

ENEMY SWIM DAY SCHOOL TRACKS HANDBOOK OVERVIEW 2020-2021



We will be known
forever by the

Woohoda: Be Respectful
Waokihi: Be Responsible
Awanichdaka: Be Safe
Wauqsida: Be Caring
Caqwaste uq: Be Kind

*"We will be known forever by the TRACKS we leave."
Sdodunniyapte owe uqkaqa he tokatakiya.*

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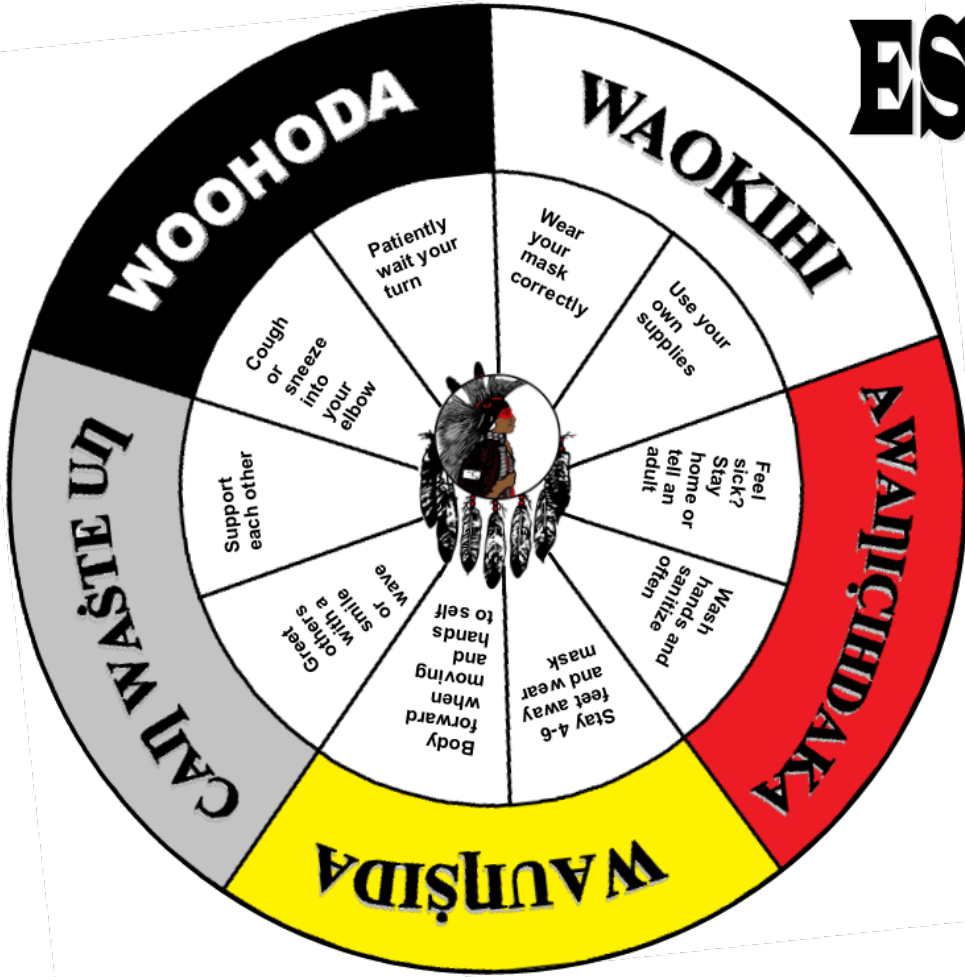
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Enemy Swim Day School TRACKS Program

Mission Statement

The Enemy Swim TRACKS Program will help students focus on restoring academic achievement, social relationships and the environment.

Purpose:

The purpose of the TRACKS Program is to keep students in the regular classroom so they can access instruction. TRACKS team members will push-in to the classroom when Tier 1 school-wide and classroom interventions have proven unsuccessful. TRACKS team members will only remove students from the classroom when the behavior is disrupting the learning environment or is unsafe. The TRACKS Program staff members will provide Tier 2 behavioral support in the form of modeling, connecting, providing direct social/ behavior skill instruction, and increasing opportunities for feedback when Tier 1 School-wide interventions have been unsuccessful. TRACKS team members will help implement and progress monitor Tier 3 individual behavior intervention plans.

TIER 1 SCHOOL-WIDE AND CLASSROOM INTERVENTION

Tier 1 Prevention at the classroom level will successfully manage the majority of student behavior issues. Classroom rules are posted, taught, and reviewed. Procedures are taught, rehearsed and reviewed regularly. Behavior Tools (BT), Conscious Discipline (C.D.), Olweus Bully Prevention Program (OBPP), and Positive Behavior Interventions and Supports (PBIS) Trainings provide countless excellent management and intervention techniques for daily use in the classroom.

ESDS will weave together and employ Tier 1 strategies used in PBIS, Behavior Tools, Conscious Discipline, and Olweus. Major components of each adopted by ESDS are listed below:

PBIS

- Forging relationships
- Organizing a leadership team
- Defining & teaching school-wide & classroom expectations (TRACKS)
- Acknowledging school-wide expectations (TRACKS cards)
- Engaging in systematic supervision practices
- Responding to behavior (using BT, C.D., OBPP, PBIS in the classroom)
- Analyzing and problem-solving school-wide data

Behavior Tools

- Strengthen the behavior
- Maximize relationships
- Pivot
- Non-reactive responses
- Interrupt and redirect behavior
- Setting expectations

Conscious Discipline (K-4 emphasis)

- School Family Structures
 - Morning Meeting
 - Classroom Jobs
 - Friends and Family Board
 - Kindness Tree
 - Wish you well boards
 - Picture rule cards
 - Class celebrations
 - Safe Place- Classroom place to cope with upset, I choose boards, Schubert books
 - Time machine mat for conflict resolution
- Powers and Skills
 - Sentence Frames for responding to behavior

Olweus OBPP

- Bullying (Clearly Defined)
- Class Meetings (weekly at every grade level)
- 4 rules for Anti-Bullying (posted, addressed in class meetings)
- On the Spot Language (OBPP bullying intervention language)

TRACKS Process: Staff members will implement Tier 1 interventions school-wide and in the classroom. When students are not responding to the interventions (at least three Tier 1 interventions have been employed), staff members will call/ text TRACKS team members to request a push-in. The text or phone call to front office (Carolyn) for radio, will simply state “Can you come to _____”, or “We need a TRACKS staff member in _____”, so as not to draw more attention to the issue with the student than necessary. TRACKS team members will come to the classroom and attempt to intervene in the classroom so that the student can continue to access instruction. Teachers should return to teaching at this time and allow the TRACKS team members to handle the situation. If the behavior continues following push-in intervention, the TRACKS team member will remove the student to Student Services. TRACKS team members will return students to the classroom when they are deemed ready. Once the student is returned, the issue is considered complete and no further actions/ consequences will take place.

Student Services Rooms– the Student Services Rooms will be used for short-term removal from the classroom to help the student get back on track. Students will be expected to self-calm, identify feelings and reasons for the upset, and make a plan to solve the issue. Restorative questions (What happened? What were you thinking of at the time? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?) will be addressed before return. Written plans for a “make it right” commitment will be returned to the referring teacher for students in grade 5-8, verbal plans will be communicated to grades FACE-4. The Student Services Rooms will be free of distraction; it will not be a place for completing work. When students are in the Student Services Rooms for any extended time (beyond 15 minutes), they will be expected to complete classwork during another flexible time of their day or in the afterschool ZAP Program.

TRACKS Room- the TRACKS room will be used for proactive and preventive supports. Tier 2 interventions (Check-In Check-Out, informal social skills instruction) will take place in the TRACKS room. The TRACKS room will also be used as a place for positive reinforcement for students that are meeting their goals. The TRACKS room *will not* be used for reactive responses (short-term removal from the classroom, ISS).

Buffalo Room – On rare occasions students need a safe place to de-escalate from behaviors that may harm others or themselves. The PCM team may use the buffalo room to provide that safe place.

TIER 2 INTERVENTION

Adult Attention

- Check-In Check-Out
 - Structured program, daily – see below
- Check and Connect
 - Informal scheduled or as needed time with a connecting adult, once or twice weekly

Social Skill Instruction – facilitated by TRACKS Team, Learning Lab Staff, or other trained staff

- Dilemma Journals- Simple replacement behavior instruction, as appropriate
- Emotion Management Skills (brief instruction and practice of one skill at a time)

Student Assistance Team Plan

- Intermediate plan for academic/behavioral success by SAT Team:
 - Academic specific will be scheduled by teachers
 - Behavior specific SAT will be scheduled by TRACKS

TIER 3 INTERVENTION

Individual Behavior Support Plans

- Developed by student team, including SAT staff, TRACKS, Behavior Analysts, Parents, and Stakeholder Teachers.

TIER 1: BRAIDING PBIS, Behavior Tools, Conscious Discipline, and Olweus at ESDS

PBIS	PBIS/ Behavior Tools/ Conscious Discipline/Olweus
<p>Organize the Leadership Team</p> <p>Analyze and Problem Solve Discipline Data</p>	<p>Forge Relationships</p> <ul style="list-style-type: none"> • Morning Meetings (K-5) or Homeroom (6-8) <ul style="list-style-type: none"> ○ Unite, Connect, De-stress, Commit – C.D. MM elements • Class Meetings (K-8) <ul style="list-style-type: none"> ○ Weekly class discussions – OBPP Teacher Guide, chapter 6 • Intentional Connection Activities <ul style="list-style-type: none"> ○ eye contact, presence, touch, playfulness – C.D. elements ○ Maximize Relationship Tool – BT strengthening relationships • Friends and Family Board, Kindness Tree, Wish You Well Boards • Classroom Jobs <p>Define & Teach Expectations</p> <ul style="list-style-type: none"> • TRACKS matrix • Picture rule cards • Bullying Clearly Defined, 4 Rules for Anti-Bullying • Setting Expectations Tool <p>Acknowledge Behavior Expectations</p> <ul style="list-style-type: none"> • Strengthen Behavior Tool • TRACKS cards • Class Celebrations <p>Respond to Behavior</p> <ul style="list-style-type: none"> • Pivot Tool • Non-Reactive Response Tool • Interrupt and Redirect Tool • Safe Place • Sentence Frames • On the Spot Language • Time Machine Mat • Staff Managed vs. Office Managed Behaviors

ESDS Behavior Matrix

We will be known forever by the **tracks** we leave. Sdodunniyapte owe unkağa he tokatakiya.
E.Q. What DO OUR **TRACKS** LOOK LIKE?

Expectations	Health	Virtual
WOOHODA RESPECTFUL	Cough or sneeze into your elbow Patiently wait your turn	Listen to speakers Stay on topic Use approved sites Be on time and engaged
WAOKIHI RESPONSIBLE	Wear your mask correctly Use your own supplies	Complete/submit work on time Choose a distraction free workspace Keep devices charged
AWAŊIÇIHDAKA SAFE	Feel sick? Stay home or tell an adult Wash hands and sanitize often	Keep devices clean Remember your device is for you, only and is not to be shared
WAUŊSIDA CARING	Stay 4-6 feet away and wear mask Body forward when moving and hands to self	Mute your phone and remember you are on camera
CAŊ WAŞTE UŊ KIND	Greet others with a smile or wave Support each other	Use kind words, faces, gestures online
Students & Staff		
Owasin!		

**ESDS
Behavior Matrix**

We will be known forever by the **tracks** we leave. *Sdoduṅniyapte owe unkaḡa he tokatakiya.*

E.Q. What DO OUR **TRACKS** LOOK LIKE?

Expectations	Passing Areas Halls, sidewalks	Bathrooms	Cafeteria	Gym/Recess	Gatherings/ Assemblies	Bus, Arrival and Dismissal Areas
WOOHODA RESPECTFUL	Follow directions Use volume 1 voice level	Give people privacy Use volume 1 voice level	Use volume 1-2 voice level Leave outerwear in lockers	Follow directions Show good sportsmanship	Give Speaker full attention Use appropriate applause	Be on time Use volume 2 voice level
WAOKIHI RESPONSIBLE	Gather all materials needed for your next class	Get back to class quickly	Keep your area clean Eat the food you choose Stay in assigned seat/area	Participate Put all equipment away	Stay in assigned area	Check for belongings when exiting
AWAŊIČIHDAKA SAFE	Walk on the right towards destination Hands to self (off others or school property: walls, lockers, etc.)	Feet on the floor Keep water in the sink	Use utensils safely appropriately Stay seated until dismissal	Use equipment appropriately Wear appropriate shoes	Walk	Stay seated Walk to and from bus
WAUŊSIDA CARING	Maintain physical space	Tell an adult when supplies are needed	Use your table manners	Report broken or unsafe equipment	Maintain physical space	Maintain physical space
CAŊ WAŠTE UŊ KIND	Speak politely	Keep it clean	Speak politely	Share equipment	Model for younger students	Speak politely

Students & Staff

Owasin!

ESDS Minor/ Major Behaviors

Minor	Major
<p>Defiance/ Insubordination/ Noncompliance Disrespect Disruption: that can be resolved by teacher or TRACKS push-in or brief pull-out Dress Code Inappropriate Language Inappropriate Display of Affection Lying/ Cheating/ Plagiarism/ Forgery Physical Contact Property Misuse Out of Bounds (on campus)</p>	<p>Abusive language- directed at others Arson Bomb Threat Bullying-as defined by Olweus Disruption: that cannot be resolved with brief (20 min or less) TRACKs pull-out Theft (over \$100) Gang Affiliation/ Activity Harassment Inappropriate Location/ Out of Bounds: when a safety concern, e.g., running off campus Property Damage/ Vandalism Skipping Class (full period): on-campus Use/ possession alcohol Use/ possession drugs Use/ possession tobacco Use/ possession weapons</p>

Physical Aggression/ Contact- Minor	Physical Aggression/ Contact- Major
<p>Student engages in non-serious, but inappropriate physical contact where injury would not occur (e.g., pushing, throwing school supplies, etc.).</p>	<p>Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).</p> <p><i>Any student who has an individualized Tier 3 plan with the BCBA will only be counted as a major in SWIS if suspended. All other data will be collected via the individual data collection plan determined by the BCBA.</i></p>

Fighting- Minor	Fighting- Major
<p>Student who does not participate in an incident of fighting, but instigates or promotes a fight.</p>	<p>Student is involved in <i>mutual participation</i> in an incident involving physical violence, where injury may have or did occur. Victim/offender consequence may differ, based on the situation.</p>

Technology- Minor	Technology- Major
<p>Student engages in non-serious, but inappropriate use of cell phone, music/video players, camera, i-pad, chrome books, and/or computer (e.g., on the wrong website, etc.)</p>	<p>Student engages in serious use of an electronic device (e.g., taking video of a fight/ in a restroom, accessing pornography, cyber-bullying, etc.)</p>



ESDS TRACKsCARDs Procedures

*Respectful * Responsible * Safe * Caring * Kind*
Woohoda * Waokihi * Awanicihdaka * Wauñsida * Cañ Wašte un

Why are we focusing on having students earn TRACKsCARDs?

- To increase student use of respectful, responsible, safe, caring and kind behaviors
- To support Dakota Values
- To help us all be more positive this school year

Caje: _____
Making great TRACKS by being:

- ◊ **Respectful**
- ◊ **Responsible**
- ◊ **Safe**
- ◊ **Caring**
- ◊ **Kind**

Who awards TRACKsCARDs?

- All staff will be supplied with TRACKsCARDs to award to any student.
- Staff should award approximately *two cards each day*

Staff/date: _____

Who can receive a TRACKsCARD?

- Any individual student who is using behavior that reflects **1 of** our 5 umbrella values.
- TRACKsCARDs can be earned *anywhere* at ESDS at *any time*.



What do staff say when they award a TRACKsCARD?

- Provide specific, positive feedback about how the student is being respectful, responsible, safe, caring or kind.
 - Say, "You (specific action), so (describe positive or helpful outcome). That was (TRACKs word)." Example: "Sara, you held the door open wide so everyone could walk through safely. That was *responsible!*" (CD)
 - Say, "Name, TRACKs word, and specific description (of the action he/she did)." "John, you were *responsible* when you put all the game pieces away." (PBIS)
 - NØT: "That was good! Here's a card. Wow! Good job! I like that! etc."
- Sign your name/initials and the date and indicate which TRACKs word.

What do students do when they receive a TRACKsCARD?

- Students write their name and grade on the back of the card and then take their card to their homeroom TRACKsCARD Collection Container.

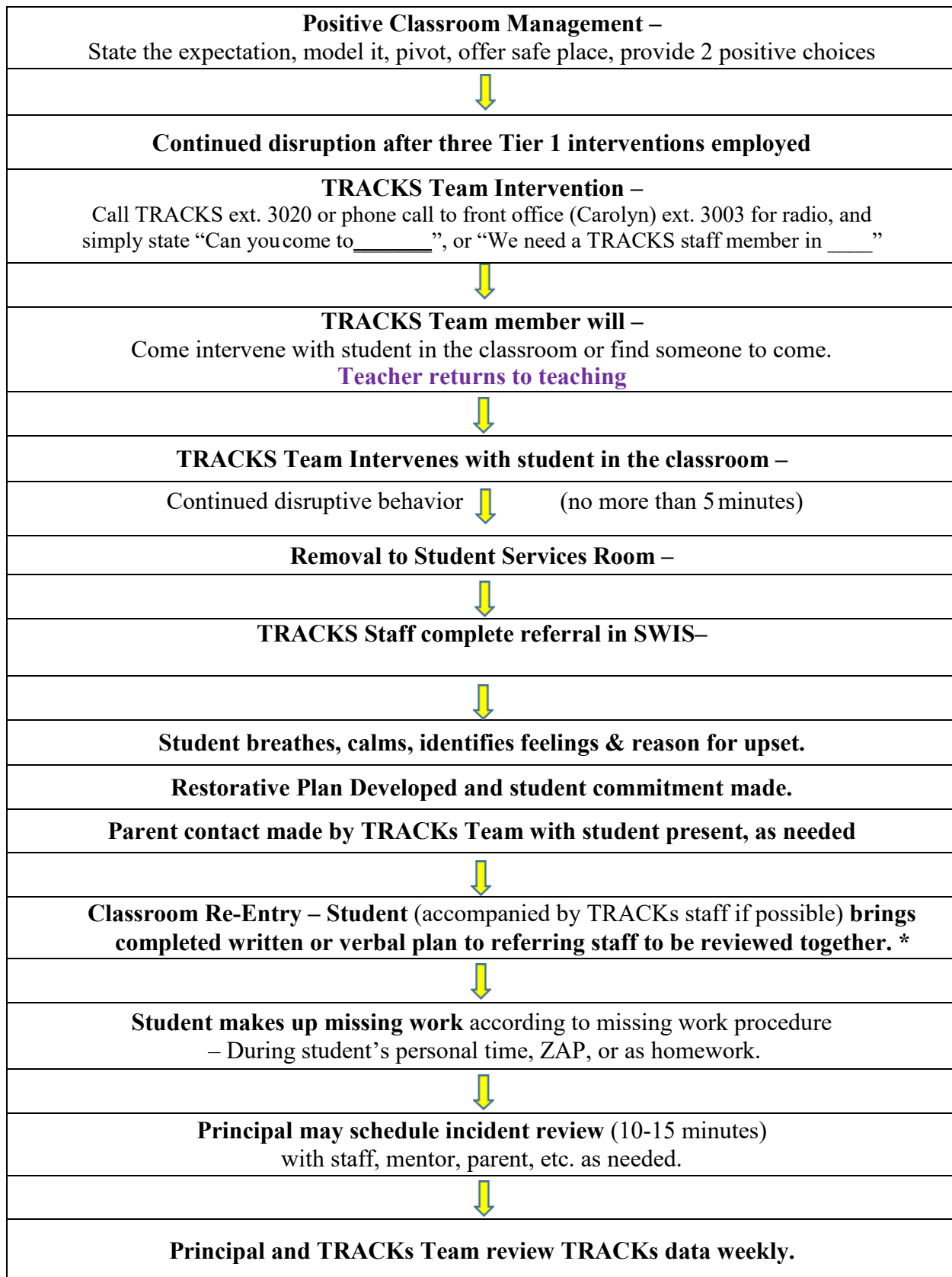
What will happen with TRACKsCARDs?

- Homeroom teachers are required to have a TRACKsCARDs class incentive system for their students. The system will then become part of their classroom management plan.

Other things to consider about TRACKsCARDs:

- Once a TRACKsCARD is earned, it is the student's property. TRACKsCARDs may be earned but not taken away.
- If students ask for a TRACKsCARD, say something like, "I'm sure you will get a TRACKsCARD soon. All students can earn them. Staff decide when to award."
- Teachers may use TRACKsCARDs as a class incentive. (Award a class privilege when you have collected x number of cards.)

TRACKS FLOWCHART



*Referring staff and student review/discuss the student’s plan for future success. This could be done immediately in the hall, with TRACKS personnel monitoring the class, or scheduled for later in the day.

TRACKs REFERRAL

Student _____ Referring Staff _____ Grade ____ Date _____ Time _____			
Location: <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Gym 	<ul style="list-style-type: none"> <input type="checkbox"/> Commons <input type="checkbox"/> Bathroom <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ 	Antecedent (what was going on before the behavior incident):	
Describe Minor Behavior: <ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact/minor aggression <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Tardy/out of area (5 min or less) <input type="checkbox"/> Misuse of property <input type="checkbox"/> Other: _____ 	Describe Major Behavior:		
Others involved: ___ None ___ Peers ___ Staff ___ Teacher ___ Substitute ___ Unknown ___ Other: _____			
TRACKs Decision: <ul style="list-style-type: none"> <input type="checkbox"/> Time in TRACKs: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Conference with student <input type="checkbox"/> TRACKs Form completed <input type="checkbox"/> Loss of Privilege 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Contact <input type="checkbox"/> Lunch Detention <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> In-school suspension <input type="checkbox"/> Out-of-School Suspension
Teacher/Referring Staff recommendation/expectation of student prior to returning to class:			

TRACKs REFERRAL

Student _____ Referring Staff _____ Grade ____ Date _____ Time _____			
Location: <ul style="list-style-type: none"> <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Gym 	<ul style="list-style-type: none"> <input type="checkbox"/> Commons <input type="checkbox"/> Bathroom <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ 	Antecedent (what was going on before the behavior incident):	
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Others involved: ___ None ___ Peers ___ Staff ___ Teacher ___ Substitute ___ Unknown ___ Other: _____			
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Teacher/Referring Staff recommendation/expectation of student prior to returning to class:			

SWIS DATA will be analyzed by administration and teachers throughout the year. Plans will be put in place to support students in alignment with the MTSS Behavior Pyramid.



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