Bill as Introduced

SB 319- AS INTRODUCED

2000 SESSION

00-2774
04/09

SENATE BILL ***319***

AN ACT relative to interstate school districts.

SPONSORS: Sen. Gordon, Dist 2

COMMITTEE: Education

ANALYSIS

In cases where New Hampshire is party to an interstate school agreement with another state, this bill allows New Hampshire pupils to attend a school which meets the standards established by one of the 2 states.

Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

SB 319- AS INTRODUCED

00-2774
04/09

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand

AN ACT relative to interstate school districts.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 School Districts; Interstate School Districts; Standards Required. Amend RSA 194:23-b, II to read as follows:

II. The commissioner of the department of education may, through an agreement with another state when such state and New Hampshire are parties to an interstate agreement, allow New Hampshire pupils to attend [~~a high school in another state, provided that such high school is approved by the state board of education in one of the states~~] ***schools that meet the standards established by one of the 2 states***.

2 Effective Date. This act shall take effect 60 days after its passage.

Speakers

SIGN UP SHEET

To Register Opinion If Not Speaking

Bill # SB319 Date 3-8-00

Committee Education

**** Please Print All Information ****

Name	Address	Phone	Representing	Pro	Con
Dean Michener	Concord	228-2061	NHSBA	✓	

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON SB 319

BILL TITLE: relative to interstate school districts.

DATE: March 8, 2000

LOB ROOM: 207 **Time Public Hearing Called to Order:** 11:15 a.m.

Time Adjourned: 12:30 p.m.

(please circle if present)

Committee Members: Reps. O'Hearn, Durham, Searles, Dearborn, Henderson, Larrabee, Weber, Hoadley, Flint, McKinley, P. Davis, Alger, Cox, Ward, Sullivan, Guest, Riley, Yeaton, Snyder, C. Jean, A. Pelletier, Estabrook and J. White.

Bill Sponsors: Sen. Gordon

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

SEN. NED GORDON (Sponsor): I support this bill. I represent Orford, which has become a member of a co-op sharing with Vermont. The enabling legislation last year omitted the coverage of elementary schools.

MR. ALLEN AVERY (School Board Chairman of Rivendale School District): I support this bill. When the four towns got together, it was to provide a better education at a better cost. Laws from New Hampshire law, Vermont law and federal law have made it difficult to abide by all these regulations. We have a $14 million bond issued to build a new school in Fairlee, VT, of which all four districts' voters voted 70% in favor of the bond. We have found dramatic special education costs. Of 25% of students, 84% have no instructors with training. Until you have good staff with good leadership you have problems. The expense is up to $1 million to upgrade our poorly operating system. The taxpayers are being approached next week for district support. We have some good goals and are determined to meet them.

REP. ROBERT MCKINLEY: The $1 million; is this operating costs?

MR. AVERY: Most of it will go to early intervention. We have high schoolers reading at a 3rd grade level. We wish to reduce the size of classes and have better training for teachers. Once a child gets past third grade it is harder to ameliorate. Health insurance is also a factor. The Vermont Commissioner of Education has the ability to direct standards; the New Hampshire Commissioner does not. Hopefully, this will let the commissioner have some flexibility. Vermont standards are new and more demanding. New Hampshire's admittedly are old.

REP. CLAUDETTE JEAN: Who determines the standards?

MR. AVERY: That will be answered by Bridget Fanel.

*MS. BRIDGET FANEL (Coordinator of Programs): I support this bill. All the towns have been reviewing the reading area. There are three reading specialists and the test scores are traditionally low. (She submitted a pamphlet of the program of studies for the Rivendell Academy) The ninth through twelfth grades program is attached. The standards being used are the national standards for the 4th, 8th and 10th grades. We need this legislation to allow students with double assessment test in Vermont and New Hampshire to use only one, because it is time consuming. New Hampshire has 3rd, 6th and 10th grade assessment testing. The issue is balancing the curriculum to follow the test sequence.

MS. PAT BUSSELLE (Dept. of Education): I support this bill. Congratulations to Mr. Avery in making this happen. There is an administrative agreement between the Commissioners, but New Hampshire law needs this change for students to come into New Hampshire.

Respectfully submitted,

Bruce T. Dearborn

Rep. Bruce Dearborn, Clerk

Testimony

Rivendell Academy

Program of Studies
Grades 9–12

and

Course Offerings 2000–2001
Grades 9–12



Architect's sketch of Rivendell Academy in Orford, NH, showing middle school wing (right), media and interactive technology center (left), and two-story high school wing (behind). Construction is scheduled to begin in summer 2000.

Mission Statement and Design Principles

THE MISSION of the Rivendell School District is to foster the intellectual, social, and personal development of its students. Our goal is that they will become life-long learners, positive contributors to their communities, and productive, healthy adults.

THE DESIGN PRINCIPLES guiding development of the Rivendell program are:

- To design an engaging team-taught curriculum that results in well-educated students who are able to meet high academic standards, problem solve across disciplines and contexts, and take leadership in their communities
- To establish significant and ongoing connections between school and community
- To create structures and practices that support teaching and learning
- To set new standards of accountability and excellence for our schools, our staff, and our students

Rivendell: An Overview

The Rivendell Interstate School District was formed in 1998 by the towns of Fairlee, West Fairlee, and Vershire, Vermont, and Orford, New Hampshire, as a self-contained K–12 public school district. It assumes responsibility for the education of children in these towns in July 2000. Rivendell will operate two K–5 elementary schools located in West Fairlee and Fairlee and Rivendell Academy in Orford, which consists of a middle school for grades 6–8 and a high school for grades 9–12. The Rivendell Supervisory District office in Orford provides superintendent and special education services.

You may contact the Rivendell Supervisory District office at:

P.O. Box 153
Orford, NH 03777
phone: (603) 353–2170
fax: (603) 353–2189
e-mail: www.rivendellschool.org

Rivendell Commitment to Non-Discrimination

The Rivendell Interstate School District shall not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion, or handicap under the provisions of Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the school district's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

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Educational Focus

The Rivendell Interstate School District is committed to an educational program that develops the essential skills of literacy, numeracy, inquiry, and problem solving. It seeks to equip students with the understandings and judgment they need to create and sustain healthy, habitable environments and communities. It cultivates the inclination of children to question, to think critically, and to wonder at the world around them. Course work at Rivendell Academy prepares students to identify, analyze, and solve the kinds of complex problems they will encounter in their communities and the adult world.

From elementary school through high school, Rivendell provides students with a strong sense of connection to their local community through an appreciation and understanding of its resources, history, civic culture, and needs. By challenging students to develop their skills and knowledge in the context of local concerns and issues, the Rivendell program helps young people appreciate the relevance of what they are learning in school. Extensive research on learning has demonstrated that motivation, engagement, and retention of knowledge significantly increase when students can identify the relevance of they are studying.

Rivendell Academy is committed to high expectations and equal learning opportunities for all students. Rivendell regularly assesses student progress and uses the results to find ways to support and encourage further growth. Assessment takes the form of conventional grades, portfolios, exhibitions of learning, and standards-based exams. Additionally, students routinely reflect on and assess their own development. The concept of ongoing assessment extends to the Rivendell Program of Studies, which is a dynamic document continually evolving to meet the needs of students.

Structure of the School: Grades 9–12

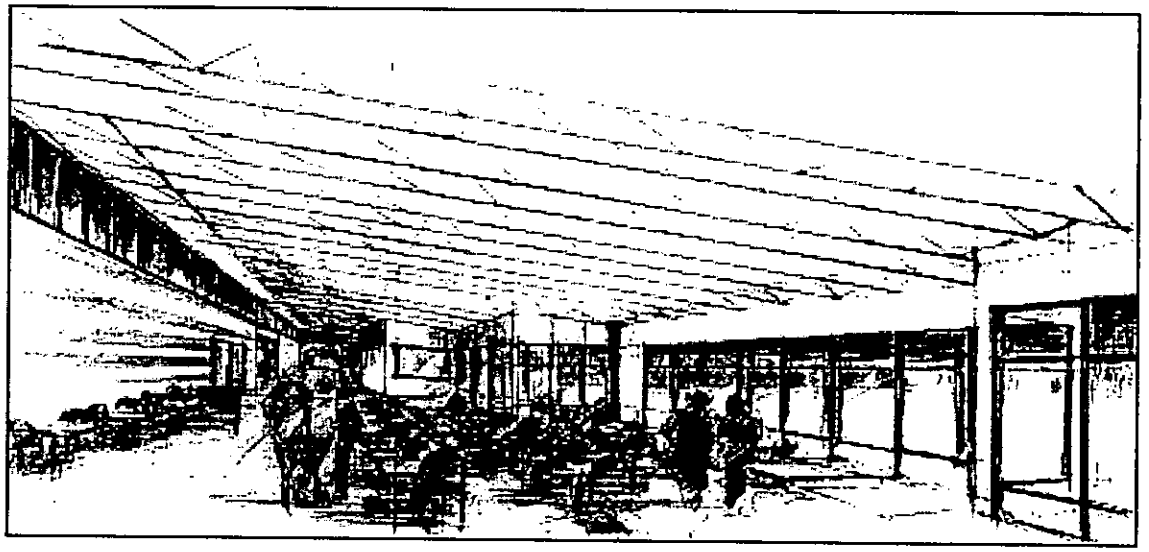
Rivendell Academy divides students in grades 9–12 between a Lower House and Upper House:

Lower House: Grades 9–10

In the Lower House, all students focus on core knowledge, concepts, and skills. The courses actively engage students to explore essential ideas in depth within each discipline. Students take core courses that meet every other day in language arts, social studies, math, and science. In addition, they have opportunities for elective study. At the end of the Lower House experience, students should be prepared to achieve a Certificate of Initial Mastery (CIM) indicating they have mastered standards outlined below. Additional support is provided to students who have not met the CIM standards by the end of sophomore year.

Upper House: Grades 11–12

After achieving the CIM, students progress to the Upper House, where they choose from a wide variety of electives. While still having to fulfill remaining distribution requirements, Upper House students have greater freedom to concentrate in a specific area of interest. This may include any combination of course work, directed study, an externship, or participation in the affiliated program at River Bend Career and Technical Center. During the final year, students develop and present a Senior Portfolio and complete a Senior Project that involves a combination of action research and field work.



Architect's sketch of the café adjacent to the gymnasium at Rivendell Academy in Orford, NH. Separate middle school and high school wings will share core facilities that include art and music classrooms, a regulation-sized gymnasium with a stage, a media center incorporating an interactive technology center, and administrative offices. Projected completion date of the gymnasium and café is January 2001.

Graduation Requirements

Students are eligible for graduation from Rivendell Academy once they have earned the Certificate of Initial Mastery (CIM), completed a Senior Project (including the corresponding field work), presented and received approval for a Senior Portfolio, and met all course distribution requirements.

Certificate of Initial Mastery

The Certificate of Initial Mastery (CIM) is awarded to students who demonstrate through a portfolio and exhibition that they have mastered nationally recognized benchmarks of standards in a given set of curriculum areas. This typically occurs at the end of sophomore year. In addition to demonstrating mastery, the CIM portfolio and exhibition is an opportunity for students to reflect upon their own growth during their Lower House experience, to make connections between the various disciplines, and to define areas of personal strengths and interests as they transition to the Upper House.

The Lower House portfolio and exhibition requires that students meet benchmarks of standards in:

- Language Arts
- Mathematics
- Social Studies
- Ecology and Social Responsibility
- Science Inquiry
- Arts
- Foreign Language

Students must also meet standards for language arts and mathematics on the New Standards Reference Exam by the end of sophomore year. Those who do not meet the standards assessed on the exams will take courses that target their areas of specific need in their junior and senior years.

Senior Project

The Senior Project is a culminating experience that consists of action research followed by field work. In the first stage, students enroll in a Senior Project Seminar supported through the LEAP advisory system. They develop a project that is problem based, interdisciplinary, a personalized learning experience, and reflective of the educational goals outlined in the Rivendell student profile. Through work experience and apprenticeship during the second stage, students see firsthand the relationship of their school learning to the work world. They have the opportunity to develop skills in communication and problem solving and be in contact with adults who may act as mentors and positive role models. Students get a taste of what various careers entail on a day-to-day basis, which alone may be an invaluable career exploration activity. Collaboration between employers and school staff is crucial to the success of each field experience.

Source: *Planning and Implementing Youth Apprenticeship and Work-Based Learning*, by Kathleen A. Paris and Sarah A. Mason, 1995, Madison, WI: Center on Education and Work, University of Wisconsin.

The Senior Portfolio

The Senior Portfolio is developed by each student throughout the Upper House experience and finalized in the second semester of senior year. It is intended to be "a reflection and analysis of the graduating senior's own life and times." Its requirements are:

Application of Systems Thinking to Current Problems — Students examine their subject area experiences to identify a problem that may involve several disciplines. Using diverse materials and resources (including technology), they analyze the problem, its context, and aspects of its connection to other problems from many perspectives. They must project possible outcomes for the problem based on research and then justify their choice of the optimum response. Their final presentation should incorporate reflection on the process of working through the problem.

Personal Challenge — Students demonstrate a sustained, intensive effort to achieve a personally established and significant goal (academic, personal, or physical). They present a log of their efforts and assess their own challenges, efforts, and outcomes.

Making Connections — Working in teams, students select concepts that interest them from different areas of study, analyze them, and search for logical connections between them. Their presentation should persuade an audience of the value of the connections and also consider the interdependence of the team effort.

Course Requirements

To graduate, students much have a total of 24 credits (or credit equivalents) in the following areas. Each credit is based on 120 contact hours. Rivendell Academy operates on a 60-day trimester, with most Upper House courses earning one-half credit.

Core Areas (15 credits)

Four credits of language arts
Three credits of science
Three credits of mathematics
Three credits of social studies
Two credits of foreign language

Arts (1.5 credits)

One credit in performance arts (theatre, music, dance)
One-half credit in fine arts

Technology (0.5 credits)

One-half credit in design and information technology

Environmental Studies/Community Based Learning Experiences (1 credit)

One credit in environmental studies/community based learning

Integrated Elective Courses (1 credit)

One credit in integrated courses*

* In integrated courses, students may earn credit in one of two or more disciplines. These are designed by "IE" after course descriptions.

Service Learning (0.5 credits)

One-half credit in service learning

Physical Education (1.5 credits)

One-half credit in fitness*
One-half credit in outdoor education
One-half credit in sports/recreation activities**

* Participation in JV or Varsity sports can be substituted for up to one credit of PE.
** All students are required to take one course in outdoor education.

Rivendell District: Student Profile

What do we expect our students to know and be able to do when they leave our program? What attributes or habits will they need to be successful in school and beyond? This profile outlines our broad expectations for student learning. All our curriculum and lessons will be geared towards preparing students to demonstrate their ability to meet these standards.

A Rivendell graduate:

Literacy

-Reads for enjoyment.
-Reads, understands and interprets fictional and non-fictional materials and makes connections to the real world.
-Uses a variety of reading strategies.
-Reads with confidence across the curriculum.
-Writes for enjoyment
-Understands the commonly accepted rules and conventions of the English language and knows how and when to use them
-Drafts, revises, edits, and critiques written products
-Writes effectively for a variety of purposes and audiences.
-Interprets and communicates using mathematical, scientific, and technological notation and representation.
-Expresses thoughts, feelings, opinions and ideas clearly
-Communicates effectively verbally, non-verbally, graphically and visually to diverse cultures, groups and individuals.
-Listens actively; makes appropriate inquiries.

Numeracy

-Solves problems, reasons and communicates mathematically.
-Understands and applies the concepts and skills of number and spatial sense, measurement, probability and statistics, and functions and relationships.
-Mentally estimates measurements and solutions to problems.
-Applies skills in authentic situations
-Solves mathematical problems and evaluates reasonableness and effectiveness of answer and approach
-Analyzes, evaluates and integrates data

Information Tools and Technology

-Uses computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.
-Uses organizational systems to obtain information from various sources.
-Selects and applies appropriate technologies

Civic, Global and Environmental Awareness

-Demonstrates understanding of the democratic process through active participation
-Understands, appreciates and works with people from diverse backgrounds and abilities.
-Understands the structure and function of systems both in terms of social behavior and physical phenomena
-Respects and promotes ecological balance in the community and the world
-Understands and appreciates other languages and cultures
Understands the importance of history and geography in shaping our social and physical environment.

Visual and Performing Arts

-Understands the role of the arts and artists in the world.
-Identifies the connections between culture and the arts in a variety of time & place contexts.
-Critiques their own and others' work in progress, individually and in groups to improve upon intent.
-Confidently expresses themselves in the visual and performing arts with insight, reason and technical proficiency.
-Appreciates the arts by critically evaluating it in its historical, geographical and cultural context
-Makes aesthetic judgments based on historical, geographical and cultural contexts.

Learning Skills

-Values reflection as a vital part of the learning process
-Works effectively with others by evaluating and using leadership skills, using conflict resolution skills, striving for consensus and functioning as a teacher and learner.
-Gather, analyzes, interprets and integrates information.
-Thinks and works from whole to part and part to whole.
-Makes decisions using factual information, logical reasoning and intuitive and creative thinking.
-Assesses own learning, and uses additional learning strategies to supplement those already used.
-Uses reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge.
-Solves problems of increasing complexity.
-Devises and tests ways of improving the effectiveness of a system.

Career and Employment

-Demonstrates sensitivity to the varying needs and opinions of others.
-Adapts to various schedules and environments.
–Works effectively independently and as a team member
-Assumes responsibility and demonstrates professionalism
-Supports the goal's of ones school, community, business or organization

Source: Vermont Frameworks of
Standards and Learning Opportunities
Lake Washington School District

LEAP Advisory Program

A student's "home base" in grades 9–12 is his or her LEAP (Learner's Educational Assistance Program) group. Each LEAP group is made up of eight to ten students and an advisor who stays with the students for two years (grades 9–10 and then 11–12). The advisor supports and coaches each student as he or she sets goals, chooses courses that satisfy graduation requirements while addressing individual needs, and identifies particular talents and passions. The advisor and LEAP group also support students and provide feedback as they prepare to exhibit their work for culminating experiences such as the Certificate of Initial Mastery and the Senior Portfolio.

To maintain close collaboration with parents and to support students better, advisors serve as the first point of contact with parents. They meet in three-way conferences with parents and students at least twice a year to discuss how things are going and to plan changes in the program if appropriate. With the parents, the advisor helps the student establish learning goals and post-graduate plans. They then determine a course of studies that moves the student toward those goals.

The activities of LEAP challenge students to reflect on the purpose of education and their goals for the future. Students think about what they are studying, make connections between school learning and the "real world," and consider how it applies to community concerns and global issues. LEAP also supports a positive school culture by providing each student with an advocate in school. It offers all students a safe place to reflect, talk, and make decisions about concerns and problems they may have in school. For their participation, students receive a half-credit per year towards graduation.

Directed Studies

Students in the Upper House may initiate a customized, independent learning experience known as a directed study either individually or as a group. In either case, students must draft a course proposal that identifies the following:

- Essential question(s) for the course
- Learning goals
- Activities or field experiences
- Resources (material and human)
- An advisor on staff
- Community mentor
- Method for evaluation
- Performance standards
- Timeline

Students present their proposals to a faculty committee on directed studies one month prior to the beginning of the trimester in which the course work is to begin. If the proposal is not approved initially, students may revise and resubmit their proposals using written feedback from the committee.

Honors Challenge and AP Exam Option

At Rivendell Academy, students may go beyond course requirements and receive honors challenge recognition This requires designing an honors challenge contract with the help of the teacher and advisor. Students successfully completing a course with honors challenge will have that reflected on transcripts.

While Rivendell Academy offers many challenging, advanced-level courses, none are designed solely to prepare students for the Advanced Placement (AP) Examinations administered by the College Board. Students planning to take specific AP exams may request a list of recommended courses from the guidance department. Advisors may also direct students to on-line resources specifically designed for AP exam preparation. However, AP courses are not required in order to take AP exams.

River Bend Career and Technical Center

Rivendell Academy is affiliated with River Bend Career and Technical Center, located on the campus of Oxbow High School in Bradford, VT. River Bend provides innovative technical education programs for students from six area high schools as well as for adults. Rivendell arranges free transportation for its students wishing to take courses at River Bend and attempts to coordinate its daily and yearly academic calendar with the River Bend schedule.

The facilities at River Bend include a state-of-the-art automotive garage, heavy equipment training sites and shop, a complete building trades workshop, and a commercial kitchen with its own restaurant. Additionally, River Bend has a fully outfitted cosmetology lab, a pre-school run by students, and up-to-date computer technology equipment in the business technology and pre-engineering technology programs. The new emergency services program even has its own ambulance and fire truck. Emphasizing hands-on learning, students at River Bend experience what a particular career might be like while receiving training in that field. Courses include:

- Automotive Mechanics
- Automotive Technology
- Building Trades
- Cosmetology
- Culinary Arts
- Emergency Services
- Environmental Technology
- Heavy Equipment Operation
- Human Services
- Pre-Engineering Technology

Rivendell Academy

Course Offerings 2000–2001
Grades 9–12

Lower House Courses

All students in grades 9–10 take the same Lower House core courses, which carry the following credits toward graduation:

language arts	2.5 credits
social studies	2 credits
mathematics	2.5 credits
science	2 credits

They may also choose from one-half credit trimester electives that are primarily aimed at Lower House students.

Core Courses

Language Arts and Social Studies

(2.5 language arts credits; 2 social studies credits)

Integrated Humanities I: American Ideas and Literary Traditions

The language arts component of the two-year integrated humanities program further develops basic skills of effective reading, writing, and speaking. Selections from American literature reflect the historical period under study. Students work on critical reading skills as they engage in discussions and writings during their exploration of various American ideas and values. The history component of Integrated Humanities I focuses on the settlement of the United States, the development of our nation's government, and the rise of sectionalism. Students read pieces by major American writers from Bradford and Smith to Twain and Crane. In addition, students explore the influences of Plato, Cicero, Montesquieu, Rousseau, and Locke on the development of the American system of government.

Integrated Humanities II: The Twentieth Century

Students continue to develop skills in effective reading, writing, and speaking with a historical focus on domestic and international issues of the twentieth century. This includes reform movements, the Great Depression, world conflicts, communism, and civil rights. In the language arts component, students explore literary works by twentieth-century American writers such as Cather, Hemingway, Fitzgerald, and Miller.

Mathematics (2.5 credits)

Foundations of Math I and Problem Solving I

The long-term goal of this course is student adeptness in linear regression using graphing calculator technology. They reach this goal by mastering the algebra of first-degree equations and the coordinate geometry of straight lines. Functional relationships in everyday life are identified, generalized, brought into mathematical forms, and linked using this knowledge of algebra and coordinate geometry. Students then explore links to fundamental counting principles of discrete mathematics and the basic ideas of probability. They elaborate algebraic ideas

using geometric interpretations and lay the groundwork for right-angle trigonometry. A problem-solving mathematics lab component accompanies this course.

Foundations of Math II and Problem Solving II

Students explore mathematical models of real-world situations through algebraic, periodic, exponential, and logarithmic functions. They study the role of circles in the world of spatial relationships, then use coordinate geometry to connect this spatial world of three dimensions to three-variable equations. Matrices are introduced as a tool for solving systems of linear equations. Linear programming, optimization, and topics from graph theory are examined in depth. Students model the role of axioms and axiomatic systems, logic, and mathematical proof in real-world situations. Guided by the use of logic, students learn the concepts of integration and infinity. The course concludes with a brief history of Euclidean and non-Euclidean geometry, explained as alternative models for the spatial structure of our universe. A problem-solving mathematics lab component accompanies this course.

Science (2.5 credits)

Fundamental Principles of Science I and II

The Lower House science courses explore the physical world through an integration of scientific concepts and principles from physics, chemistry, and biology. This work forms a foundation for students to pursue specialized areas of science offered in the Upper House. Ninth-grade topics include: strength and properties of materials, energy use and resources, food and agriculture, medicine and health, behavior of gases in the atmosphere, inertia and motion, ecosystems, communication and the electromagnetic spectrum, electricity in the home, and formation of earth's surface features. Tenth-grade topics include: changes in biological systems, use of oil in industry, sound reproduction, recycling and N/O cycles, combustion and chemical reactions, the Earth and space, genetics and inheritance, force and energy in motion, and electronic systems.

Lower House Electives

Foreign Languages

Spanish I or **French I**

These courses introduce students to the characteristics of pronunciation and teach simple vocabulary based on everyday experiences. The first part of the year deals with salutations, numbers, the weather, the alphabet, telling time, the seasons, days of the week, and months of the year. The class proceeds with the formation of articles, adjectives, present-tense verbs, irregular verbs, and idiomatic expressions. Speaking and writing skills are emphasized in instruction and examinations.

Spanish II or **French II**

These courses cover increasingly complex grammatical structures and expand student vocabulary. Through dialogues and oral exercises, students develop their listening and speaking skills. Students also examine aspects of culture.

Visual and Performing Arts

Art Skills

This course introduces Lower House students to various means of visual expression and the materials and techniques for making use of them. These skills include: life drawing, color theory and mixing, painting, basic ceramic techniques (including wheel throwing and hand building), subtractive sculpture, and design in both two and three-dimensional mixed-media formats. Students also learn about historical trends in art and critiquing skills to enhance art appreciation.

Introduction to Drama

This course considers the many aspects of theater and acting. Through exercises, improvisations, skits, observation, and hands-on experience, students gain insight into the theater world. They explore acting, vocal work, set design, lighting, props, and publicity. When possible, the class attends drama productions in the area and also stages its own scenes, skits, or short plays. Students may assist with production of the school play as part of this course.

Physical Education

Physical Fitness

This course helps students establish and appreciate the importance of daily physical exercise in their lives. Students develop knowledge and skill in a total fitness program while working to improve their strength, agility, flexibility, and endurance

Upper House Electives

Language Arts

Shakespeare Seminars

These courses examine some of Shakespeare's principal plays, including the comedies: *A Midsummer Night's Dream, Twelfth Night, Much Ado About Nothing, The Merchant of Venice, The Taming of the Shrew;* tragedies: *Hamlet, Othello, King Lear;* histories: *Richard II, Henry IV, Henry V, Richard II;* and romances: *The Tempest.* The class studies the plays with the support of tapes and films. Students also attend professional performances when possible and present scenes from selected plays. They are responsible for adaptations, staging, and developing persuasive and entertaining presentations.

Short Story

This course is a survey of important American short story writers such as Poe, O. Henry, Twain, and Hemingway, with a special emphasis on French writers, including Maupassant. Additionally, students craft their own short stories to learn about characterization, setting, exposition, conflict, and effective dialogue.

Writers' Café

This course is for students interested in exploring and experimenting with different forms of writing, including fiction, poetry, and personal essays. The course functions as a writer's workshop, with regular chances for students to critique, present, and eventually publish their writing.

Russian Studies (integrated)

Students use literary works to explore historical transitions in Russia from the Czarist agricultural society, through the Revolution and Communism, to modern-day Russia. Novels, short stories, and essays by writers such as Gogol, Dostoyevsky, Tolstoy, Lermontov, Turgenev, Chekov, Pushkin, and Solzenitzyn are analyzed in light of the time period under study.

English Literature

This class offers a historical survey of English literature from *Beowulf* to Thomas Hardy. It begins with an introduction to the development of the English language and the Anglo-Saxon classic *Beowulf,* proceeds to Chaucer's *Canterbury Tales* and Shakespeare's plays and sonnets, surveys poetry from the sixteenth through the twentieth century, and concludes with the English novel of the nineteenth century.

Science Fiction

Students study the works of Wells, Clarke, Bradbury, and others, relating science fiction literature to technological advances in history. Additionally, students write their own science fiction short stories.

Foreign Languages

Spanish III or French III

Students continue to work on dialogues concerned with everyday situations while expanding their knowledge of grammar and vocabulary. They are responsible for translating selections and writing short compositions.

Latin I

This course presents the basics of Latin grammar through skills in verb forms and vocabulary. Students also explore how Latin has contributed to English and other Romance languages. The course includes a survey of classic Roman culture. *(Additional upper-level Latin courses will be added as needed.)*

History and Social Sciences

American Economic System

This course examines the institutions and principles underlying the American economic system. Topics include: free enterprise, supply and demand, circular flow, government involvement, the Federal Reserve, economic development, and international trade.

Modern European History

Students explore major themes in the development of modern Europe. Topics include: the Renaissance, the nation state, monarchies, the French Revolution, industrialization, the Russian Revolution, imperialism, and nationalism.

History through Hollywood

This course critiques historically based films for historical accuracy and considers why filmmakers often distort history. Students view a selection of films, conduct research and analysis, write reviews, and present their conclusions through a variety of projects.

Contemporary Issues

What are the current issues in our society and how do they affect our everyday lives? Students develop an understanding of how such issues influence or are influenced by elections, Supreme Court decisions, legislation, and other major events.

Holocaust and Human Behavior

This course examines events that led to the Holocaust while developing in students an understanding that few events in history are inevitable. The course also connects the past to moral questions that students must confront in their own lives—particularly those related to identity, power, and conformity.

Psychology

This course considers the scope and methods of psychology. Students focus on psychological growth from childhood to adulthood, learning theories and the mind, and perception.

Technology and Societal Change

What influence have technological innovations had on historical and societal change? Students investigate the impact of inventions such as the printing press, television, car, computer, and airplane.

Latin American Studies

This course explores the major social, economic, and political issues in Latin America through primary documents, film, art, and literature. A special emphasis is placed on current environmental issues troubling the region. *(Alternate Years)*

African Studies

This course examines the major social, economic, and political issues in the Africa through primary documents, film, art, and literature. Students concentrate on areas where political and ethnic unrest have led to conflict. *(Alternate Years)*

Mathematics

Math in the Humanities

"A mathematician, like a painter or a poet, is a maker of patterns." — G. H. Hardy. This course looks at society and social issues through a mathematical lens. Students use mathematics to explore the arts, architecture, psychology, and history. The emphasis is on number systems, geometry, topology, probability, and statistics.

Analytic Geometry

What does the slope of a curve have to do with physics and engineering? How can algebraic ideas be explained geometrically? Students explore Cartesian and polar coordinates through functions and relations (including parametric equations). The vector operations of addition and scalar multiplication are connected to velocity and the force of moving objects. Through different coordinate systems (in two and three dimensions), students make real-world connections using calculator and computer technology.

Environmental Mathematics

How does mathematics relate to the biological and physical worlds? How can we interpret and analyze our environment from a mathematical viewpoint? This course presents college-level algebra through important issues of the environment. Students create mathematical models using algebraic equations (linear, quadratic, exponential, and logarithmic functions) to predict real-life events. Based on these projections, they propose reasonable societal restrictions for improvement of future environmental conditions. Equations are used to make decisions about actual situations. Students use math labs to explore the situations in more depth.

Calculus through Physics

How can calculus be used to analyze the basic principles of the physical sciences? How are the concepts of position, velocity, and acceleration related? This course stresses the fundamental ideas (functions and limits) and basic operations of calculus. Students use geometric meaning and physical applications of calculus to develop a conceptual understanding and working knowledge of functions and their relationship to limits. Graphing calculators aid in providing a solid foundation, while technology labs allow students to collect, view, and analyze motion data to explain the idea of differentiation. Students also use lab data to explore scientific relationships between distance, velocity, acceleration, and time. Periodic functions and trigonometry are also explored in an applied setting.

Analysis of Change Using Technology

This course presents college-level calculus in an open-ended, flexible, and creative setting. Students analyze the structure of problems using graphing calculators, computers, and conceptual models and plan solution strategies. Elementary and trigonometric functions are presented tabularly and graphically. Students approach formal differentiation by application while probing into the geometrical, graphical, and numerical techniques for algebraic antidifferentiation. The course presents important theorems and proofs through open-ended questions, while hands-on activities clarify concepts and make them concrete for students.

Advanced Problem Solving

This course further develops students' problem-solving strategies. It integrates Algebra II concepts, geometry, trigonometry, probability, and data analysis. Teaching methods involve cooperative learning, oral and written communication, and extensive use of graphing calculators and computers.

Math Fellows/Activity Center Practicum

Three days per week, students in this course tutor other Rivendell Academy or elementary school students using manipulatives and technology. They keep journals describing topics covered and methods used. One day per week, students work with the teacher to develop their understanding of concepts and prepare teaching strategies. Tutors also meet weekly as a group to review, assess, and reflect on their own learning and work as instructors.

Sciences

Agricultural Ecology

Where does our food come from? How is life interrelated? How do elements (e.g., carbon, nitrogen, phosphorus, sulfur, oxygen) cycle through ecosystems? In what ways are humans affecting bio-geo-chemical cycles? How do enzymes regulate the rate of chemical reactions? How do cells synthesize and break down? This course explores in the field (literally, at local farms when possible) and in the laboratory those systems that comprise the complex interactions in a working farm. Through investigation, students learn how living organisms are parts of a complex, interdependent ecosystem. Students examine the functioning of a farm ecosystem, the wider impacts of farming, and the social and environmental aspects of related agricultural issues.

Environmental Studies

How is nature sustained? How do small changes affect large systems? Can the Earth sustain human life indefinitely? How do the unique chemical and physical properties of water make life on Earth possible? In what ways can genetic information be altered? How are heredity and natural selection involved in the process of evolution? How is population size regulated by abiotic and biotic factors? What models are useful in describing the growth of a population? Environmental decisions we make today will have consequences for our children and our children's children. In this course, students examine the changes in our environment locally, regionally, and globally. Drawing upon all the natural and social sciences, students consider the consequences of decisions in the past, present, and future. Their inquiries require research in the laboratory, field, and on the Internet.

Biology Systems

What is life? How is life interrelated? How does compartmentalization organize a cell's functions? What interactions exist between photosynthesis and cellular respiration? What patterns of reproduction and development are found in plants and animals, and how are they regulated? How does the organization of cells, tissues, and organs determine structure and function in plant and animal systems? This course offers students a general background in life science. Basic biological principles and their relationships to the physical and chemical sciences are stressed. Students learn concepts from micro, macro, and human biology.

Olympic Newtonian Mechanics

What causes forces? Why does classical physics describe our world? How can we describe motion in two dimensions? What conservation exists in physical interactions? What assumptions are made in Newton's Laws of motion? How are objects affected by gravity? What is gravity? Students use the summer and winter Olympics as a context to examine and explore classical mechanics. While focusing on energy, forces and motion, students also examine sports medicine in its modern context in the games. This course combines a strong laboratory element with algebra as the principal tool to understand various sporting phenomenon.

Modern Science

What is the nature of science? What is theory? What is fact? Are black holes science fact or fiction? What is the basis of matter? How has modern medicine changed society? Where do we come from? Is there a gene for intelligence? Are there limits to technological advancement? The twentieth century has seen many advances in science and technology that have fundamentally changed what we know and believe. This course takes a cross section of these advances and examines how they have impacted our world. Discoveries in astronomy and physics, human behavior, technology, and the origins of Earth and life are studied. Students engage in limited laboratory work.

History and Philosophy of Science (integrated)

What is truth? What is science? How do we know what we know? Who am I? How does quantum mechanics change our understanding of reality? What is thought? This course traces the development of science from the classical to the modern age. Students explore the nature of science and truth and question how we know what we know. This course focuses in particular on discoveries that have questioned the status quo, how these ideas developed, and how they impacted society. Modern psychology, relativity, and quantum mechanics are among the concepts studied.

Problem Solving in Science and Technology

Student teams examine problems facing their school and community and then propose ways that science and technology can solve them. This course involves high levels of cross-curricular skills, including problem-solving, teamwork, communication, research, and use of information technology. It creates an experience closely resembling what students would encounter in the "real world."

Investigative Science Research

Students engage in individual research projects from each field of physics, chemistry, and biology. One of these projects is presented and published as a thesis (a dissertation of original research). Students must display high levels of self-direction and independence.

Lab Technician

Students assist the science staff in presenting the ninth and tenth-grade science courses and also assist occasional classes in the elementary and middle schools. In addition, students pursue a long-term research project on a scientific topic of their choice. During the preparation of labs and while tutoring students, the lab technicians develop their understanding of science and the way it is taught.

Design and Information Technology

Note: courses for this section are still under development.

Visual and Performing Arts

Imaging

This course covers black-and-white photography, digital imaging and manipulation, and videography. Students begin by investigating the history of the earliest photographic images and end with production of modern, digital images and videos. Through the composition of photographic images, students learn the elements and principles of design, properties of light, chemical and digital processes, and techniques for creative and persuasive expression. Students in this course may also assist in production of the Rivendell Academy yearbook.

Origins of Western Art

Students explore art history sequentially from Paleolithic cave drawings to modern and contemporary American art. Hands-on projects and museum field trips are at the core of this survey of art history. As a culminating project, students create and present a well-researched cultural and art historical "time capsule," tracing the significant effects that period in history had on art of the twentieth century.

Art with a Message

This course further develops art skills and techniques in a variety of two and three-dimensional media, while exploring the broad and engaging question: "What is art?" Students discover humankind's varying motivations for making art from the ancient to the modern and create their own expressions on a variety of themes. Emphasis is placed on clarity of expression before an audience of viewers and mastery of a determined number of art media.

World Music

This course looks at the many varieties of music in our world today and explores their unique qualities. Students listen to all types of music, including music from Africa, Latin America, Mexico, China, Japan, Tibet, England, and Australia. The focus is upon the use and value of music in people's lives. Students emerge with an understanding of the essential role of music in human life and a respect for cultural differences.

History of Rock 'n' Roll

This course takes an in-depth look at Rock music and its many faces. Students examine the influence of Rhythm & Blues and Country music on the development of Rock. Starting with the 1950s, students analyze each decade's unique impact on music and popular culture. Performers and bands include: Chuck Berry, Buddy Holly, Elvis Presley, the Beatles, Janis Joplin, Jimi Hendricks, Santana, and Eric Clapton. Students visit the sights and sounds of Woodstock, Rock Opera, Disco, and Rap, and they explore the contemporary sounds of Techno Pop and Alternative music. The course considers the social, political, and cultural influences of each decade in shaping the music that emerged.

History of Western Music

This course teaches students how to listen to music with greater perception and understanding. Students gain knowledge of the many different musical styles and forms by listening to and discussing representative examples of each period and learning about major composers. Social, political, and cultural influences for each historical period are studied, with the focus on the music. Periods include: Baroque, Classical, Romantic, Impressionistic, and Contemporary.

Chorus

Chorus provides students a wonderful opportunity to perform as a group. Students explore the many aspects of singing and performance as a team where each individual is important. The chorus has approximately 10 performances each year and participates in festivals at nearby colleges.

Physical Education

Outdoor Education I

This course provides students outdoor experiences in hiking, canoeing, environmental awareness, map reading and compass use, back-country skills and equipment, and orienteering. It culminates in a weekend overnight during which students demonstrate the skills they have acquired.
(Fall and Spring Trimester)

Outdoor Education II

This course provides students outdoor experience in cross-country skiing, snow shoeing, and map reading and compass use. Students become familiar with winter clothing, equipment, and cold-weather camping. During a weekend overnight, students demonstrate the skills they have acquired.
(Winter Trimester)

Lifetime Activities

In this course, students develop their own personal plan of healthy recreation. They explore a variety of activities, including the martial arts, Yoga, dance, biking, and walking.

Note: Students may receive credit for participation in co-curricular sports and other recreational activities involving physical fitness by following the directed studies procedure.

Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on SB 319

BILL TITLE: **relative to interstate school districts.**

DATE: April 4, 2000

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: (OTP) OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Elizabeth Hoadley

Seconded by Rep. Robert McKinley

Vote: 15-1 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE: Yes

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Bruce L Dearborn

Rep. Bruce L. Dearborn, Clerk

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on SB 319

BILL TITLE: **relative to interstate school districts.**

DATE: 4-4-2006

LOB ROOM: 207

Amendments:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Sponsor: Rep. OLS Document #:

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep. Hoadley

Seconded by Rep. McKinley

Vote: 15-1 (Please attach record of roll call vote.)

Motions: OTP, OTP/A, ITL, Re-Refer, Interim Study (Please circle one.)

Moved by Rep.

Seconded by Rep.

Vote: (Please attach record of roll call vote.)

CONSENT CALENDAR VOTE: Alza Ind White

(Vote to place on Consent Calendar must be unanimous.)

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep. Bruce L. Dearborn, Clerk

OFFICE OF THE HOUSE CLERK 2000 SESSION

EDUCATION

Bill #: _____ **Title:** _____

PH Date: ____/____/____ **Exec Session Date:** ____/____/____

Motion: SB 319 **Amendment #:** _____

MEMBER	YEAS	NAYS
O'Hearn, Jane E, Chairman	✓	
Durham, Susan B, V Chairman	✓	
Searles, Stanley N		
Dearborn, Bruce L, Clerk	✓	
Henderson, Warren C	✓	
Larrabee, David E		
Weber, Phil A		
Hoadley, Elizabeth K	✓	
Flint, Gordon B	✓	
McKinley, Robert E	✓	✓
Davis, Perley E	✓	
Alger, John R M		✓
Cox, Russell N	✓	
Ward, Brien L	✓	
Sullivan, P Judith	✓	
Guest, Robert H		
Riley, William A		
Yeaton, Charles B	✓	
Snyder, Clair A	✓	
Jean, Claudette R	✓	
Pelletier, Arthur J		
Estabrook, Iris W		
White, John M	✓	
154-10		
TOTAL VOTE:		

Printed: 12/30/1999

Committee Report

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **SB 319**

TITLE: relative to interstate school districts.

DATE: April 4, 2000 CONSENT CALENDAR YES ☒ NO ☐

☒ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☐ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

All testimony in the hearing supported the bill. Elementary students in the Rivendale School District shall meet the standards established by one of the two states (New Hampshire and Vermont) with its passage. High school students have been addressed in earlier legislation. One result of this legislation is that students will not be required to take duplicate and time-consuming double assessments. Vermont state standards are both recent and rigorous.

Vote 15-1.

Rep. Elizabeth K. Hoadley
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

CONSENT CALENDAR

Education

SB 319, relative to interstate school districts. OUGHT TO PASS

Rep. Elizabeth K. Hoadley for Education: All testimony in the hearing supported the bill. Elementary students in the Rivendale School District shall meet the standards established by one of the two states (New Hampshire and Vermont) with its passage. High school students have been addressed in earlier legislation. One result of this legislation is that students will not be required to take duplicate and time-consuming double assessments. Vermont state standards are both recent and rigorous. Vote 15-1.

COMMITTEE REPORT

COMMITTEE: **Education**

BILL NUMBER: **SB 319**

TITLE: relative to interstate school districts.

DATE: CONSENT CALENDAR YES ☑ NO ☐

☑ OUGHT TO PASS

☐ OUGHT TO PASS WITH AMENDMENT

☐ INEXPEDIENT TO LEGISLATE

☐ RE-REFER

☐ REFER TO COMMITTEE FOR INTERIM STUDY
(Available only in second year of biennium.)

STATEMENT OF INTENT
(Include Committee Vote)

Vote 15-1 OTP

Rep. Elizabeth K. Hoadley
FOR THE COMMITTEE

Original: House Clerk
cc: Committee Bill file

USE ANOTHER REPORT FOR MINORITY REPORT

All ~~of the~~ testimony in the hearing supported the bill. Elementary students in the Rivendale School District shall meet the standards established by one of the two states (New Hampshire and Vermont) with its passage. High school students have been addressed in earlier legislation. One result of this legislation is that students will not be required to take duplicative and time-consuming double assessments. Vermont state standards are both recent and rigorous.