

The Unofficial Fort Benton ICU Handbook

This document is meant to be a resource to help support the ICU model. This is a living document, which means it will be constantly adapted as we do. Be sure to check www.fortbentonschools.com for updated copy.



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Vision:

Every Student in Fort Benton MS/HS Will Learn the Standards

Pillars:

- Academic Achievement
- Culture
- Climate
- Quality Instruction
- Teamwork



ICU Model:

The ICU model puts the focus on ensuring that all students will learn at Fort Benton. Every student is expected to complete every assignment and of quality. A 70% is the minimum grade that we have chosen to denote that a student is proficient at a standard. A list will be used to place students who have missing, incomplete, or sub-quality work. The ICU list will be accessed by all adults in the MS/HS. The purpose of the ICU list is to remind all teachers, parents, and students of all work that needs to be completed. Extra time will be available to students to get needed extra time or help on assignments during ICU times everyday. ICU times will be before school, during lunch, and after school.

ICU Times:

- Before School: 7:30 - 8:00 am
- During Lunch: 12:20 - 12:55 pm
- Afterschool: 3:33 - 4 pm

Because we are focusing on student learning, we must allow retakes, relearning, and redoes on all assignments, projects, and assessments. Deadlines are of an older paradigm in education and will not be used in the ICU model, other than determining late and therefore placing a student on the ICU list.

“Won’t students take advantage of no deadlines?”, you might be asking. The answer will be NO. The only time that students will get to work on their missing assignments will be on their own time, not the schools. Lunch will be a crucial ICU time to get students to work on missing work because this is a time when the student is at the school, and let’s face it...no one wants their lunch taken. There will be other incentives for students to stay up on their work and not be on the ICU list such as Blitz Periods, Pep Assemblies, Prizes, and other rewards.

It is expected that the culture and climate at Fort Benton MS/HS will encourage students to get every assignment done and have no missing assignments. To do this, we must change our vocabulary to encourage and support students in completing their work. We must be cognizant

of each student's struggle and support their confidence and perseverance when struggling through positivity and not discipline or negativity.

Since we expect all students to complete all assignments to ensure quality learning, then all teachers must be expected to assign only quality assignments. Assignments are viewed as practice for each standard and therefore need to be tied to the standards. Teachers are required to write the standards that the assessment is covering on the assessment. This will help keep the teacher organized and focused when a student needs extra help. This also allows the students' to be aware of what they are learning.

Grades and Incomplete Assignments

Missing grades will not be given a Missing or Zero in Infinite Campus, but rather an Incomplete mark. We will not negatively affect students' grades with zeroes and missing marks. The Incomplete assignment can be commented as missing, incomplete, or of poor quality when the teacher enters the assignment in the ICU list.

Semester grades are necessary to place on a report card, and at semester grades will be posted. If a student has one or more Incomplete in a class at semester, then that student will not receive credit for the semester until all assignments are complete. This implies that a student with an incomplete assignment at the end of a school year will have to continue to come to school over the summer until all assignments are complete.

ICU list and Missing Assignments

The ICU list can be found at www.icudatabase.com/fortbenton. Please contact Mr. Bowers if you forgot/need your login information. Teachers are expected to enter all Incomplete work into the ICU database by the end of the period that the assignment was found incomplete. It is imperative that we all do our part to keep the ICU list updated and therefore effective in ensuring our vision.

The ICU list will also improve our communication with parents. Once an assignment is entered into the database, the student and parent(s)/guardian(s) are notified instantly. This will help parents know exactly when their student didn't turn an assignment in, and now parental support in getting the student to complete the work.

Extra-Activities and Coaches

Coaches of all Extra-Curricular Activities are expected to support and use the ICU list. They need to be able to access the list and talk to athletes/participants about getting their work done. Also after school practices are not allowed to officially start until 3:45, on a regular day. More specifically, practices cannot start until 15 minutes after the school day ends. This will allow students to talk to their teachers and get extra help in getting their assignments done. If an athlete/participant doesn't need to visit with a teacher, this is quality time for them to act as a team leader and help teammates get the help they need.

Eligibility

Eligibility Tuesday will still be used as before, except for how a student can become ineligible. Since we are not allowing zeros, students cannot fail and therefore cannot become ineligible due to grades. Within the ICU model, a student will become ineligible if they have been on the ICU list for three or more consecutive days with the same assignment(s) at eligibility checks. The student will be ineligible for a week and can become eligible again at the next eligibility Tuesday if they have not been on the ICU list for more than three consecutive days.

Teacher Mentor

Relationships and support are key to changing the culture and climate of our school. Teachers will be given an opportunity everyday to make connections with their mentor group. Third Period will be our Mentoring Period where the teacher will create a family-like climate for their students. The teacher will get to know each student at a personal level and be an advocate and support for their students to be successful. The mentor teacher will help each student of their students with goal setting, healthy grades, making a plan to get off of the ICU list, career path decisions, advice, learning how to be a quality student and citizen, and personal support. The teacher mentor role is as crucial to the ICU model and attaining our vision as any other piece. There will be monthly staff meetings to support conversations about how we can make the mentor role as effective and influential as possible for all teachers.

Stampede Periods and Rewards for Having All Assignments Complete

At least twice a month, we will have a random or planned period chosen to allow the students who are not on the ICU list to participate in fun activities and other incentives. The students who are on the ICU list during a Stampede Period must report to the the library to work on their assignments. The purpose of this to use a random incentive to help students stay off of the ICU list at all times. Pep assemblies will also be attended by only students who have all their work complete. The student council will help determine Stampede Period activities and other Incentives to reward the students who are getting their work done.

ICU Vocabulary and Positive Support for All Students

What we say has power...our words are powerful. Since we are taking the approach of deadlines, and using zeros to negatively affect grades as an incentive to get students to +++get their work done off of the table, then there is no need for If...Then threats. "If you don't get _____ done, then _____", "If you don't pass this class, then you will have to retake it", for example.

Instead we will be using purposeful language that inspire students to get their work done. Using the ICU list as support, we can now ask students questions pertaining to their effort. "Who do you owe?", "What do you need to do to get off of the list?", and "How can I help you succeed?" are questions we can use to motivate students to own their own learning.

Lifeguards

Lifeguards are teachers or aides assigned to watch certain students who are on the ICU list. Lifeguards will talk to every student on the ICU list everyday to ensure that students are accountable for their missing work. It is important that teachers reference the ICU list when talking to their students and mentor students as part of their relationship building, and not depending on the lifeguard to have those crucial conversations.

Principal roles

As the school's leader, I need to make sure that we have the structure set up to support this change. I will also be using the ICU list and identifying the students who are chronically missing work and need extra motivation. I will observe classrooms to support the transition in vocabulary and student engagement. Also, I will ensure clear communication between parents, teachers, students, and all pertinent stakeholders.

Department and Monthly Meetings

To ensure that we are having productive conversations, department meetings will be scheduled monthly. The departments are meant to allow for more focused conversations with teachers in their areas.

The Departments:

- Math - Mr. Dunham, Mrs. Baer
- Science - Mr. Shaw, Mrs. Pimperton
- Social Studies - Ms. Ferguson, Ms. Spees, Ms. Price
- Language (English/Spanish) - Mrs. Pottenger, Ms. Dorian, Ms. Price
- Art/Music - Mr. Lenington, Ms. Spees
- CTE/Ag/Computers - Mr. Allen, Mrs. McGinnis, Ms. Ferguson, Mrs. Vielleux, Ms. Ronning
- PE/Health - Mr. Luoma, Mrs. Pimperton
- Resource/SPED - Mrs. Lords, Mrs. Brodock, Amy Hanson
- Summit Pilots - Mrs. Pottenger, Ms. Ferguson, Ms. Price, Ms. Dorian

Additional meetings will be scheduled to make sure that productive communication is being supported. To do this, we need to be more purposeful with our time. Most meetings will be scheduled from 3:30 - 4 pm, but scheduling will be flexible.

Detention Separate from Learning and ICU model

It is important not to mix discipline in with student learning. The days of discipline as a motivator for students to get work in are gone. Constant use of the ICU list and positive support for getting work done will motivate! With that said, there is a need for a discipline structure. Lunch and after school detentions will be given to students who are not doing what they should. It is important view detentions as a “punishment” for a behavior, but not related to the students’ grades and learning.