

Mission

Current District Mission Statement

Vision

To foster a transformational education pathway of success by focusing on students' individualized growth plans, academic differentiated learning programs and connections to critical thinking with relevant learning applications along with preparation for postsecondary opportunities including work based learning skills and training for students to further successes towards graduation and beyond.

Values

To provide a unique and respectful learning pathway to meet students where they are at in their education and holistic needs to highlight their individual learning styles, interests and factors influencing graduation and post-secondary opportunities.

Goals

To provide strategic opportunities to promote academic success, workforce readiness and professionalism in social success to achieve graduation and further post-secondary opportunities.

Entrance Criteria

(Ideas to consider)

- *Historical Data on attendance and AIMS web

- *Current data on attendance, grades, behavior plans

- *Extenuating influences such as apathetic behavior, work, homelife-routines, etc, homelessness, mental health needs

- *Referral from parent, teachers, doctors/therapist, administration

Percent Meeting Above Criteria Per Grade: 9th - 9.5, 10th - 18.4, 11th - 7, 12th - 14

Overall School Percentage - 12.5 percent

Program Should be able to support - 10-15 percent with current data equalling 17-20 current enrolled students.

Application to Participate

Statement of need and commitment to self and school from student. Statement of educational team commitment towards student's success-parent, teachers/admin, employer Mentor/Employer agreement outside of school Teacher/coach support of accountability in school Parent/extended team support of student

Individual Growth Plan

The individual growth plan (IGP) is a personalized roadmap that outlines the student's academic and personal goals, as well as the steps they will take to achieve those goals. The purpose of an IGP is to help students identify their strengths, weaknesses, interests, and aspirations, along with guiding them in making informed decisions about their education and future paths. The IGP will be developed collaboratively with the student, parents or guardians, school counselor, administrator, and program director. It will provide a structured framework for the student and will require regular reviews and updates to ensure that it remains relevant and viable.

Blended Learning Model

Blended learning combines traditional face-to-face classroom instruction with online learning activities, creating a "blend" of both approaches. This educational approach integrates technology and digital media into the learning environment, providing students with a mix of in-person interactions and online experiences.

Student Schedule

[*Scheduling Presentation powerpoint with multiple options](#)

(Stackable schedules to meet student achievement)

8am - 1pm

9am - 2pm

*Stackable lunch periods

*M,W Academic courses Tues/Thurs Elective courses Fridays either/or depending on IGP and pathway progress/work schedules/certifications

*Hybrid classes for possible consideration (Ex. Monday instruction, work completion independently or online also allowing for extended teaching/tutoring assistance with transformational teacher/advisor(s) throughout the week for completion)

*Second half of the day is to continue through S2W or work program (credit tbd and need base)

*Independent schedules and instruction in this pathway, not integrated with traditional

classrooms/students/teachers schedules except during potential CTE electives, lunch and extracurricular activities

*Schedule models to review for potential (like) implementation

[Skyline Model-Pinedale, Wyoming](#)

[YDHS-Juneau, Alaska](#)

School To Work (S2W) program

To engage in career exploration and promote valuable real-life skills and experiences to extend professional training for post-secondary education and workforce readiness through local business partnership opportunities. The School to Work programs are an exciting opportunity to take the base knowledge learned in high school and apply it to a real-life work situation. Students will have independence in this course, be highly self-motivated and accountable to not only the school/course requirements but also to the expectations and partnership agreements with the Internship Employer. In addition, students will be required to choose a career pathway and have completed the prerequisites set up for that career pathway prior to the work based experience. The School to Work course will include both work experience and school-based course required connecting activities.

Certifications & other requirements for graduation

*ACT prep (60/60/60 model-if scheduling allowed)

*Personal Finance/Financial Aid processes (60/60/60 model-if scheduling allowed)

*Social Skills Certification (National Certification and based upon local industry partnerships with evaluation/feedback for success)
(60/60/60 model-if scheduling allowed)

*Community Service

*Post-Secondary/College Readiness Plan (w/i Individual Growth Plan including mental health, socio-economic resource counseling, etc, but complete and forward plans implemented past graduation)

*Certifications based upon pathways:

ASE Certifications

JSR program-included tailored modules towards pathway (not necessarily only in carpentry, but inclusive of industry partnership recommendations such as Mining Orientation and Safety, Welding and Fabrication, Automotive, Mechanics (auto,

ag, generators, HVAC, Plumbing, Electric)

OSHA

Serve-Safe

CDL-Commercial Driver's License

CNA-Certified Nurses Assistant

CMA-Certified Medical Assistant

Vet Assistant

CDA-Child Development Associate

EMT-Emergency Medical Technician

Heavy Equipment Operators License

ForkLift Certification

Adobe Digital Learning Certificates

Many more through instructor and industry partnerships

referrals and within current connections/subscriptions with [You](#)

[Science National Course Certifications](#) and [Accelerate](#)

[Montana](#)-micro-credentials/certifications.

Diploma & credit requirements

Montana State Standards-20 credits plus RLHS transformational credit requirements

*The Student's goal is to receive a diploma. Upon choosing this pathway students opt out of returning into the traditional classrooms for RLHS

*Discussion options for early graduation upon all credit and IGP requirements completed

For consideration to evaluate:

*Attending current employment/work-credit based

*Community Service hours within employment-documented through employer

*Tour and conversations with [Heart Mountain Academy in Cody, WY](#)

*[Reference page 50 for Credit compilation in Skyline Course Catalog](#)

*[Reference Night School page 49 and Online Credit Recovery page 52 in Skyline Catalog](#)

*[Reference Credit requirements p. 5 YDHS Course Catalog](#)

*[Reference Course challenge exam p. 10 YDHS Course Catalog](#)

*[Reference Pg. 31 for equivalency courses for core class](#)

*potential range for credits 22.5-25

*incorporate a variance of credits if over 20 (ie: if all Montana Standards in core classes are completely with 95% with completion, agree to a variance?)

Expectations for Retention in the Program

Attendance

Behavior

Credit progress

IGP progress