal, she assists teachers with instructional strategies, "data dives," and progress monitoring to help students reach academic goals.</p>
Principal and Building Leadership Team	<p>Viewmont’s principal is dedicated to maintaining a positive school climate and to ensuring that students receive access to supports and interventions. Together, with her building leadership team and School Community Council, she assesses the progress and needs of the school in its mission to help Viewmont Eagles learn to soar by being accountable for their learning and actions, being caring and considerate of others, and being an enthusiastic participant in our school community.</p>
School Community Council	<p>Viewmont's School Community Council (SCC) is an important decision-making council made of elected parent/community/school members and other volunteers and contributors. SCC offers valuable parent and community feedback and makes decisions regarding the learning and well-being of our student-body. Many PBIS topics are discussed, voted on and even implemented by our SCC.</p>
Student Support Team	<p>Viewmont has a Student Support Team to whom teachers may refer students who are struggling (academically, behaviorally, socially, or with attendance). Through data</p>

	<p>collection, assessment, and collaboration with parents or guardians, various supports and interventions may be implemented to support the student in learning. Viewmont's Student Support Team meets regularly on Wednesday mornings.</p>
School Social Worker/"School Counselor"	<p>Viewmont Elementary has a full-time school social worker, mostly referred to as our "school counselor," who assists on all levels of PBIS, including delivering evidence-based prevention education, facilitating behavioral health groups, offering short-term individual counseling and connecting families to supportive resources in the community. Parent consent is required for students to participate in counseling groups or short-term counseling services.</p>
Classroom-Based PBIS System	<p>Each Viewmont classroom emphasizes the three school-wide behavior expectations, as well as more specific learning behaviors. In addition to Eagle Tickets, teachers offer creative awards to individual students and to their entire class. These awards may include the following: Student of the Day, extended Brain Breaks, or Preferred Activity Time/PAT. Some Viewmont teachers award the students points on ClassDojo, and they convert Eagle Tickets to Dojo points for the ease of purchasing prizes.</p>
Restorative/Community Circles	<p>Viewmont teachers have been trained in using restorative circles for building community or addressing problem behaviors. Restorative practices have shown positive effects on student behavior and school culture, as they contribute to cultural humility, a feeling of safety, and friendships (Ingram et al., 2016). Additionally, most Viewmont teachers facilitate a daily "Community Circle."</p>
Eagle Postcards	<p>Eagle postcards are mailed to students' homes by teachers and staff members to recognize students for individual achievements or for additional encouragement. Viewmont faculty have found that traditional postcards are an effective way to communicate with guardians who may not engage in electronic communication. A celebratory postcard also increases family rewards for prosocial involvement for the student.</p>
Second Step	<p>Second Step is the State-adopted and district-approved, school-wide Social Emotional Learning program that is aimed at improving students' pro-social skills. Second Step lessons are taught regularly in each class by</p>

	Viewmont Elementary teachers, and they are additionally taught and reinforced by the school counseling and administrative team. Second Step has demonstrated positive effects on students' interpersonal and academic success and is part of a larger group of research on social emotional learning programs, which have shown decreased emotional distress, conduct disorder and substance abuse in students receiving the lessons (Low et al., 2015).
Red Ribbon Week	Viewmont Red Ribbon Week is hosted by our Parent Teacher Association and focuses on a combination school and family engagement activities as a protective factor against youth substance abuse. This week of activities, similar to our White Ribbon Week, which focuses on healthy media use, offers many opportunities and incentives for pro-social involvement.
<i>Spring Kindness Campaign</i>	<i>Student-driven "Kindness Campaign," consisting of posters, an Eagle Vision PSA, and a kindness pledge, totally student-led and student-driven. The students also hosted a follow-up activity, which consisted of a second Eagle Vision a school-wide lunchtime "kind fish" activity.</i>
Prevent Child Abuse Utah	With parent/guardian consent and district and State approval, we use materials and facilitators from Prevent Child Abuse Utah to instruct children on personal safety. Parents are offered open hours to preview the curriculum before giving consent.
Suicide Prevention Education	We also address suicide prevention with our sixth grade students, with an emphasis on telling a trusted adult if you or a friend are struggling. Suicide prevention lets youth know what is available on the Safe UT app/website, which students have access to through their school chromebooks.
Internet Safety	Viewmont Elementary school teachers actively teach and reinforce internet safety practices to students. We partner with Net Positive (formerly NetSmartz) to offer an internet safety assembly to students each year, and we host a strong White Ribbon Week each year, to teach children about healthy media use. Additionally, our school district uses several electronic platforms and filters to help students have positive internet experiences.
Parent Teacher Conferences	Parent Teacher Conferences are held twice a year, in the

	<p>Fall and Spring, for two evenings each season. Research suggests that, regardless of family income or background, students whose parents are involved in their school are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (Henderson & Mapp, 2002).</p>
<p>Parent Teacher Association</p>	<p>Viewmont's Parent Teacher Association is an integral part of the PBIS program. Our PTA funds, organizes and provides prizes for Eagle Tickets and other student recognition; they plan and facilitate the Eagle Experiences, and they independently plan and arrange many other engaging opportunities for students to participate in school activities and earn recognition. This year, these activities include the school:</p> <ul style="list-style-type: none"> ● Family Movie Night (Fall) ● Bubble Run ● Red Ribbon Week (Fall) ● Reflections (Art and Writing) Contest ● Spelling Bee ● Science Fair ● Family Breakfast (Winter) ● White Ribbon Week (Spring) ● Teacher Appreciation Week ● District Health and Wellness Fair (Spring) ● Family Night (Spring) <p>PTA involvement is positively correlated to student performance in school, and Viewmont Elementary has extraordinary family involvement, often including extended family, such as grandparents (Cheung, 2009).</p>
<p>School-Sponsored After-School Programs</p>	<p>Viewmont sponsors several after-school programs throughout the school year, which are prosocial activities that students may participate in with parent consent. This year, these programs include:</p> <ul style="list-style-type: none"> ● School Choir ● School Musical ● Math Olympiads ● Debate ● Girls on the Run <p>Opportunities for and rewards for involvement with</p>

	<p>prosocial peer and prosocial adults are correlated with a decrease in risky behaviors, indicated by youth protection surveys. Additionally, participation in the school choir and school musical can improve family relationships, where families are involved or attend.</p>
<p>Community Opportunities</p>	<p>Viewmont students have many opportunities to be part of our local community. Community involvement is a protective factor that is correlated with fewer risk factors, including suicide ideation (Armstrong & Manion, 2015). Students may find opportunities for community involvement through:</p> <ul style="list-style-type: none"> ● Murray Community Parks and Recreation ● Murray City Library ● Murray Boys and Girls Club ● Murray High School (Camps, Clinics, etc.) ● Boy Scouts and Girl Scouts <p>Additionally, Murray has various and diverse churches that welcome Viewmont families and provide additional support. “Religiosity” has been identified in prevention science as a youth protective factor which is associated with fewer risk factors.</p>

<p>Tier 2</p>	
<p>MindUp</p>	<p>MindUp is available to student advocates and counselors, when it is needed to help students understand the connection between brain development and behavior. Concepts from this program may be used in classroom community circles or in other counseling activities.</p>
<p>Marvelous Me</p>	<p>Additionally, Marvelous Me is a colorful, fun workbook that helps students identify some of their qualities, talents and trusted loved ones. Marvelous Me may be offered to students as a plus period, when they have achieved learning targets, or as a tool in counseling activities.</p>
<p>Botvin Life Skills 5th Grade</p>	<p>The Botvin Life Skills Training Program is deliberate prevention education, which we implement in our fifth grade classes. Our Botvin Life Skills lessons have traditionally taught by a police officer from our local</p>

	<p>police department, and will be taught by the school social worker for the 2024-2025 school year. Botvin Life Skills has been researched for over 40 years and has demonstrated lasting results on substance abuse prevention among youth (https://www.lifeskillstraining.com/fact-sheet/). Botvin Life Skills is taught in the Fall at Viewmont Elementary.</p>
<p>VOA Life Skills 6th Grade (Classroom-based)</p>	<p>Viewmont Elementary has implemented Botvin Life Skills training in our 6th grade classes. Our Life Skills program is instructed by a trained facilitator from Volunteers of America's Prevention Education program (formerly Cornerstone Counseling). Life Skills covers topics such as self-concept, cooperation, and expressing feelings in healthy ways. Life Skills is taught in the Fall at Viewmont.</p>
<p>Kidney Table Model of Intervention</p>	<p>Teachers use a kidney table model of intervention in class to re-teach concepts to help students achieve learning targets when needs are identified by formative or summative assessments. School engagement and achievement is a protective factor that can mitigate many risk factors.</p>
<p>English Language Arts (ELA) and Math Support</p>	<p>Viewmont students receive additional reading, ELA, and math support, assigned according to student assessment data. Supportive instruction is given in small groups facilitated by highly skilled paraprofessionals. Ongoing assessments (progress monitoring) informs intervention decisions, and adjustments are made frequently to help children meet learning targets.</p> <p>Viewmont Elementary boasts one of the most highly qualified team of paraprofessionals in the school district led by one of the most highly qualified instructional coaches.</p>
<p>Classroom Behavior Supports</p>	<p>Many Viewmont teachers implement classroom mindfulness activities and classroom "Calm Corners." Additionally, students may be offered flexible seating, wobble bands, and sensory or fidget items to support learning behavior. Worksheets with a growth mindset perspective are offered to teachers each year to guide restorative conversations with students.</p>

Tier 3	
Check-In / Check-Out	Viewmont Elementary has a check-in / check-out mentor (our student advocate) who carries a caseload of students referred for behavior needs. These students have a daily tracking sheet which allows them to earn points toward prizes. Behavior collected through the check-in / check-out program has been helpful to families seeking assistance through outside medical or behavioral health providers.
Special Education	<p>Special education delivers the services of individualized education plans (IEPs), which meet the unique needs of students with disabilities. In addition to providing specialized instruction targeting academic needs, it may include the following services:</p> <ul style="list-style-type: none"> ● Speech and Language ● Educational Psychology ● Occupational Therapy ● Behavior Support ● Nursing <p>Special education rights of parents and students are described in our procedural safeguards.</p>
504 Accommodation Plan	Accommodations are implemented to support students with disabilities who don't require the specialized instruction offered for students with IEPs. (See Section 504 of the Rehabilitation Act of 1973.) Viewmont Elementary engages in equitable practices to help all students develop academic and practical skills.
English Learner Support (EL)	EL reading support is offered for students who are learning in their second language. This may include weekly, individual reading intervention or progress monitoring. EL students also have language support from a district-approved electronic platform, called Summit K12 .
Youth in Care (YIC) Mentor/ Check and Connect	Our school has a YIC mentor (who we share with other schools) who mentors students using the Check and Connect model, which has been shown to increase youth protection and decrease risk (Check and Connect, 2022). Our YIC mentors offers consistent mentoring to students, a supportive "brain break," and an opportunity for the student to build a relationship with a pro-social adult.

	<p>Students who are "Youth in Care" are able to continue with a YIC mentor at most Utah schools that they may transfer to, through the organization of the State Board of Education. Evidence suggests that school-based interventions can successfully address trauma and build youth resilience (Dudovitz & Chung, 2019).</p>
<p>Interpretation Service</p>	<p>Murray City School District uses the Propio interpretation services, when a family has a need for interpretation that we can't support with our school and district staff. This program is used frequently at Viewmont to ensure strong communication with families and continue to build home-school relationships that are supportive to our students.</p>
<p>School-Based Therapist (Odyssey House)</p>	<p>In a unique partnership with Odyssey House, Viewmont Elementary provides office space for a licensed therapist to meet with students at school during the school day. Additionally, Murray City School District has allocated grant funding for students whose families are not able to fund this service through private or government-sponsored insurance. Evidence suggests that when youth are provided appropriate treatment for trauma and mental health challenges, they are less likely to experience mental health disorders and substance abuse (<i>Adverse Childhood Experiences</i>, 2021). Our school-based therapist is bilingual (Spanish) and is available to assist or consult with during crisis situations.</p>
<p>Stress Busters (Youth Services) Prevention Education Group</p>	<p>"Stress Busters" is a ten-week group offered to sixth grade students onsite, if needed. Stress Busters is instructed by a trained facilitator from Youth Services and uses evidence-based curriculum that teaches specific strategies for managing depression and/or anxiety. Parent consent is required for participation in this program. A parent or guardian is expected to attend the last group meeting.</p> <p>2023 Viewmont Stress Busters student learning data indicated that students learned (or practiced) a skill in Stress Busters that could help them in their life, and each student had a parent with them at the school for the final Stress Busters session.</p>
<p>VOA Living Skills (Small Groups)</p>	<p>Living Skills groups will be offered onsite this year to indicated students in second through fifth grade. These groups focus on the following topics:</p>

	<ul style="list-style-type: none"> ● Cooperation ● Feelings ● Valuing Differences ● Problem Solving ● Healthy Friendships ● Managing Stress <p>Living Skills is instructed by a trained and experienced facilitator from Volunteers of America (formerly Cornerstone Counseling). Parent consent is required for participation in this program, and dedicated effort is taken to schedule these groups at times when reading and math instruction is not interrupted.</p> <p>2022-2024 Living Skills student data indicated that Viewmont students who participated in the program learned something in their living skills group, and all students demonstrated an improvement in their friendship skills.</p>
Bully Prevention	<p>In addition to Second Step, which includes universal bully prevention, Viewmont uses two tools to further instruct students on bully prevention, when needed. The Tough Kids Bully Blocker and Bullyology may be implemented as tier one, two or three interventions.</p>
Restorative Justice Model	<p>The school responds to student behavior violations in accordance with school board policy and using a restorative model. Many interventions and actions are offered to help students understand and act according to our school motto, "Take care of yourself, take care of each other, and take care of our school." Parents and guardians are included as a critical component to the restorative model.</p>
School Resource Officer	<p>Viewmont has access to a School Resource Officer (SRO) (in partnership with Murray City Police), whom we share with other schools in our district. Evidence suggests that students are more likely to feel safe in school, when there are visible safety measures, and feeling safe in school is correlated with school engagement. Viewmont has previously measured student feelings of safety as part of the CAYCI survey. We also assess student feelings every-other-year through the SHARP survey, offered to sixth graders. Our current school resource officer visits often and interacts well with our students through conversation</p>

	or recess sports. He also responds quickly to situations which require a prompt response.
KidsEat and Deseret Industries	KidsEat weekend food bags are sponsored by local donors and are delivered to the school monthly for students who may need them. Our Deseret Industries partner provides clothing and household items to families referred by school counselors/administrators, free of charge (based on limited grant funding). A "whole child" approach to education can improve school climate and student learning (Darling-Hammond & Cook-Harvey, 2018).
Dental Support and SightFest	Dental support through Big Smiles (including basic and vision assistance (including glasses) is given to qualifying students on-site, as well as vision assistance, including eye exams and glasses for students who qualify. Murray SightFest is generously sponsored by Friends for Sight .
EyeCare for Kids	EyeCare for Kids offers affordable vision services for students-in-need in the community. Serving the basic needs of students can help them engage in school and experience positive feelings toward the community.
Holiday Donations	Community donations are frequently offered at the school, helping families to meet basic needs and improving school/home partnerships.
Safe UT / SafeFam	Safe UT and 1-800-SAFE-FAM are free, 24/7 crisis response teams that are offered by the community, particularly to help students and families through behavioral health challenges. Viewmont sixth graders are instructed on the use of Safe UT by the school social worker and by a trained facilitator from Safe UT.
Family Peer Support Specialist (Salt Lake County Youth Services)	Family Peer Support Specialists may be available through youth services to support parents (in their homes) with children (aged five and up) who struggle in school.
211	211 is a human resources helpline and website, which is supported by United Way of Utah. 211 can give students, families and faculty members information on health and human resources that can build youth protection or address youth risk factors.
MeTime (Salt Lake County Youth Services)	MeTime is an evidence-based, small group program instructed by a trained facilitator from Salt Lake County Youth Services. MeTime has shown lasting positive

	effects in regards to lowering youth feelings of depression following the six-week curriculum. Viewmont has access to MeTime for sixth grade students, if enough need presents itself.
Additional Youth Services Programs	Additional Youth Services programs include the juvenile receiving center, free crisis counseling and free family workshops to promote healthy family interactions. These may be offered on a Murray district campus if enough need presents itself or, always, at the nearby Youth Services campus.
Collaboration with the Division of Child and Family Resources	Occasionally, outreach is needed to the Division of Child and Family Services to further support students with safety and wellness. They provide support for children and families who are experiencing abuse and/or neglect.