

ENEMY SWIM DAY SCHOOL TRACKS HANDBOOK OVERVIEW 2023-2024

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



We will be known
forever by the
TRACKS
we leave

Woohoda: Be Respectful
Waokihi: Be Responsible
Awañichdaka: Be Safe
Waun̄sida: Be Caring
Cañwaste uñ: Be Kind

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

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ESDS TRACKS PROCESS

Purpose

The purpose of the TRACKS Program is to provide social, emotional, and behavioral supports that help keep students in the regular classroom so they can access instruction.

Overview

TRACKS team members will push-in to the classroom when Tier 1 school-wide and classroom interventions have proven unsuccessful. TRACKS staff will assist with implementation and monitoring of Tiers 2-3 interventions, with the goal of returning students to Tier 1 supports. 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.

While the TRACKS team offers support to classroom teachers, it is still the expectation that classroom teachers communicate directly with parents if they are encountering behavioral concerns.

TRACKS Room

The TRACKS room will be used for proactive and preventative 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. TRACKS team members will only remove students from the classroom when the behavior is disrupting the learning environment or is unsafe. When students are in the TRACKS room for any extended time (beyond 15 minutes) for unwanted behavior, they will be expected to complete classwork during another flexible time of their day or in the afterschool ZAP Program.

Buffalo/Calming Room

On occasion 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 a safe place.

SWIS Data

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

Terms to Know

- Break: A break is for student movement outside the classroom. A break is intended for self-regulation NOT for attention (e.g., walk with a staff member in the hall, go to the safe place).
- Token Time: Token time is time earned for positive behavior and can be used for time in TRACKS room, adult attention, food snacks, and other reinforcements.

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.

Braiding PBIS/ Behavior Tools/ Conscious Discipline/Olweus

Forge Relationships

- Morning Meetings (K-5) or Homeroom (6-8)
 - Unite, Connect, De-stress, Commit – C.D. MM elements
- Class Meetings (K-8)
 - Weekly class discussions – OBPP Teacher Guide, chapter 6
- Intentional Connection Activities
 - 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

Define & Teach Expectations

- TRACKS matrix
- Picture rule cards
- Bullying Clearly Defined, 4 Rules for Anti-Bullying
- Setting Expectations Tool

Acknowledge Behavior Expectations

- Strengthen Behavior Tool
- TRACKS cards
- Class Celebrations

Respond to Behavior

- 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 unḡaga 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
AWAŃIČIHDAKA 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
WAUŃSIDA 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
CAŃ WAŠTE UŃ KIND	Speak politely	Keep it clean	Speak politely	Share equipment	Model for younger students	Speak politely
Students & Staff			ALL OF US AT ESDS!			



ESDS TRACKsCARDs Procedures

*Respectful * Responsible * Safe * Caring * Kind*
*Woohoda * Waokihi * Awanicidaka * 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

Who awards TRACKsCARDs?

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

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.)

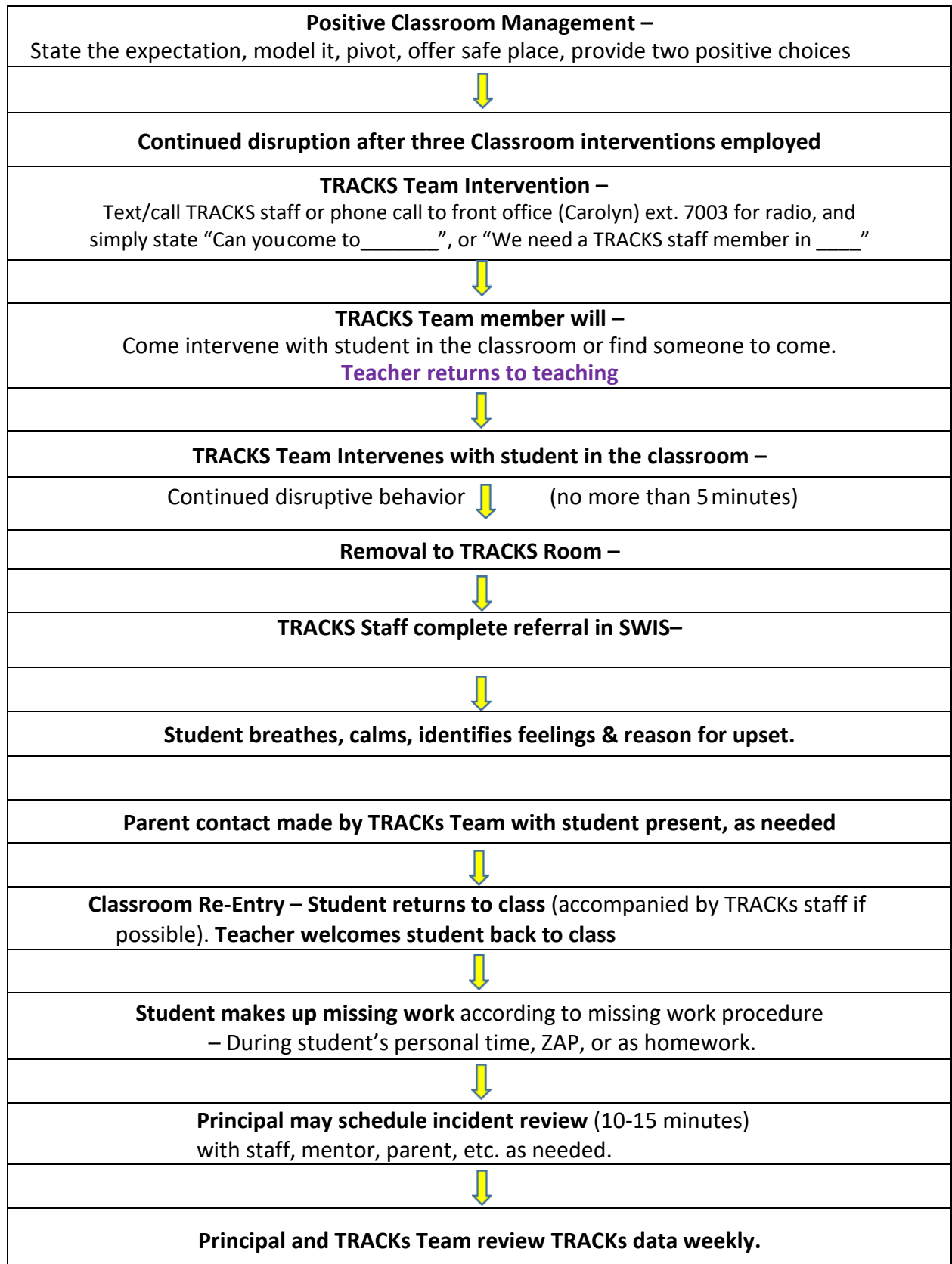
Caję: _____
Making great TRACKs by being:

- ◇ **Respectful**
- ◇ **Responsible**
- ◇ **Safe**
- ◇ **Caring**
- ◇ **Kind**

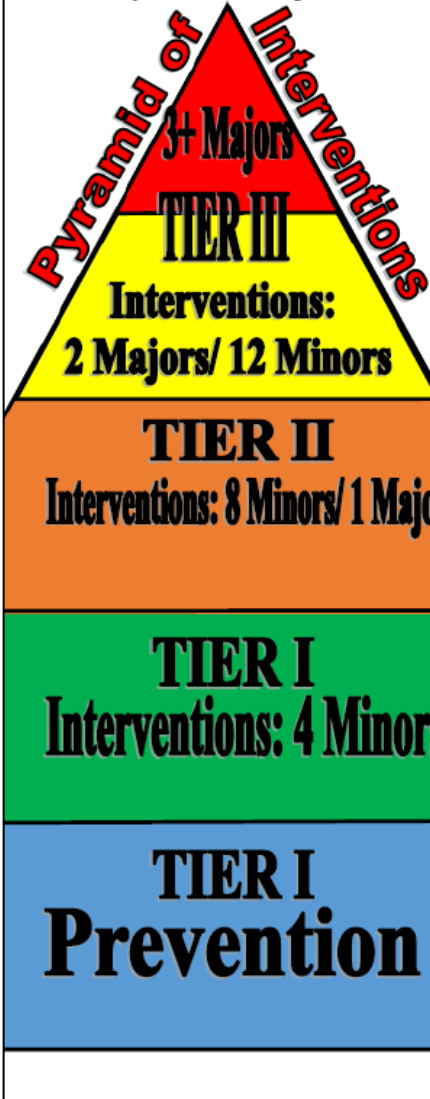
Staff/date: _____



TRACKS FLOWCHART



The Mission of the Toka Nuwan Wayawa Tipi is to unite and empower our Dakota Oyate by preparing our students through the revitalization of the Dakota Iapi and Culture, as well as, through the creation of a safe educational environment that inspires academic excellence.



- Parent Meeting- one or more of the following:
- Functional Behavioral Assessment conducted/ Behavior Intervention Plan developed & implemented
- Individual or group counseling/ social skills
- Behavior Contract/ Restorative Justice



Day School
Enemy Swim

- Dean of Students notifies teachers and parents by mail
- SAT Meeting to develop a Classroom Problem Solving Plan
- ESDS Check In Check Out with TRACKs staff members/ form sent home/ incentives
- **Evaluation:** Progress monitor data every 2 weeks and adjust, as needed. Fade after goal is met for 6 weeks.

- Dean of Student notifies teachers & parents by mail/ regular TRACKs push-in planned
- ESDS Check and Connect implemented
- Small Group Social Skill Taught (anger management/ conflict resolution/ relaxation) based on SWIS & SRSS Data , as needed
- **Evaluation:** Progress monitor every 6 weeks. Fade if data indicates improvement.

- Dean of Students teachers and parents by mail
- Classroom-based interventions implemented
- Individual classroom incentive developed- sticker charts, stamps, points, etc.
- **Evaluation:** Progress monitor data after 2 weeks. Move to Tier II if behaviors increase.

- Intentional relationship building activities conducted building & classroom-wide
- 5:1 positive to negative interactions delivered
- Classroom Management Plans developed and utilized
- TRACKs expectations taught
- TRACKsCARDS , or other, incentive system in place in all classrooms
- Behavior Tools/ Conscious Discipline/ Olweus / Second Step implemented/ SEL
- TRACKs push-in

TIER 2 INTERVENTIONS

- Adult Attention
 - Check and Connect- Informal scheduled or as needed time with a connecting adult, once or twice weekly
- Social Skill Instruction- facilitated by Counselor, Learning Lab Staff, or other trained staff
- 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 teachers with support from TRACKS

ESDS Check & Connect Intervention

Purpose: To create a trusted relationship between a student and a caring adult mentor.

Data Decision Rules: Students with 8 minors or 1 major or with an SRSS IE score of 10+ will be enrolled in ESDS Check and Connect

Roles:

- TRACKs Staff Members- monitors SWIS data and flags students for Check and Connect
- Dean of students- assigns adult mentors, monitors the ESDS Check and Connect System, ensuring that 70%+ of students enrolled in the intervention are experiencing success
- Mentors- work to build strong relationships with students via non-academic social conversations, and focus on school success by discussing values and engaging in problem solving with students.

Process:

- Student flagged by a data decision rule
- Mentor assigned (best fit determined) by the Dean of Students
- Dean of Students provides the mentor with basic attendance, academic, student information summary, and behavior data
- Mentor initially meets with the student and explains the process
- Mentor and student set a student-centered goal
- Mentor “connects” with the student, minimally, weekly, engages in non- academic social conversations and reflective listening, discusses values, attempts to problem solve/ provide support for issues, and celebrates successes with the student
- Mentor completes the weekly monitoring form
- Mentor intermittently checks in with student’s family
- Mentor checks in with teacher and troubleshoots, as appropriate

Progress Monitoring:

- Dean of Students prompts mentors to complete the monitoring form.
- Dean of Students follows the progress monitoring guidelines for Tier 2 interventions and recommends continuing, fading and exiting the student based on the guidelines.
- Final Check and Connect form is turned in by the teacher at the end of the year checkout (form will be placed in the student’s cumulative file for one year).



ESDS Check and Connect 6 Week Monitoring Form

"We will be known forever by the TRACKS we leave."

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Student: _____ Connect Person: _____

Check each area that applies

___ Attendance ___ Behavior ___ Other: _____

Goal(s): _____

	Date (s) Met	Notes (What topics/ values did you discuss)?
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Possible Topics for Discussion

First Connection (getting acquainted):

- Share five things you both like/ Share five things you don't like.
- What are your hobbies or interests? What is your favorite food?
- What sports do you like? Why? What is your favorite book?
- What is your favorite subject? Why? What is your least favorite subject? Why?
- Where do you most like to spend your time – indoors or outdoors? Why?
- How would you describe yourself? - Outgoing, quiet, social, happy, etc.

Following Connections:

- What was the high point of your week?
- What is one new thing you learned since I saw you last?
- Whom did you get to know better this week?
- Identify three decisions or choices you made this week.
- How could the week have gone better?
- What did you learn about yourself this week?
- List three most important strengths that you possess, and three strengths you'd like to have. Which of these strengths do you want to work on the most?

Self-Reflections

- (I am) Fair
- (I am) Friendly
- (I will) Share
- (I am) Angry
- (I am) Polite
- (I am) Lonely
- (I am a good) Listener
- (I am) Helpful
- (I) Get Things Done
- (I like to) Laugh
- (I am) Confident
- (I) Try

Self-Reflections for older students

- (I have) Goals
- (I am) Respected
- (I am a/I am not a) Bully
- (I am) Hopeful
- (I am) Inclusive
- (I am) Organized
- (I am) Patient
- (I feel) Safe
- (I am/I am not) Rude
- (I am) Independent
- (I enjoy) Teamwork

TIER 3 INTERVENTIONS

- **Check In Check Out**
 - Structured daily program with TRACKS staff members.
- **Individual Behavior Support Plans**
 - Highly individualized- developed by student team, including SAT staff, TRACKS, behavior analyst, parents, teachers, and other stakeholders.

ESDS Check in Check out (CICO) Intervention

PROGRAM GOALS

- To assist students with their behavioral and academic progress.
- To provide positive structure and positive support for students to ensure their success within the school setting.
- To build positive, caring, and meaningful relationships between the students and adults.

PROCESS

Pre-Intervention

1. Student flagged by Behavior Pyramid data rules
2. Student selected for CICO based on function of attention

Intervention: DAILY

1. TRACKS staff greets the student, works on relationship building and then gives student their daily CICO sheet (1-3 minutes)
2. Student checks in with teacher as scheduled, throughout the day
3. TRACKS staff meets with the student at the end of the day and provides positive, supportive feedback
4. TRACKS staff enters CICO data, scans CICO sheets for patterns

Intervention: WEEKLY

1. TRACKS staff monitors when student has reached 80% on their goal for 5 days (cumulative, not consecutive)
2. TRACKS staff provides student with a reinforcement.

Intervention: MONTHLY

1. Dean of Students tracks CICO progress
2. Dean of students determines action (maintain, modify, intensify, fade, exit).
Criterion for fading: 80% of possible points for 9 weeks

CICO ROLES AND RESPONSIBILITIES

Dean of Students

- Monitor Behavior Pyramid data
- Notify parent/ teacher/ TRACKS staff when intervention is to begin
- Monitor student progress in CICO
- Determine when to fade, modify, intensify intervention

TRACKS Staff Members

- Meet with the student to explain/ instruct in the CICO process.
- Support student in the beginning, giving them their card, prompting them to come get their card, and then incrementally increase students' responsibility.
- Facilitate check-in and check-out.
- Provide participant with positive and constructive feedback.
- Collect CICO card data.
- Provide the participant with reinforcement when they reach their goal

Staff Members

- Accept the Report form from the student.
- Evaluate student behaviors and complete the form.
- Offer constructive comments (or an explanation for a "1") and/or suggestions on the back of the form.
- Attend meetings as needed.

Student Participants

- Check-in with mentor first thing in the morning.
- Take CICO card to classroom.
- Check-out with mentor at the end of the day with completed CICO card.
- Follow the school-wide expectations at all times

ESDS School

Daily Behavior Point Sheet

Name: _____

Date: _____

LEGEND:

3 = Nina Waste
 2 = Waste
 1 = Ake Iyuta



Points Possible _____
 Points Received _____
 %of Points _____
 Goal Met? Y N

Target Behaviors	Check In	1.	2.	3.	4.	5.	6.	7.	8.	Check Out
Awanicihdaka Safety	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Woohooda Respect	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Waakihi Responsibility	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Waunsida/ Canwaste un Caring/ Kind	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Positive Comments: _____

Signature: _____

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:			

Enemy Swim Day School Early Intervention Team



Identifying Information: Date _____ Student _____ DOB: _____ Age: _____ Grade: _____ Parents: _____	Educational background/Previous Services: <hr/>	Academics: Reading grades and level of performance: <hr/>
Reason for Referral <hr/>		Language Arts/Written Expression grades and level of performance: <hr/> Math grades and level of performance: <hr/> Science/grades and level of performance: Social Studies: grades and level of <hr/> Fine Motor (handwriting)
Physical/Medical: _____ Hearing: _____ Vision _____ Other (allergies, etc.): _____	Behavior-- Classroom/Outside Classroom: How does this affect student performance.	Ecological Issues(Environment) Attendance:

<p>Researched Based Strategies Tried in Classroom: Intervention date _____ Math</p> <ul style="list-style-type: none"> • • • 	<p>Intervention date _____ Reading</p> <ul style="list-style-type: none"> • • • 	<p>Intervention date _____ Behaviors</p> <ul style="list-style-type: none"> • • •
<p>Behavior Support Plan</p> <p>Types of Outcomes:</p> <p>Reduction of problem behaviors:</p> <p>Progress in Math</p> <p>Progress in Reading</p> <p>Timelines:</p>	<p>Progress Summary Notes:</p> <p>Follow-up Date: _____</p>	<p>Early Intervention Team Members:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>