West Rutland High School

Program of Studies

2024-2025

FINE ARTS

STUDIO ART - 1.0 CREDIT PER SEMESTER
Experience with and knowledge of the arts is a vital part of a complete education. This course is designed as an entry level course. Students will work both 2-dimensionally and 3-dimensionally. Some digital design will be included as well. Lessons will focus on the elements and principles of design and will include work inspired by the masters.

BAND - .5 CREDIT PER SEMESTER
Band is a performing group open to all students who are interested in playing an instrument. Students will study various styles of music, learn about reading music, and learn how to work together as an ensemble. There will be multiple concerts and parades throughout the year. All band members are required to attend all rehearsals and concerts, and march in all parades.

CHORUS - .5 CREDIT PER SEMESTER
Chorus is a performing group open to all students in grades 7 through 12. This class is for singers of all ability levels. We learn how to use our voices properly, to sing the best we can. We sing a variety of music and learn what it means to sing well as a group. Teamwork is the name of the game. The West Rutland School chorus sings a number of concerts throughout the year.

Students may choose to be in both band and chorus on alternating days.

ROCK LAB - .5 CREDIT PER SEMESTER
Open to students who already play guitar or drums. This class will explore techniques unique to jazz and rock music. Curriculum will include chord progressions, scales, style analysis and 20th century music history through listening.

BUSINESS

BROADCAST TECH - 1.0 CREDIT
This class is an in-depth look at the broadcast media industry, including an introduction to anchoring, directing, editing, interviewing, news writing, photojournalism, video, and reporting. This course will be technology based through its use of audio and visual equipment, video editing, and production.

ESSENTIAL MATH FOR COLLEGE AND CAREER (EMC^2) (Grade 11 and 12)
This course, designed in collaboration with Vermont State College System (VSCS), Vermont Agency of Education (AOE) and Vermont Student Assistance Corporation (VSAC), is a pilot course that is designed to ensure that seniors, who have studied math through Algebra II, are ready for college-level math after high school. This class will revisit essential concepts and skills from Numbers and Operations, Algebra, Functions,

Geometry and Data and Statistics. Using hands-on problem-solving tasks, EMC^2 will strengthen your foundational math skills, your critical-thinking skills, and give you a chance to show what you know through alternate assessment methods. This course emphasizes understanding of math concepts and not memorizing algorithms. You will engage in real-world applications and problem-solving tasks that require you to work with others and communicate your thinking process. Successful students will learn the math skills necessary to succeed in college and careers. The Vermont State College System (VSCS) has agreed that successful completion of this course will qualify students to enroll in credit bearing college math at any VSCS school without the need for remediation.
Prerequisite: Algebra II

FINANCIAL LITERACY
Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, debt, consumer awareness, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. This course can be the fourth math course needed for West Rutland School's minimum graduation requirement for math education, it could also be considered a business course, or an elective course depending on the students' needs for completing their graduation requirements.

ELECTIVES

BROADCAST TECH - 1.0 CREDIT
This class is an in-depth look at the broadcast media industry, including an introduction to anchoring, directing, editing, interviewing, news writing, photojournalism, video, and reporting. This course will be technology based through its use of audio and visual equipment, video editing, and production.

ANALYTICAL WRITING THROUGH FILM
Students in Analytical Writing About Film will view a variety of selected films dating from the 1940's to the present. Students will learn to analyze film content and style, and to assess their effects on audiences and society at large for their impact on culture and society. The course will also explore connections between literature and film. Students will practice analytical and critical writing in this course, which will promote multiple literacies of cinematic narrative, characterization, setting and language. Students would need to be able to access films either through the internet, rental, or their local libraries. Film choices this semester include: *Casablanca; Psycho; The Godfather; One Flew Over the Cuckoo's Nest, The Breakfast Club, Shawshank Redemption, Slumdog Millionaire, American Sniper.*

SENIOR SEMINAR (Grade 12)
This course is broken into three different educational areas. One component is college and career research. This work is designed to continue the work from student PLPs from previous years and help students make informed decisions about their future goals. The second component is working in an elementary classroom as

a student aide. The third component is working on life skills, these include but not limited to, job applications, college applications, scholarship writing, personal finance, resume writing, and goal setting.

MEDIA LITERACY (Grade 11 & 12)
The Media Literacy course focuses on current events and issues and on fundamental skills in critical thinking about media. Course goals include:

- Engaging with and reflecting on news articles on a weekly basis.
- Discussing current events and issues with a small group.
- Learning about current issues through documentary films and critiquing those films.
- Analyzing how controversial issues are covered in the news.
- Understanding the first amendment and censorship.
- Analyzing bias and media trust.

STUDENT AID
Teachers and other staff members often request the assistance of upperclassmen as student aids for one period each day. These student aids are responsible for reporting to their assigned teacher or staff member and carrying out non-supervisory tasks as directed. Prospective aids will be interviewed by the teacher or staff prior to final assignment. Students will be assigned a study hall if attendance, behavior, or quality of work is not appropriate. The student will be evaluated quarterly. One full credit will be given for the completion of one full school year. No more than one credit may be earned as a student aid per year.

DRIVER'S EDUCATION (SUMMER)
Maximum Enrollment: 27
Approved driver's education is available to qualified students regularly enrolled in West Rutland School in accordance with state law and regulations. At times, students from other schools may sign up to take the driver's education course. Students from West Rutland School will be given first priority should enrollment be greater than 27 students. Older aged students will also be given first priority.

The Driver's Education Program is state mandated to consist of 30 hours of classroom work, six hours of behind-the-wheel instruction, and six hours of observation in the vehicle. Basic maneuvers and vehicle control are taught with a strong emphasis on efficiency and safety.

- Attend a **mandatory** parent/student meeting, prior to start of the course.
- Students must earn a class grade of **85** and a driving grade of **80** to pass the course overall.

Class time (30 hours) in the summer. Driving lessons with the instructor are to be scheduled. Homework assignments, quizzes, and unit tests will be administered.
Prerequisites: **Fifteen years of age and holding a Vermont Learner's permit, or able to obtain one at least two weeks prior to the start of the session.**

PHYSICAL EDUCATION

PHYSICAL EDUCATION 9 - 12
This curriculum assists high school students to:

1. Realize the value of a positive attitude towards physical activity and fitness.
2. Understand the positive social outcome of participation in physical activities.
3. Learn the history, rules, and strategies of a wide selection of physical education activities.
4. Recognize an interest in activities which can be pursued at the interscholastic level.

Each activity will be determined by the size of the class. Some of the physical education activities will include:

Capture the Flag
Indoor/Outdoor Soccer
STX (Lacrosse)
Volleyball
Weight Training/Fitness Training
Golf
Ultimate Frisbee
Badminton
Disc Golf
Floor Hockey
Outdoor Flag Football
Pickleball
Adventure Education
Softball
Basketball

HEALTH 9

To build students' health knowledge and skills development in an effort to prepare and empower students to value and engage in healthy lifestyles.

Areas of focus:

- Understanding health promotion and disease prevention
- Analyzing the influence of family, peers, culture, media and technology on health behaviors
- Accessing, interpreting and understanding basic health information, products and services
- Using interpersonal communication skills and decision making skills to enhance health
- Establishing personal goals

ENGLISH

FOUNDATIONS OF ENGLISH

Foundations level courses will be for students who need to develop the basic and functional life skills in the content area of the course. These are students who will benefit from small groups and a hands on approach to learning. In this course, students will develop basic competencies and functional skills in the areas of listening, speaking, reading and writing. Instruction is interactive and multi-sensory. Attention is given to developing decoding and encoding skills in reading and written language, as well as reading comprehension using literature, newspapers and other high-interest low-level reading materials. Recommendation by a team of teachers and instructor is required.

CP ENGLISH 9

Students will be introduced to high school level proficiencies through direct instruction of texts, literary terms, and structures (both nonfiction and fiction). Students will read a variety of genres both in and out of the classroom, and class instruction will focus on understanding the author's structures and purposes. Students will also write three distinctive forms of essays and be tutored on writing skills and vocabulary necessary to be successful in high school.

This course provides the opportunity for modified proficiency expectations, text complexity, and course expectations at both the individual and class level.

CP ENGLISH 10: WORLD LITERATURE

Students will read diverse literature from around the world in a variety of mediums including novels, poetry, drama, short stories, non-fiction, and graphic novels. Emphasis is on thematic topics connecting the literature to thinking, writing, and communication skills necessary for college. At least one of Shakespeare's works will

be examined in depth, and students will write a variety of papers (persuasive, informative, narrative) designed to build college readiness skills.

CP AMERICAN LITERATURE
Students will be introduced to common themes present in American culture and literature, past and present. Primarily, students will read works written in the 20th century, including novels, plays, poems, and short stories. Writing will reflect the themes present in these works, and class discussion will revolve around thinking deeply about who we are as Americans and as individuals. This class has many elements that will prepare students for college.

CP LITERATURE & COMPOSITION
In this course, students will read and write about a large range of texts including drama, novels, poetry, nonfiction, and creative nonfiction. The goal of these readings is to broaden students' understanding and knowledge about the world both near and far. Students will continue to develop skills in reading, writing, research, speaking and listening, and language.This course is open to Juniors and Seniors who have demonstrated a satisfactory level of proficiency.

AP ENGLISH LITERATURE & COMPOSITION
AP English Literature is a demanding literature based, college-level course; students develop their comprehension of the deeper meaning of novels, poems, and plays, and learn to discern the techniques writers employ to create great works. Students write frequent short essays and several longer papers which are critically graded to help students prepare for college-level writing. This course prepares students to take the respective AP exam. Many colleges will award college credit when students submit an official AP score report showing test scores of 3 or higher.

AP ENGLISH LANGUAGE & COMPOSITION
AP English Language is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. This course prepares students to take the respective AP exam. Many colleges will award college credit when students submit an official AP score report showing test scores of 3 or higher.

CCV ENGLISH COMPOSITION - DUAL ENROLLMENT CREDIT
This is a college level course offered at WRS to juniors and seniors. In this course, students develop effective composition skills and research techniques. Students learn strategies for organizing, evaluating, and revising their work through extensive reading of a variety of essay styles and literary texts; apply writing and research techniques to their papers; and demonstrate proficiency in first-year college-level writing and information literacy.

CCV CONTEMPORARY WORLD LITERATURE - DUAL ENROLLMENT CREDIT
This college level course offered to juniors and seniors, introduces a variety of works of contemporary world literature. Through readings in fiction, drama and poetry,this course explores the range of human experience across national and cultural boundaries. Students will be 1. Define basic literary elements such as theme, character, plot, imagery, point of view, and narrative technique, and explain how these elements are used to express ideas, emotions, and values in specific works of literature. 2. Identify major themes in contemporary world literature. 3. Critically read, analyze, and evaluate examples of contemporary literature authored by representatives of a broad selection of nations and cultures. 4. Examine the social, political, and cultural circumstances that prompt the creation of various forms of literature. 5. Analyze the images of traditional cultures and individuals as presented in the works read.

FOREIGN LANGUAGE

SPANISH
Students will work to achieve the following National Standards for foreign language learning.

1) To communicate in languages other than in English.
2) To gain knowledge and understanding of other cultures.
3) To connect with other disciplines and acquire information.
4) To develop insight into the nature of language and culture.
5) To participate in multilingual communities at home and around the world.

In addition, students at all levels will increase their proficiency in the four skills of listening, speaking, reading, and writing.

Level I: Introduction to the target language through the use of thematic vocabulary, intensive aural/oral practice using TPR (Total Physical Response), and basic reading and writing activities. Introduction to target language cultures and several tenses.

Level II: An expansion of the number and difficulty of content introduced in Level I with increased emphasis on reading and writing in the target language. The remaining tenses are introduced.

Level III: An enhancement of the student's proficiency through intensive practice in the four skills. The subjunctive and literature in the target language are introduced.

Level IV: A reading-based course with in-depth discussion. Emphasis is on oral expression, conversations in target language, written responses to the readings, and the development of student's vocabulary and comprehension of spoken and written target language designed for native speakers.

MATHEMATICS

FOUNDATIONS OF MATH
Foundations level courses will be for students who need to develop the basic and functional life skills in the content area of the course. These are students who will benefit from small groups and a hands on approach to learning. This course is designed for those students requiring instruction on basic knowledge in math for everyday living. Units vary yearly depending on the needs of the students in the class. Examples of units include, Money: values of dollars and cents, making change, purchasing items; Order of Operations: addition and subtraction (intro multiplication and division IF the students in the class are functioning at the appropriate levels to do so); Time - hours, minutes, seconds, reading a clock; Base Ten. Recommendation by a team of teachers and instructor is required.

CP ALGEBRA I
Algebra 1 begins with a basic review of order of operations, ratios, and proportions leading into the topic of Observed and Theoretical Probability. Students will study the different forms of linear equations, intercept form, standard form, and point-slope form and apply the various forms to real world applications. Students will study systems of linear equations and systems of inequalities with the focus on graphing, substitution and elimination

methods with an introduction to matrices. Students will study exponents and exponential equations involving exponential growth and decay. Students will study rational functions; linear, exponential, and quadratic. The focus toward the end of the course will be working with polynomials, multiplying and factoring, the zero product property, and roots of quadratic equations. Students will be introduced to beginning topics of geometry as time allows. **Prerequisite: Completion of eight years of elementary school mathematics and/or qualifying achievement results in placement testing, prior performance in mathematics and teacher recommendation.**

CP GEOMETRY
Geometry is a study of mathematics that begins with undefined and defined terms. Students use the undefined and defined terms throughout the course to build a basic understanding of mathematical systems. Throughout the course students explore the process of writing proofs using a variety of strategies, flowchart proofs, paragraph proofs, and statement reason proofs. Students study the topics of inductive and deductive reasoning, congruence of polygons, similarity of geometric figures, properties of circles, area of regular and complex geometric figures as well as the volume of geometric solids. Students explore the geometric concepts throughout the course using classical construction tools, the compass and straightedge. Students will also use their knowledge of Algebra to study aspects of coordinate geometry, the Pythagorean Theorem, and introductory trigonometry. **Prerequisite: Students must have completed Algebra 1 or be recommended by a prior year math teacher.**

CP ALGEBRA II
This course begins with a review of Algebra 1 and extends the Algebra 1 topics. Emphasis is on systems of equations and inequalities in two and three variables and multiple methods of finding their solutions. Real exponents, higher degree equations and introduction to coordinate geometry are also emphasized. Functions as mathematical models are used to represent and solve problems. Polynomials, rational, radical, exponential, and logarithmic functions will be introduced and used in problem solving. We will also cover Parametric Equations and Trigonometry. **Prerequisite: Students must have completed Algebra 1 and Geometry.**

PRE-CALCULUS
This course emphasizes basic trigonometry concepts, equations, identities, graphs, inverse relations, complex numbers, polar coordinates and applied problems in the first semester. In the second semester topics covered include conic sections, logarithms and exponents, sequences and series, limits and some probability and statistics if time permits. In addition to creating a basic understanding of these topics, the course will also lay a foundation for Calculus or other advanced mathematics courses students may encounter in college.
Prerequisite: Students must have completed Algebra I, Geometry, and Algebra II. Students must have prior year math teacher recommendation or instructor's permission.

CCV STATISTICS - DUAL ENROLLMENT CREDIT
This course will expand upon the topics of statistics, data gathering and analysis touched on in Algebra. Students are exposed to four broad conceptual themes: exploring data to observe patterns and departures from patterns; planning a study to decide what and how to measure; anticipating patterns producing models using probability theory and simulation; and statistical inference to confirm models.
Prerequisite: Students must have completed Algebra II.

AP CALCULUS
AP Calculus is an introductory calculus course using a modern approach to a classic subject. Graphing calculators allow the use of numerical and graphical methods that are more directly related to concepts, in addition to algebraic methods. This allows students with average algebra skills (and strong study skills) to be successful in calculus. AP Calculus is presented as the study of four fundamental concepts: limits, derivatives, definite and indefinite integrals. Students planning to pursue technical fields in college are highly recommended to enroll in this course. This course prepares students to take the respective AP exam. Many colleges will award college credit when students submit an official AP score report showing test scores of 3 or higher.

Prerequisite: Students must have completed Pre-Calculus and have recommendation of prior year math teacher.

FINANCIAL LITERACY

Understanding financial management concepts is an important life skill. From credit to insurance to taxes, it is imperative that students understand the consequences of their choices. Wisely managing their money, students become citizens that are more responsible. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course with applicable useful skills for life. This course surveys the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, debt, consumer awareness, investments, credit, the wise use of insurance, and paying and preparing income tax returns. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. This course can be the fourth math course needed for West Rutland School's minimum graduation requirement for math education, it could also be considered a business course, or an elective course depending on the students' needs for completing their graduation requirements.

ESSENTIAL MATH FOR COLLEGE AND CAREER (EMC^2)

This course, for 11th and 12th graders, designed in collaboration with Vermont State College System (VSCS), Vermont Agency of Education (AOE) and Vermont Student Assistance Corporation (VSAC), is a pilot course that is designed to ensure that seniors, who have studied math through Algebra II, are ready for college-level math after high school. This class will revisit essential concepts and skills from Numbers and Operations, Algebra, Functions, Geometry and Data and Statistics. Using hands-on problem-solving tasks, EMC^2 will strengthen your foundational math skills, your critical-thinking skills, and give you a chance to show what you know through alternate assessment methods. This course emphasizes understanding of math concepts and not memorizing algorithms. You will engage in real-world applications and problem-solving tasks that require you to work with others and communicate your thinking process. Successful students will learn the math skills necessary to succeed in college and careers. The Vermont State College System (VSCS) has agreed that successful completion of this course will qualify students to enroll in credit bearing college math at any VSCS school without the need for remediation.

Prerequisite: Algebra II

SCIENCE

FOUNDATIONS OF SCIENCE

Foundations level courses will be for students who need to develop the basic and functional life skills in the content area of the course. These are students who will benefit from small groups and a hands on approach to learning. This course is designed for those students requiring instruction in basic knowledge of the elements of science for everyday living. Students will be able to have an overall understanding of plants and animals, natural resources in the world, and the human body. Units rotate depending on the needs of the students in the class. Recommendation by a team of teachers and instructor is required.

CP EARTH SCIENCE

Take a journey through the cosmos, beginning with the evolution of our universe. Study the types of galaxies, the sun's solar system, and a better understanding of the Earth-Moon system.

Once back to Earth, students will discover how and why the Earth goes through the structural changes that are occurring continuously, such as Ice Ages, volcanic activity, continental drift and geological movements.

After attaining a better understanding of their surroundings, students will encounter previous life forms that dominated the Earth's surface, when and why they are no longer present, and how scientists use previous events to predict future events.

Finally, an interest may develop in the mechanisms that control our environment, understanding of its delicate balance, and how man must play an active role in maintaining this balance.

CP BIOLOGY W/ LAB
The basic design of the CP Biology/Lab course is to provide, through laboratory work and question and discussion periods, a learning situation which would enable students to formulate intelligent questions, and more importantly, want to ask them.

This course will meet during successive periods. Labs will be presented over two days per week. When topics, such as biomes, preclude laboratory work, time will be spent with audio-visual visits or information which will still enable the student to obtain necessary information. The remainder of class time will be spent in dissemination of knowledge, via lecture methods, which students will be able to use to interpret lab results properly and to give the students additional information relative to the labs. Topics include Pattern of Life in H20, Patterns of Life on Land, Patterns of Life in The Microscopic World, Classification of Animals and Plants, The Functioning Animal, Bioenergetics, The Cell and How It Works, Patterns of Animal Behavior, Genetics, and Development.

CP CHEMISTRY W/ LAB
Chemistry is a science that develops an understanding of the basic building blocks of nature. Students may discover, in class and in laboratory situations, how to visualize in the mind's eye how, where, and why such invisible minute objects, called atoms, make our environment and universe not something to only awe and wonder, but to understand and speculate. Students will grasp understanding in areas of history, chemical compounds, chemical reactions, conservation of matter, heat, acids and bases, pH, families of elements, stoichiometry, and beyond.

Students will recognize most common symbols, polyatomic ions and the associated charges, calculate atomic and formula weights, be able to write proper formulas of compounds, determine percent compositions, make accurate concentration solutions, utilize a variety of chemical tables, balance equations, understand mass/mole relationships, understand gas laws, and more. This course will meet during successive periods. Labs will be presented over two days per week. **Prerequisite: Students must have completed Earth Science, Algebra I and Geometry.**

FORENSICS
To be successful in this course, students should be working toward meeting proficiency in Biology. Forensic Science is designed to introduce students to key concepts and methods of forensic science, more commonly known as crime-scene investigation. This course will include the following units of study: observation skills, evidence collection, death, fingerprints, DNA fingerprinting, blood and blood spatter, hair, fibers and textiles, pollen and spores, toxicology, handwriting analysis, soil, glass, forensic anthropology, casts and impressions, tool marks, and ballistics. This is a fast-paced hands-on course with frequent laboratory exercises embedded into class time. **Prerequisite: Students must have completed or be enrolled in Biology.**

SOCIAL STUDIES

FOUNDATIONS OF HISTORY
Foundations level courses will be for students who need to develop the basic and functional life skills in the content area of the course. These are students who will benefit from small groups and a hands on approach to learning. This course is for students who need a functional/life-skills approach to the Social Studies Curriculum. Students enrolled in this course will apply geographic and civic responsibilities to real life situations. This course employs an interactive and hands-on approach that will enable the students to work at their own pace and learning style. They will develop an understanding of the importance of playing an active role in their community. Along with that, the students will also develop an understanding of social, economic, and political events as they affect their lives and their community. Recommendation by a team of teachers and instructor is required.

CP GLOBAL STUDIES I
Global Studies is focused on history, geography, and cultures across the globe. The course takes both a chronological and thematic approach to global history and will provide students with a foundation with which they may understand the modern era of global history. Topics will focus on the traditional and medieval cultures of the Eastern Hemisphere.

CP GLOBAL STUDIES II
Global Studies 2 will focus on history, geography, and cultures across the globe. The course takes both a chronological and thematic approach to global history and will focus on the modern era. This study will include the history of and interactions between people across the globe with a particular focus on the response to and legacy of imperialism and colonialism.

UNITED STATES HISTORY
This history course will examine 20th century American History. The themes will include units on America in World Affairs, the Great World War, the Twenties, the Great Depression and the New Deal, World War II, America in the Cold War, the Great Society, the Vietnam Era, and Modern Times. The philosophy behind this content structure is to allow students to develop an understanding of the cultural and political events that have molded our nation into a diverse and democratic society. **Prerequisite: StudentS must have completed Global Studies II.**

AP UNITED STATES HISTORY
The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. This course prepares students to take the respective AP exam. Many colleges will award college credit when students submit an official AP score report showing test scores of 3 or higher. **Prerequisite: Students must have completed Global Studies II.**

FLEXIBLE PATHWAYS

ONLINE COURSES
West Rutland School partners with Educere to provide students with online courses. Students may only take an online course if 1) the course is not offered at WRS or 2) there is a course conflict within their schedule. If the course is offered at WRS and there is no conflict, students must take the course with a WRS teacher. Students who take online courses must be prepared to communicate regularly with their instructor via email and phone. Participation in online courses requires students to be self-disciplined and responsible enough to work independently. It is the student's responsibility to log on, complete and submit all work, and communicate with the course instructor. Depending on whether or not the course of interest is a graduation requirement, there may be an up-front fee involved by the family. This will be reimbursed upon successful completion of the course. Please contact the Guidance Office for more information.

DUAL ENROLLMENT
With the Flexible Pathways bill (S.130/Act 77), dual enrollment vouchers allow Vermont high school students to take two college courses at any of 17 Vermont colleges or universities tuition-free. Students can use two vouchers throughout their junior and senior year but they must be used prior to graduation. Students will receive 1.0 credit per semester course upon the receipt of an official college transcript.

INTRO TO COLLEGE STUDIES
CCV offers a free, non-credit Introduction to College Studies (ICS) course for high school students each semester. ICS prepares you for college by helping you set goals, problem-solve, manage time and stress, improve communication skills, take better notes, reduce test anxiety, and plan financially. This course is recommended to be taken during the summer between a student's sophomore and junior year.
This course is **in addition to** the two free dual enrollment vouchers.

EARLY COLLEGE PROGRAM
Vermont's Early College Program allows high school seniors to take a full year of college-level classes while completing their high school degree. The Early College Program (ECP) simultaneously serves as a student's senior year of high school and first year of college. Students may take a year-long course of study in any discipline. This program is funded through the Flexible Pathways bill for approved colleges. Students who are accepted into an ECP must withdraw from West Rutland School prior to registering for enrollment at the college/university. Students will re-enroll at West Rutland School at the completion of their ECP in order to receive a West Rutland School diploma. **Participating colleges/universities: Castleton University, Community College of Vermont, Goddard College, Northern Vermont University at Johnson or Lyndon, Norwich University and Vermont Technical College: Vermont Academy of Science and Technology.**

STUDENT RECORDS REVIEW AND RELEASE

In conformance with the Family Educational Rights and Privacy Act of 1974, as amended, West Rutland High School provides students the right to inspect and review their educational records and to challenge the contents of these records to ensure that such records are not inaccurate, misleading, or in violation of the student's privacy or other rights. Until a student reaches the age of eighteen (18), or enters a postsecondary school, his/her parents have the right to access, but once the student becomes eighteen (18), or enters a postsecondary school, the right moves from the parent to the student. Under FERPA, schools may release any and all information to parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules. In addition, West Rutland High School will not release personally identifiable records to any individual agency or organization without prior written consent except as provided by law.

NON-DISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964, the Title IX of the Higher Education Act of 1972, Section 504, and the rules and regulations promulgated by the Secretary of Health, Education and Welfare, it is the policy of West Rutland School that no person, upon the basis of race, color,

national origin, creed or faith, sex or age, or handicap, shall be excluded from participation in, denied the privileges of, or be subjected to discrimination in any educational program or activity at West Rutland School.