



©RURAL VIRTUAL ACADEMY

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# Annual School Performance Report

©RURAL VIRTUAL ACADEMY

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# Annual School Performance Report

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## School Year 2006 – 2007

Completed and prepared in accordance with:  
Wisconsin Department of Public Instruction guidelines & the charter agreement between the  
Medford Area Public School District and © Rural Virtual Academy

© Rural Virtual Academy  
Abbotsford • Colby • Medford • Prentice • Rib Lake

© Rural Virtual Academy  
124 West State Street  
Medford, WI 54451  
Phone 715.748.4620 • Fax 715.748.6839  
<http://www.medford.k12.wi.us/RVA/index.htm>

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## © RURAL VIRTUAL ACADEMY

Abbotsford • Colby • Medford • Prentice • Rib Lake

124 W. State Street • Medford, WI 54451-1771

Telephone: (715) 748-4620 • Fax: (715) 748-6839

Charlie Heckel, RVA Administrator • [heckech@medford.k12.wi.us](mailto:heckech@medford.k12.wi.us)

To the community,

Since the contract was signed in January of 2005, the charter between the Rural Virtual Academy and the Medford Area Public School District has evolved from the plans and dreams of its founders to a working document outlining the holistic challenge of educating those disenfranchised students, within our consortium districts, who need new direction in order to find educational success. It is my distinct pleasure to report to you now, after two full years of operation, that our school not only demonstrates high levels of participation satisfaction and academic success, but also demonstrates across the State as a primary example of how virtual education can build bridges between home and school.

Many new changes took place over the 2006 – 2007 school year. New administration took over the school, curriculum changes were made, and through the acceptance of continued charter school grant funds, new initiatives were set forth. In our promise to be fiscally responsible and financially sustained beyond the years of grant support, a sound three-tiered financial commitment between the consortium districts was outlined and agreed upon. Through numerous promotions in public relations, the RVA continued to educate the constituents within our outlying districts of the mission and focus of our school.

Remaining steadfast in belief that through promoting positive attitudes towards self, school, family, and community, we have begun to create a place where our students feel comfortable in growing through self-doubt and failure and delivering individualized success. By stopping the traditional trend of asking students to fit into the program and instead fitting the program to the students, a newfound love for learning has fostered itself in not only our student body, but also with those families who support and provide for their child's educational needs.

As it has been stated, and though the exact words may be different from one to another, it is nonetheless true that a community cannot prosper unless there is an essential foundation to support the education of all its children. This foundation is built through learning and having a shared responsibility to education, a respect for individuality embedded in a caring school climate, and a democratic attitude where students are engaged and taking ownership of their learning. I am pleased to tell you that this is the foundation of the Rural Virtual Academy and that of its stakeholders.

I look forward to continued growth and further achievements. To the community members, students, board members, and parents, I thank you all for everything you have done to make this year a success.

Sincerely,

Charles Heckel  
RVA Administrator

# RVA Governance & Support

## **School Administration**

Charles Heckel  
*Administrator/ Teacher*

## **Support Staff**

Nikki Clements  
*RVA Assistant  
Student Records & Daily Operations  
Medford Schools*

Kimberly Gibbons  
*Administrative Assistant  
Policy & Procedure; Open Enrollment  
Medford Schools*

Jennifer Faber  
*Administrative Assistant  
DPI and Skyward Reporting  
RVA Board Recording Secretary  
Medford Schools*

## **Governance Board**

**Abbotsford Schools:** Reed Welsh, *District Administrator*; Sue King, *Principal of Falcon Enterprises*

**Colby Schools:** Terry Downen, *District Administrator*; Laurel Shipton, *community member*

**Medford Schools:** Charles Heckel, *RVA Administrator*; Steve Russ, *District Administrator*; Ann Harris, *Medford Library Director*

**Prentice Schools:** Randy Bergman, *Prentice Elementary School Principal*; Greg Krause, *District Administrator*

**Rib Lake Schools:** Dan Boxx, *District Administrator*

## **Finance**

Jeff Albers  
*Director of Finance; Medford Schools*

## **Technology**

Dennis Hinderliter  
*Technology Engineer; Medford Schools*  
Brenda Smola  
*RVA Website; Medford Schools*

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# Charter

## Rural Virtual Academy & Medford Area Public School District Charter Agreement

### Contract Agreement

between  
The Medford Area Public School District School Board  
and  
Rural Virtual Academy Charter School  
for the purpose of establishing  
The Rural Virtual Academy Charter School

According to Section 118.40 of the Wisconsin Charter School legislation, a school board may, of its own initiative, enter a contract to establish a school as a Charter School. The purpose of this document is to provide the Medford Area School District's Board of Education the opportunity to grant approval and agreement for the operation of the proposed "Rural Virtual Academy Charter School" as a charter school within the Medford Area School District.

1. The School District of Medford is seeking to establish the charter school.
2. Jon Rulien, Director of Curriculum and Instruction, will be in charge of the charter school and will provide administrative services.
3. A description of the educational program of the school.

The Rural Virtual Academy (RVA) has a vision to provide a "world-class" education to K-8 non-traditional students. We are seeking to serve disenfranchised students who learn best at home through a combination of virtual and parent/teacher instruction because of a variety of situations (home-schooler, medically fragile, and those diverse learners who cannot effectively benefit from the regular classroom environment).

The Academy is supported by a consortium of five schools who will assist with governing the school, however, RVA is an instrumentality of the Medford Area Public School District. The staff and school are housed at the Medford School District's central office.

The RVA plans to attain its vision by delivering self-paced instruction through a combination of electronic and "paper" learning. A staff mentor/teacher will support every parent/teacher in their task in helping the student maximize their potential and in attaining the Wisconsin State Standards. Communication will be facilitated through email access and activity notices posted on the school's web pages. Accountability will be maintained through evaluation of student electronic portfolios, WKCT, other commercial standardized tests, and parent/student satisfaction survey results.

1



RVA believes that a school must offer more than formal instruction to assist a student in reaching his/her potential. One of our main goals is to provide virtual charter school families with field trips and social opportunities. We want them to feel connected and develop an active support group.

RVA's mission is to build an online community of non-traditional learners that excel academically and socially.

The Rural Virtual Academy plans to service consortium K-8 students at home or through designated computer learning labs during the school year. An administrator, a 5 F.T.E. teacher, and secretarial support staff will be hired or provided to organize and provide the educational program. Students will receive their instruction through internet-based software programs (American Education Corporation, Plato, etc.) and courses (CESA #9's Wisconsin Virtual School) in addition to instructional materials (Calvert School and various supplemental vendors) sent directly to the students' homes. Each student who does not have access to a computer and internet will be assisted (virtual charter school loans a computer and reimburses "dial up" internet charge program) to achieve this goal. Communication with school families and students will be accomplished through email, a school website, specific software, U.S. mail, telephone, and parent requested home visits. The measurement of student learning and accountability will be achieved through WKCT and ESEA mandated assessments, grades K-2 readiness or standardized tests, online instructional software tests, and student portfolio evaluation. Students and families will be encouraged to attend virtual charter school field trips and social activities arranged by our 5 F.T.E. mentor/teacher. Area youth activities will be listed on a website developed for the academy and kept current on a monthly basis. All of the curriculum material (electronic or paper) supplied to academy students will be reviewed and correlated to the state standards to support proficient or advanced proficient scores on the WKCT and ESEA assessments. The main academic goal of the school will be for the students and the school to maintain adequate yearly progress and to achieve the "No Child Left Behind" goal of 2015. The Medford Area Public Schools currently utilizes an electronic standards-based report card (Progression Software by Abante) that can be accessed from home through the school's website. We plan to use this tool to communicate each student's academic progress to their parents.

4. The methods the school will use to enable pupils to attain the educational goals under Section 118.01.

The Rural Virtual Academy is focused on non-traditional learners receiving their instructional program at home through internet and school supplied materials. The uniqueness of the virtual charter school lies in its ability to provide a self-paced curriculum available any time or any place. The option for acceleration and remediation (through school teacher/mentor) is available for each student when needed. The Rural Virtual Academy supports diverse learners and their families through communication and electronic instruction that provide essential learning.

2

The Rural Virtual Academy provides the opportunity for non-traditional students (home-schoolers, medically fragile students, and those already enrolled in other virtual charter schools) to receive standards-based instruction that prepares them for mandated testing, re-entry into their local high school in 9<sup>th</sup> grade, and successful adjustment to post-high school life. Their achievement and curricular experiences will prepare them for further learning and promote graduation from high school. This approach combats truancy and dropping out of school through its self-paced and teacher/mentor approach.

The Rural Virtual Academy has a vigorous assessment program that provides accurate data that the teacher/mentor and parent/home instructor can use to monitor achievement and provide targeted assistance. This assessment information, along with the "state of the art" internet and paper instructional resources, keeps the student on track to attain grade level or above achievement each year. The Rural Virtual Academy mentor/teacher will provide specific detailed lesson plans to the parent/home instructor whenever a learning deficit is detected.

The reading materials and curriculum adopted by the Rural Virtual Academy is the newest edition of the Houghton-Mifflin Reading series. This material provides resources to implement the four-block approach and the 6-trait writing analysis. Also, basic phonics instruction is part of the series. The teaching materials, in addition to the support from the teacher/mentor will build basic reading skills and provide the foundation for high achievement.

The Rural Virtual Academy will serve students from grades K-8. This provides enrolled students with the opportunity to benefit from quality curriculum, experiences, and materials when they are most malleable. Effective instruction that is sequenced and correlated to the Wisconsin State Standards will have its largest, positive influence on student achievement in the early grades of our charter school. The field trips organized by the mentor/teacher, standards-based curriculum, and valid electronic learning provided in the early years of school is the type of educational program needed by non-traditional students to succeed.

Our mentor/teacher will visit and communicate with other virtual charter schools seeking information on successful instructional practices. Also, we will support further teacher training as it becomes necessary to implement new and improved teaching practices. All of these improvement experiences will have a positive effect on the parent/home instructor's teaching strategies through contact with our mentor/teacher.

The very nature of the Rural Virtual Academy makes technology education a constant learning experience. The student will need to learn basic computer operations, email, internet software navigation, website searching, etc. As the student masters these skills, other more advanced software packages and technical equipment will be introduced by the mentor/teacher. The Rural Virtual Academy student will be prepared for the future electronic society.

The pre-planning activities listed earlier in this charter and planned for next school year have and will encourage parent and community involvement in the Rural Virtual Academy. The debate at the board level, the local newspaper articles, and the opinions

3

elicited from our home-school survey form have awakened the community to the needs of non-traditional students. The 2004/05 school year planned community meetings in each consortium district and the structure of our governing board will guarantee continued parent and community involvement.

5. The method by which pupil progress in attaining the educational goals under 118.01 will be measured.

- A. Developing and maintaining an electronic/paper portfolio on every student.
- B. Students' (grades 3-8) performance on the Wisconsin Knowledge and Concept Exam - Criterion Reference Test.
- C. Pre/post test results from commercial (Standards Master) formative tests.
- D. Test results for grades K-2 from nationally recognized test (G.R.A.D.E., Terra Nova, etc.).
- E. Maintaining copies of quarterly electronic report cards (Progression Software).
- F. A log of parent electronic comments from email, phone, and written responses/inquiries.
- G. Parent and student satisfaction surveys.
- H. Student attendance data.
- I. Subject area tests.
- J. Ongoing teacher evaluation of student progress.

6. The governance structure of the school, including the method to be followed to ensure parental involvement.

The Rural Virtual Academy will be an instrumentality of the Medford Area Public School District. All employees of the virtual charter school will be employees of the Medford Area Public School District. Also, the Medford School Board policies and procedures will be used to administer the school except for requested waivers (certification and minutes of instruction) stated in the charter grant application. The Rural Virtual Academy will be governed by a board made up of the district administrator from each consortium school and an additional district representative (public librarian, home-schooler, parent, business owner, etc.) and appointed by the local district administrator. The virtual charter school administrator and 5 F.T.E. mentor/teacher will also serve on the board. The governing board will serve to problem-solve and develop new procedures to run the school. The day-to-day operation will be the responsibility of the virtual charter school administrator. The school administrator will be required to report monthly to the Medford School Board (authorize) on the governance board's actions and recommendations as well as monthly status of the school. The Medford School Board will provide financial support, office space, necessary equipment, and supportive services as needed to the Rural Virtual Academy. The academy will follow the financial and audit practices of the Medford Area Public School District and provide annual school performance report information to the board, public, and DPI.

4

Parent involvement will be integral to the success of the student and the school. Each family will receive a monthly electronic newsletter informing them of school board meetings and agenda items, school website improvements, student success, and new services available to school families. The role of the parent as the home instructor automatically ensures their involvement in their child's education. Our 5 F.T.E. teacher/mentor will contact families weekly to monitor the success of the home instructional program and to offer assistance as needed. The section of the school's website that provides information to families of available field trips and social events will support continuous parent involvement. The 5 F.T.E. teacher/mentor will keep this page of our site updated and help coordinate small group activities as a result of these posted events.

**7. The qualifications that must be met by the individuals to be employed in the district.**

The Rural Virtual Academy Charter School teacher will be an employee of the Medford Area Public Schools and therefore part of the Master Agreement between the Medford Board of Education and the Medford Education Association. The 5 F.T.E. teacher/mentor and school administrator will hold current Wisconsin Department of Public Instruction licenses that are appropriate to teach and administer grades K-8.

**8. The procedures that the school will follow to ensure the health and safety of the pupils.**

The Rural Virtual Academy Charter School will provide for the health and safety of the pupils in accordance with all of the pertinent Medford School District school board policies and procedures. Parents of students enrolled in the school will receive a copy of policy IIBGA-Internet Safety/Telecommunications - Students.

**9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.**

We will not discriminate on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. We will loan computers and reimburse "dial up" internet services for students who do not have access at home. We will provide assistive technology to handicapped students needing modified input devices. Interpreters will be available to assist the mentor/teacher in communication with ESL families.

**10. The requirement for admission to the school.**

The students from the five consortium schools will be enrolled on a first-come, first-serve basis with the date of application being the established priority. The virtual charter school will cap enrollment for the first year at 50. Attainment of the "cap" may necessitate increasing the mentor/teacher full-time equivalency. This must be approved by the Rural Virtual Academy Charter Governing Board. The number will increase or decrease in the future as determined by the governing board of the virtual charter school in consultation with the chartering authority. Once enrollment levels are reached, a waiting list will



be developed based on the date of the application. Exceptions to this enrollment policy will be students from the consortium schools and siblings of students currently in the school.

**11. The manner in which the annual audits of the financial and programmatic operations of the school will be performed.**

The Rural Virtual Academy Charter School will adhere to all Medford Area Public School District financial and accounting policies and procedures. The Rural Virtual Academy Charter School's financial transactions will be part of the annual independent financial audit contracted by the Medford Area Public School District. An annual report, including financial and programmatic aspects of the charter, will be submitted to the charter school and authorizer board each year.

**12. The procedures for disciplining students.**

The Rural Virtual Academy Charter School will discipline students in accordance with all Medford Area School District school board policies and procedures as they pertain to grades K-8.

**13. The public school alternative for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.**

The five school districts (Abbotsford, Colby, Medford, Prentice, and Rib Lake) that comprise the consortium have a full complement of K-12 educational programs to meet the needs of their district students who do not attend the Rural Virtual Academy.

**14. A description of the school facilities and the limits of the liability insurance that the school will carry.**

The Rural Virtual Academy Charter School will be housed at the Medford Area Public School District Office. They will occupy an office with access to copying machines, computers, etc. and other necessary resources. Secretarial, payroll, and other essential supportive services will be provided by the Medford Area Public School District. The liability coverage falls under the same coverage as for all other Medford Area Public School District educational activities.

**15. The effect of the establishment of the charter school on the liability of the school district.**

The liability coverage falls under the same coverage as for all other Medford Area Public School District educational activities.

**16. Duration of the charter school contract.**

This contract will be for a period of five years, to be renewed by the Medford Area Public School Board, after the Rural Virtual Academy Charter School presents the fifth annual report on academic achievement.

**Terms of the Charter:**

The charter for the Rural Virtual Academy is granted for five years according to Wisconsin law with a district requirement for an annual report to the superintendent and the Board of Education describing progress, problems, and outcomes of the charter school.

The Rural Virtual Academy staff members will remain as employees of the Medford Area School District and will retain all rights and privileges and status as staff members of the district.

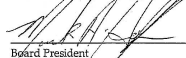

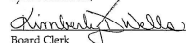

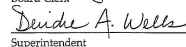

The Rural Virtual Academy's Governing Board is empowered under the charter to determine the curriculum, content, staffing organization, calendar, budget, and operations of the charter school.

The Rural Virtual Academy Charter School and district agree that all business functions, accounting, payroll, and similar functions shall be assumed by the district except that budgeted allocations shall be dispersed according to Rural Virtual Academy decisions as represented by its Governing Board in consultation with the school administrator. Any grants applied for and received by the Charter School shall be disbursed through the grant guidelines under the direction of the Charter's Governing Board.

The power to revoke the charter lies solely with the Board of Education. Grounds for revocation include:

- A) Violation of the charter school's agreement with the Board of Education.
- B) Violation of the Wisconsin State Charter School statutes.
- C) Failure to make sufficient progress toward attainment of educational goals.
- D) Failure to comply with generally accepted accounting standards.

The proposed Charter School Contract, which grants the Rural Virtual Academy Charter School status, is hereby approved.

 Board President	 Date
 Board Clerk	 Date
 Superintendent	 Date



# Rural Virtual Academy Mission Statement

It is the mission of the Rural Virtual Academy to provide student access to a challenging, high-quality, standards driven curriculum, in a flexible home environment.

## Focus and Direction

The focus and direction of the RVA is to provide instructional programming to non-traditional K-8 students who may be homebound, medically fragile, home-schooled, or do not benefit from the regular classroom environment.

The RVA provides a self-paced instructional program with remediation and acceleration options, students' and parents' communication and organization of youth, social, and educational events, and an evaluation of its program effectiveness.

### Initiatives and Goals 2006 – 2007

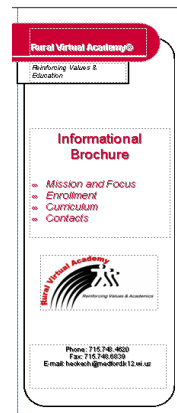
#### Curriculum

- ✚ Wrote and contracted grades 3-8 Moodle® curriculum
- ✚ Computerized grade book system and student records
- ✚ Created RVA Resource Library
- ✚ Developed RVA Curricula Stream
- ✚ AutoSkill® Dissemination to MAES & MAMS
- ✚ Timz Attack®; remedial math
- ✚ Basic Mathematics® (Math Realm); remedial math
- ✚ Calvert Online®
- ✚ Removed Destination Math and Reading® curricula
- ✚ BrainPOP®; enrichment
- ✚ Elluminate®; instruction
- ✚ Purchased student flashdrives
- ✚ Calvert® integrated supplemental curricula
- ✚ Began integration of cameras and microphones
- ✚ Completed and accepted \$150,000 Implementation Renewal Grant
- ✚ DiscoverZone®; Organization & Character Ed.
- ✚ Academy of Math and Reading® long-term maintenance contract



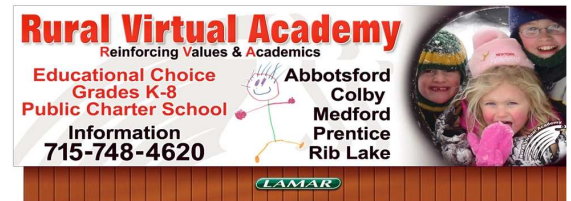
#### Policy & Procedure

- ✚ Developed RVA communication logs
- ✚ Formalized Student Records to comply with DPI
- ✚ Developed Financial Commitment
- ✚ Developed Home Advisor Agreement
- ✚ Developed Emergency Notification forms
- ✚ Developed and Implemented Policy and Procedure Handbook
- ✚ Updated and revised RVA policies to coincide with MAPSD
- ✚ Developed Release of Confidential Information forms
- ✚ Developed Request of Records form
- ✚ Developed Individualized Access Consent forms



## Public Relations

- ✚ New Logo
- ✚ New Motto: Reinforcing Values & Academics
- ✚ DPI Subgrant Session presentation
- ✚ RVA Fall Orientation
- ✚ RVA Fall and Spring Newsletters
- ✚ Published in Dec. issue of Wisconsin School News
- ✚ Articles included in Star News; 12/17/06, 12/28/06, 2/8/07
- ✚ Open House invitations Channel 9; Channel 7; Channel 13; WIGM/ K99
- ✚ Published Marshfield News Herald 12/17/06
- ✚ Monthly Governance Board meeting publicly posted
- ✚ Created RVA Informational Brochure
- ✚ RVA Billboards (3)
- ✚ RVA Open House



2006 Lamar Outdoor Advertising  
Client: Rural Virtual Academy  
Art: Bill  
Board Size: 10'6" x 36'  
Dates: 11/03/2006  
File:  
Colors: As indicated

Art Approval: \_\_\_\_\_

Date: \_\_\_\_\_

## Capital Purchases

- ✚ PolyCom Unit
- ✚ LCD projector
- ✚ Locked file storage
- ✚ Bookcases

## Application Process

Applications for the RVA are accepted year round. The RVA retains its charter status through the Department of Public Instruction as a free, public, nonsectarian institution.

## Enrollment

The RVA will provide alternative learning opportunities for students whose educational needs cannot be met in the traditional school setting. Students in kindergarten through grade 8 are eligible to enroll in the RVA.

### Enrollment Options for Consortium Schools

The RVA provides enrollment opportunities for its consortium school district members different than for students outside of the consortium. Students currently residing within the school districts of Abbotsford, Colby, Medford, Prentice, or Rib Lake may enroll in the RVA by contacting the Medford District Office to obtain enrollment papers. Completing open enrollment applications is not necessary for students residing within the consortium districts. Students in the consortium school districts are still required to register in their resident school districts for purposes of pupil counting mandated by the Department of Public Instruction. Registering your address of residency can be completed by contacting the district office within your resident district.

### Enrollment Options for Non-Consortium Schools

Students wishing to enroll in the RVA from outside the consortium school districts must follow the full-time open enrollment timelines and forms provided by the Department of Public Instruction. More information can be found on the DPI website: <http://dpi.wi.gov/sms/psctoc.html> or by contacting the Medford School District Office at 715-748-4620.

Another enrollment option is establishing a 66.0301 – Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a 66.0301 agreement can take place at any time throughout the school year and is not bound to the restrictions of the open-enrollment window. The

aid amount will be equal to the open enrollment transfer amount and will be prorated dependent upon the actual enrollment date. If you would like further information about the conditions of administrating a 66.0301 agreement, it can be found at: [http://dpi.wi.gov/sfs/coop\\_agree.html](http://dpi.wi.gov/sfs/coop_agree.html)

**Dual – Enrollment**

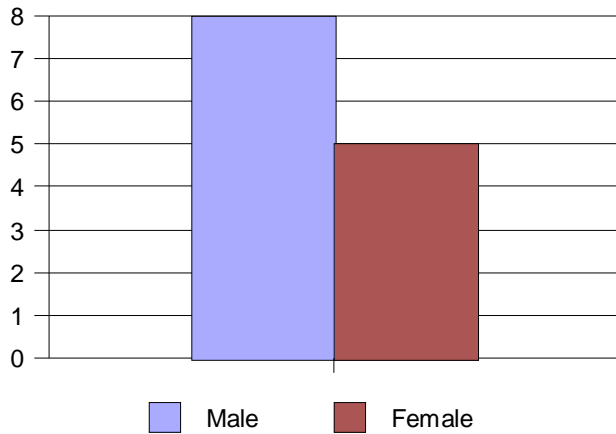
Students whose parents/ legal guardians are legal residents within the consortium school districts and who are currently attending the RVA will be allowed to enroll in the consortium public schools for a minimum of two regular school day courses under conditions outlined in policy RVA-JECBE.

**Dual-Enrollment Statistics 2006 - 2007**

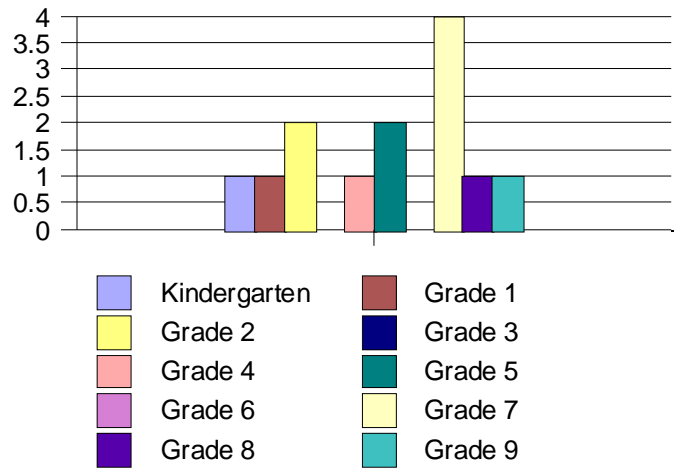
In the 2006 – 2007 school year, both the Medford Area Middle School and Colby Middle School shared enrollment with two RVA 7<sup>th</sup> graders. One student eventually entered Colby Middle School full time, while the Medford student remained in the RVA for the full school year receiving support two periods a day from the MAMS Physical Education and Special Education departments.

**Enrollment Statistics 2006 – 2007**

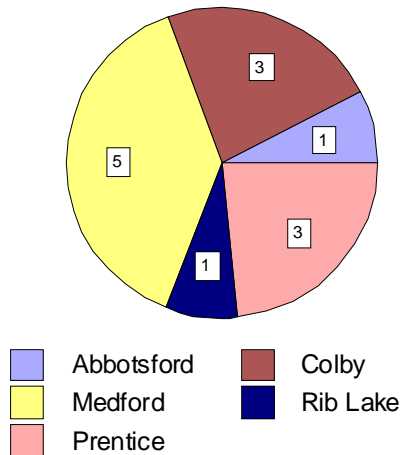
**Gender**



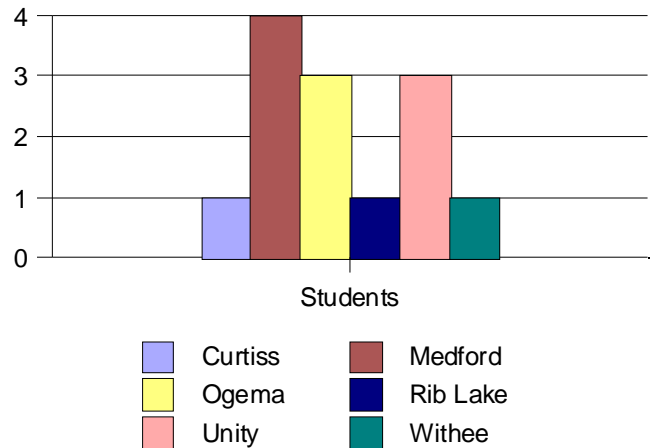
**Grade Levels**



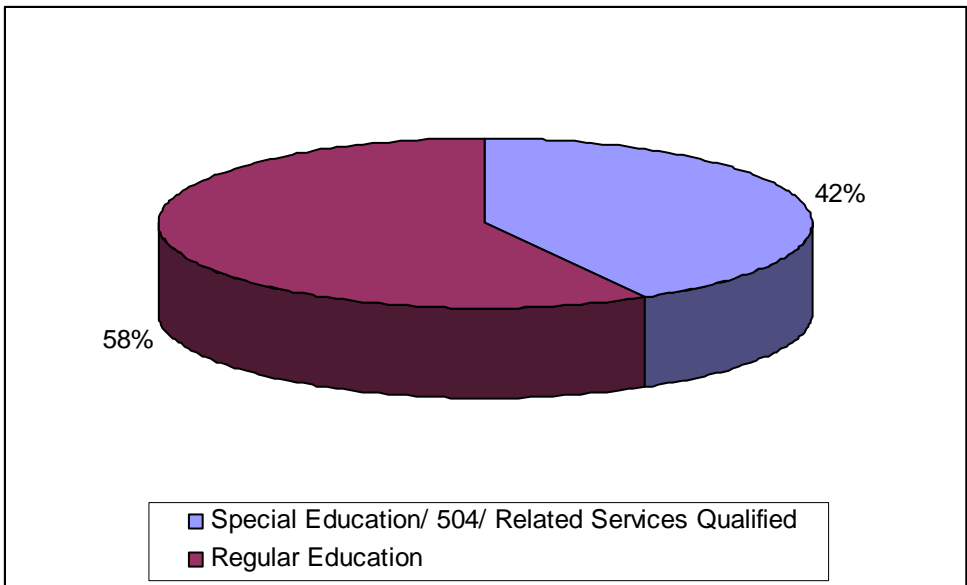
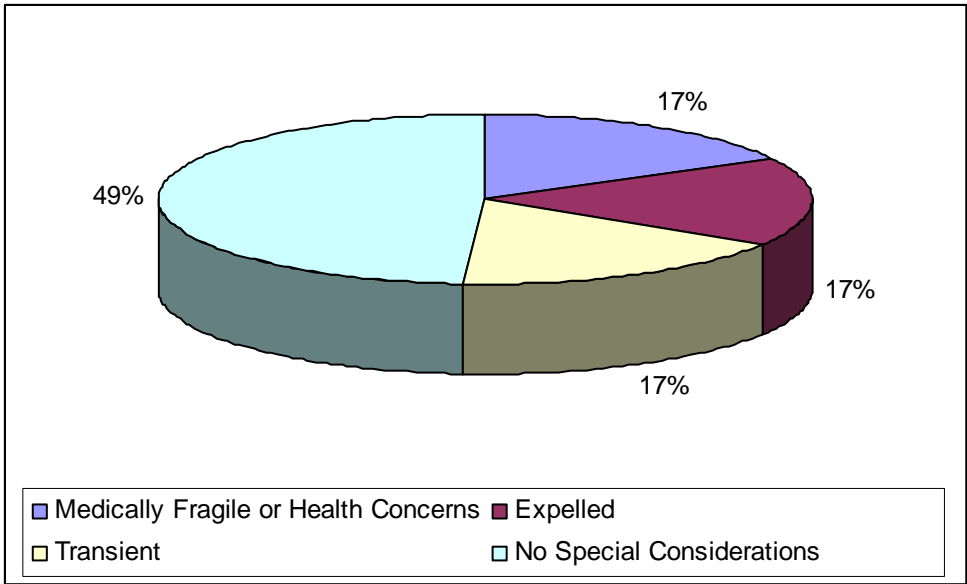
**School Districts Serviced**



**Communities Serviced**



**Student Demographics 2006 – 2007**



## RVA Administrator

The RVA Administrator serves as the supervisor of the RVA Teacher and provides leadership and direction for the RVA. Autonomy and accountability of the RVA charter will be sustained and controlled by the RVA Administrator and governing board of consortium administrators. Missions, methods, and management systems will be under the control of the RVA administrator, as well as providing periodic updates of financial reports, school activities, and home contacts to the RVA governing board and parents of enrolled students.

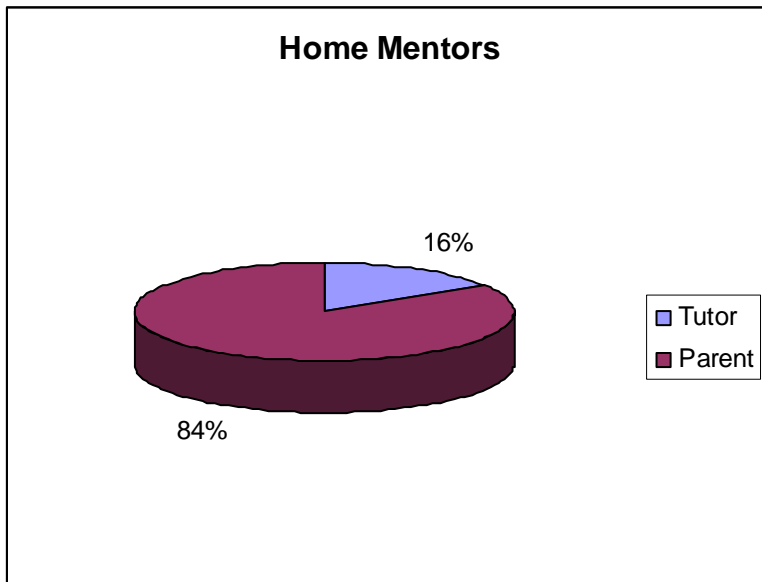
## RVA Teacher

The RVA Teacher serves as the local education guide for the student. In addition to the local RVA Teacher, an online instructor may be assigned contingent upon the enrollment of online course material. Students are to communicate with the RVA Teacher through e-mail, telephone, or other forms of writing. Home visits are allowed upon request and students will be required to attend the office of the RVA for occasional mandatory testing, educational, or technical support unless previously approved or arranged by the RVA Teacher / Administrator. It is the RVA Teacher's responsibility to assign grades, take attendance, and provide educational feedback on the progress of the student to the parents and/ or Home Mentor.

## Home Mentor

The Home Mentor is responsible for helping to ensure successful learning in the home environment by assisting in keeping the student progressing at a pace that is meeting the individualized student's needs. The Home Mentor is encouraged to be a family member; however, another person may be assigned as the Home Mentor with consent of the RVA Administrator and upon signing a release of confidential information for that student.

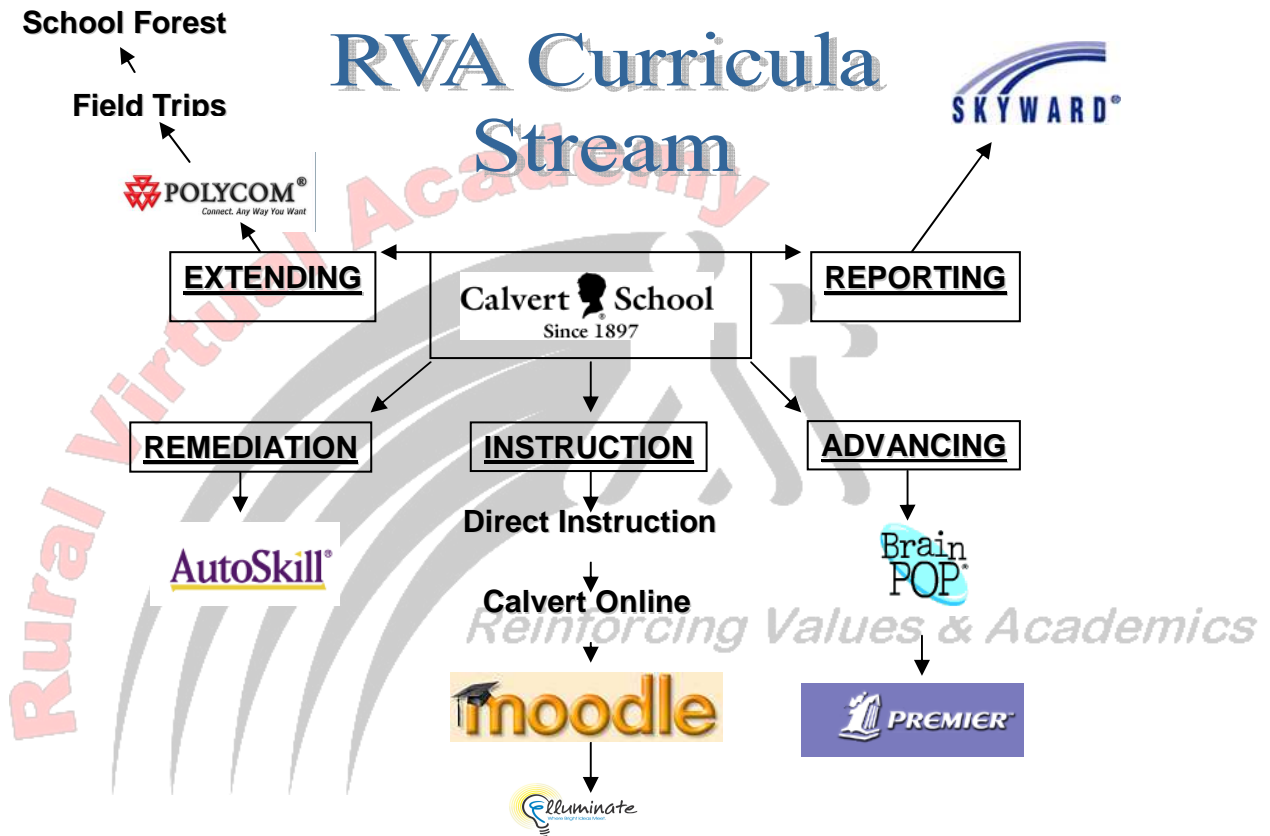
**Home Mentor Statistics 2006 - 2007**



# Curriculum

The RVA curriculum will align with local, state, or national standards. Courses will be selected by ability and grade equivalencies to meet the needs of the individual student. The approval and cost of the purchased curriculum courses from various providers and supplemental materials is the responsibility of the RVA. In order to maintain accurate promotional grade criteria for non-disabled students, specific limitations of multi-leveled material can be set upon the discretion of the RVA Administrator.

## Curricula Stream 2006 - 2007





**Skyward**

Skyward allows for parental and student access to “student records” including attendance and grades. This is where student’s official transcripts are generated.



**Calvert Online**

Calvert Schools provides the core academics of the Rural Virtual Academy.



**BrainPOP**

This is a supplemental service provided for discretionary use by RVA parents and students in grades 3-8. High-speed internet is required to fully appreciate the “movies”.

“BrainPOP aims to make learning grades 3-12 subjects "more fun", by producing educational animated movies to explain concepts in an audio and visual style that is accessible and entertaining to both children and adults. Students can watch the BrainPOP movies and exchange messages with the cast of characters who lead users through related activities on the Web site, which include interactive quizzes and games, comic strips, and experiments. About 25% of U.S. school districts subscribe to BrainPOP and use it with school curricula.”

-BrainPOP



**Moodle**

This is currently a mandatory piece of curriculum for students in grades 6-8. (Grades 3-5 are in development and are expected to be ready for piloting by the beginning of the 2007 – 2008 school year). These courses supplement and cover standards not addressed in the Calvert curriculum.



**Academy of Math and Reading**

This is a supplemental online math and reading service provided to assist students in strengthening their reading and math skills. It is a tool typically used for remediation purposes, but it does not have to be. Incorporating both Academy of Math and Reading into your daily or weekly lessons is an accepted and promoted way many RVA parents choose to utilize this service.

“The Academy of Math and Reading provide an individualized and step-by-step approach to building math and reading skills. It motivates even the most struggling pupils with visual goals and constant feedback and rewards. Makes math and reading achievable for all pupils.”  
-AutoSkill



**DiscoverZone**

This is a supplemental service which enforces core values instruction in the RVA. “Reinforcing Values & Academics” is our slogan and this program assists in backing up that slogan. Character education is such a key component in educating elementary and middle school children that is too often overlooked. I recommend the use of DiscoverZone as another tool in your education and organizational growth.



**Elluminate**

Elluminate provides both video and audio connections via the internet between the home and school. Students can actively participate in daily lessons and stay connected with the RVA teacher in real-time synchronous interactions.

**Lesson Completion**

In order to provide a benchmark for RVA students and Home Mentors to work from, the following lesson completion table may be used to help ensure successful academic achievement. It is not mandatory for RVA students or Home Mentors to follow this included pace chart, though it is highly recommended that an individualized learning plan be generated for the RVA student to follow. Assistance for developing an individualized learning plan for the RVA student can be provided in the RVA office by the RVA Teacher.

The following table serves only as an instructional guide and specific subject expectations and criteria may change due to individualized curricular offerings.



**Grade 1**

Math-5 lessons/wk.  
Reading- 5 lessons/wk.  
Writing- 5 lessons/wk.  
History- 1 lesson/wk.

**Grade 2**

Math-5 lessons/wk.  
Reading- 5 lessons/wk.  
Writing- 5 lessons/wk.  
Science- 2 lessons/wk.  
Geography/History (optional)- 1 lesson/wk. each  
Art/Poetry/Picture Study- 1 lesson/wk. each

**Grade 3**

Math-5 lessons/wk.  
Spelling- 5 lessons/wk.  
History- 3 lessons/wk.  
Science- 3-4 lessons/wk.  
Reading- 5 lessons/wk.  
Writing/Composition- 3 lessons/wk.  
Geography- 2 lessons/wk.  
Art/Picture Study- 1-3 lessons/wk.

**Grade 4**

Math-5 lessons/wk.  
Spelling- 5 lessons/wk.  
History- 3 lessons/wk.  
Science- 3-4 lessons/wk.  
Reading- 5 lessons/wk.  
Grammar- 2 lessons/wk.  
Writing/Composition- 3 lessons/wk.  
Geography- 2 lessons/wk.  
Art/Picture Study- 1-3 lessons/wk.

**Grade 5**

Math- 5 lessons/wk.  
Reading- 5 lessons/wk.  
Spelling/Vocabulary- 5 lessons/wk.  
Grammar- 2 lessons/wk.  
Writing/Composition- 3 lessons/wk.  
Science- 3 lessons/wk.  
History- 3 lessons/wk.  
Geography- 2 lessons/wk.  
Art (Art History)- 2 lessons/wk

**Grade 6**

Math- 5 lessons/wk.  
Spelling/Vocabulary- 5 lessons/wk.  
Reading- 5 lessons/wk.  
History- 2 lessons/wk.  
Science- 3 lessons/wk.  
Writing/Composition- 3 lessons/wk.  
Geography- 2 lessons/wk.

Grammar- 2 lessons/wk.  
Art- 2-3 lessons/wk.

### **Grade 7**

Math- 5 lessons/wk.  
Grammar- 4 lessons/wk.  
Science- 3 lessons/wk.  
History or Geography- 4 lessons/wk.  
Writing/Composition- 3 lessons/wk.  
Reading- 4 lessons/wk.  
Art- 2 lessons/wk.  
Spelling/Vocabulary- 5 lessons/wk.

### **Grade 8**

Math- 5 lessons/wk.  
Reading/Literature- 5 lessons/wk.  
History- 3 lessons/wk.  
Science- 2-3 lessons/wk.  
Spelling - 3 lessons/wk  
Grammar/Vocabulary/Composition- 5 lessons/wk.  
Study time-3-4 sessions/wk.

## **RVA Resource Library**

Opening in January of 2007, the RVA now provides over 1,100 new videos, books, and games for enrichment of learning available to students and parents to check out Monday – Friday from 7:30 a.m. until 4:00 p.m. Since January, the RVA Resource Library has had over 90 materials checked out.

## **Dissemination**

A charter school may apply for additional dissemination grant fund dollars after the school has been in operation for at least three consecutive years and has demonstrated overall success including substantial progress in improving student academic achievement, high levels of parent satisfaction, and having established a thriving, financially viable school. Received funds are to be used exclusively for the operation and dissemination of a product or service and are in no way to be used toward the operation of the school.

As the RVA looks forward, initial plans for possible dissemination ideas are beginning to generate in the event that we decide to move forward with applying for dissemination funds. Through the integration of our PolyCom distance learning system, connections to the Medford School Forest through online education using Moodle, and shared use of AutoSkill best practices, possibilities of new ideas are beginning to emerge and take form. We look forward to integration of these groundbreaking ideas in the upcoming 2007 – 2008 school year.

## **Extra-Curricular Athletic Participation**

Extra-curricular athletic participation of Rural Virtual Academy students within the consortium school districts is permitted in respective student's resident district. It is the intent of the WIAA governing board as well as the RVA, to make inclusion of athletic opportunities available for our students.

## Field Trips

The RVA requests that students participate in offered field trips throughout the school year. Field trips may include the Medford Area Public School District's School Forest, art or history museums, service-learning projects, or other community outings. Students are not required to participate, but it is highly encouraged and recommended.



**Camp Forest Springs  
Winter 2006 - 2007**

## Communications/ Attendance

Each student enrolled in the RVA will be required to be in full attendance and communication with the RVA Teacher and/or Administrator. Communication is the key to the success of student achievement in the RVA. It is the inherent responsibility of the student or Home Mentor to contact the RVA Teacher and/or online support teacher to seek additional academic support or to clarify misunderstood information. Frequent communications in the form of one-on-one onsite tutoring, telephone conversations, two-way e-mail correspondence, or interactive online correspondence with the RVA Teacher, Administrator, and/ or assigned online instructor constitutes full time enrollment. Home visits are allowed upon request and students will be required to attend the office of the RVA for occasional mandatory testing, educational, or technical support unless the absence is excused by the RVA Teacher / Administrator. Students who are not in frequent communication may be considered truant. Prior absences for which written verification was not made to the RVA Administrator of a legal excuse will be counted as truant absences from school. Future absences without a medical excuse will also be considered truant. Truant school days refers to any absence of part or all of one or more days from school during which the RVA Administrator has not been notified by the parent or guardian of the legal cause of such absence of the student. This also means intermittent attendance carried on for the purpose of defeating the intent of the state attendance statutes (118.15). The responsibility for regular school attendance of a child rests upon the child's parent(s)/ guardian(s)/ legal custodian(s). In support of this responsibility, the Rural Virtual Academy will extend all possible and appropriate modifications to assist in the successful participation in school for your child. The RVA Teacher will document contact time and maintain accurate attendance data. The RVA Administrator and governance board reserve the right to determine effective attendance rates and participation in the program. The RVA Administrator and governance board also reserve the right to enforce local attendance policies and dispositions up to and including dismissal of students from the RVA.

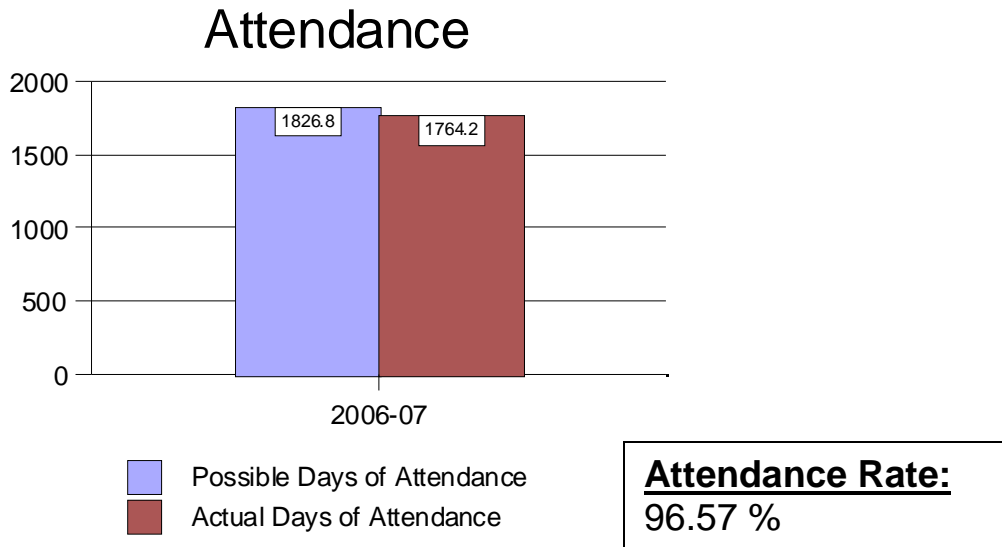
**E-mail Addresses and Names**

Student e-mail addresses should include the student’s name or portion thereof to ensure accuracy and accountability of records. Electronic signatures are encouraged to be used in correspondence with the RVA Teacher and/or Administrator and may be required in reply to sensitive or critical information.

**Internet Reimbursement**

The Rural Virtual Academy governance board supports the monthly reimbursement for home internet usage. Original copies of monthly billing statements, with clearly identifiable information, must be submitted to the RVA office for auditing record purposes. Upon receiving a confirmed billing statement, the RVA user will be reimbursed at a rate not to exceed \$65.00 per month. Internet installation, maintenance costs, and taxes incurred by the user are not subject to reimbursement. The Rural Virtual Academy governance board reserves the discretionary right to deny reimbursement to any user and to adjust the rate at any time.

**Attendance Rates 2006 – 2007**



**Discipline Procedures**

All RVA students are subject to Medford Area Public School District student policies including, but not limited to those referring to internet, computer, e-mail, and use provisions. Disciplinary consequences for violation of the MAPSD policies and/or RVA policies and guidelines are subject to disciplinary consequences up to and including dismissal from the RVA charter school.

Maintaining or posting material to a website or blog that threatens a likelihood of substantial disruption in school, including harming or interfering with the rights of other students to participate fully in school or extracurricular activities, is a violation of the student disciplinary code of conduct and subject to disciplinary action.

## Academic Honesty

The RVA sets high expectations for academic honesty. Expectations for students to exercise responsible, ethical behavior in the online environment are resolute. Work submitted must represent a student's original ideas or cite all relevant sources if it is not completely original. Permission of the RVA Teacher, online instructor, or RVA Administrator, is necessary for someone other than the enrolled student to complete any portion of, make changes or revisions to, or submit an assignment, activity, or exam on behalf of the enrolled student. If authenticity is in question, a student may be required to take a proctored test, defend work, or respond to oral questions in person or via phone.

## Academic Testing

### **Subject Area Testing**

Minimum subject area testing is required after the completion of a set number of daily lessons. Additional daily assessments may be required in the form of online writing, quizzes, and tests assigned by the RVA Teacher. The Home Mentor must monitor the student while tests are being completed. Once an assessment is completed, it needs to be submitted to the RVA Teacher either electronically, through the mail, or hand delivered. Test results will be returned to the student and scores recorded by the RVA Teacher. The RVA Teacher / Administrator reserves the right to require students to subject tests in the RVA Office.

### **State Testing**

The State of Wisconsin requires testing of all public education students in grades 3-8 and 10. The tests take place in a specific time frame designated by the State of Wisconsin each year. In accordance with state law, it is required that state tests be administered by the RVA Teacher or other proctor assigned by the RVA Administrator. The RVA Teacher or assigned proctor must be present at all times while the tests are administered.

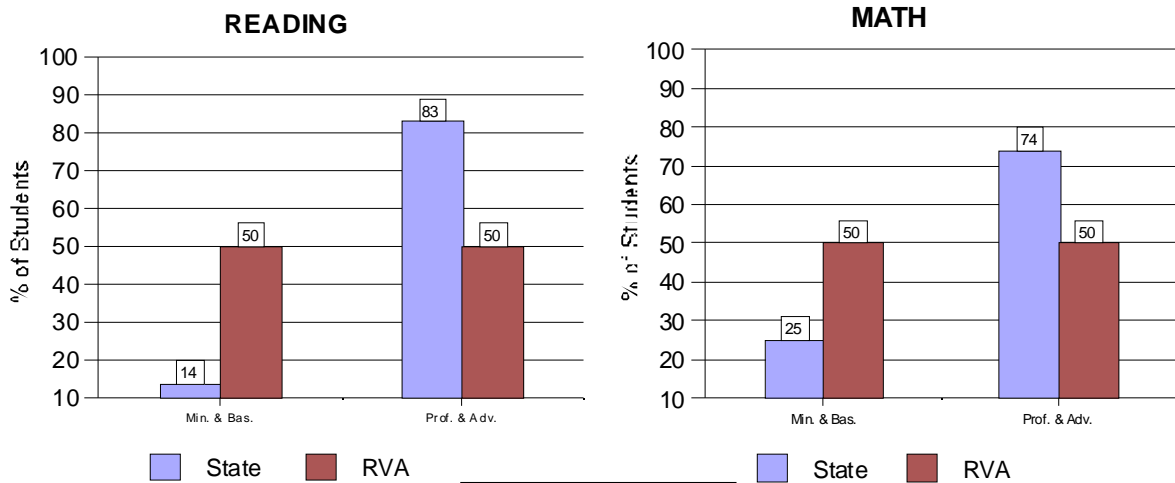
### **Schools with Small Numbers of Students or No Tested Grades:**

Under NCLB, all public schools and districts must be held accountable. Schools without a tested grade and those with fewer than six full academic year (FAY) students in tested grades are evaluated for accountability purposes by their district using locally available evidence of meeting the adequate yearly progress (AYP) objectives. Students are still required to take the Wisconsin Knowledge and Concepts Exam (WKCE) but an Accountability Worksheet in the spring covers AYP due to lack of statistically reliable data.

In the 2006 – 2007, the RVA did not meet the FAY requirements set forth and did not have students enrolled in all testable grades. Therefore, AYP for the RVA for the 2006 – 2007 school year was met by showing individual examples of student growth through meticulous records and demonstrations of learning.

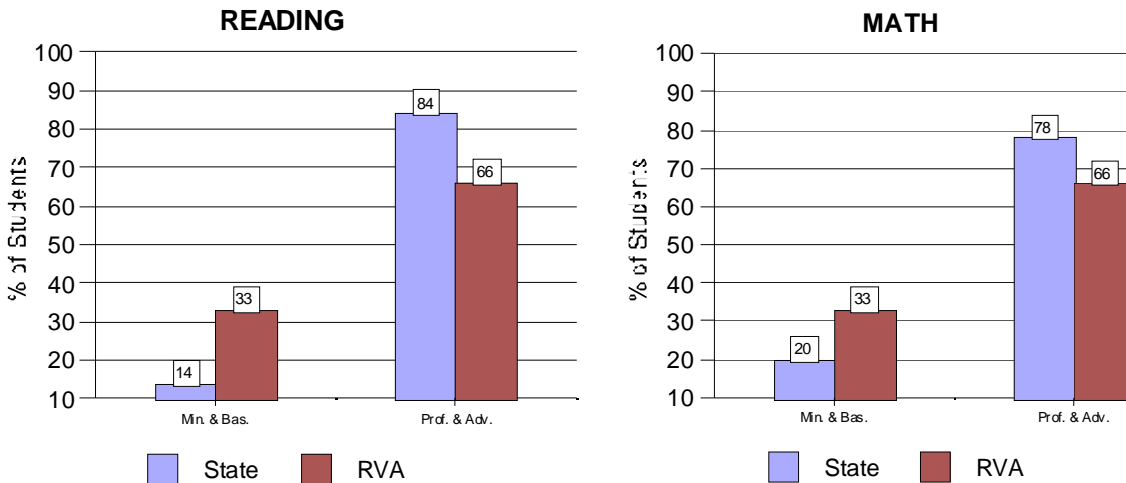
## 2006/07 WKCE TEST PROFICIENCY REPORT

### Grade 5



2 Students Tested

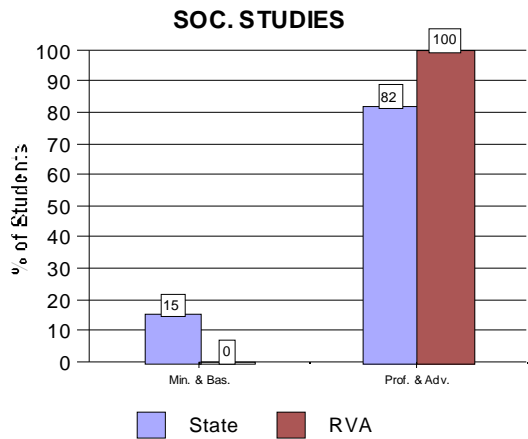
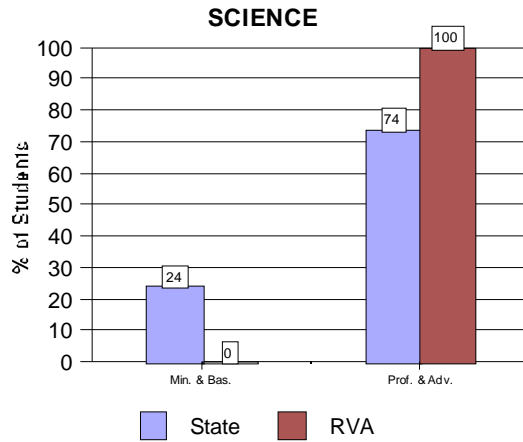
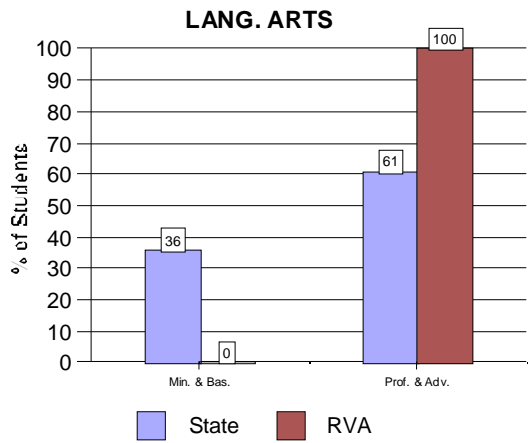
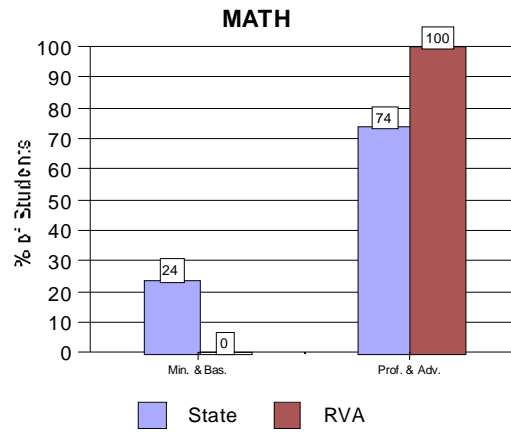
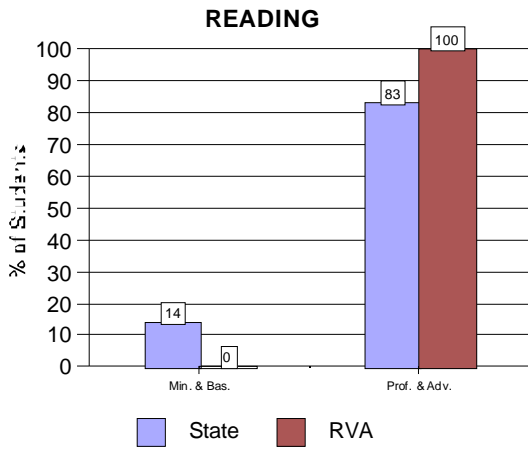
### Grade 7



3 Students Tested

Results of 2006 – 2007 WKCE do not impact AYP under legal exemption

# Grade 8



1 Student Tested

\*Results of 2006 – 2007 WKCE do not impact AYP under legal exemption

### **Placement Testing**

Placement testing is a free and optional service currently offered by our curriculum provider. If parents are unsure of their child's abilities, they may request to have their child complete a placement test. Placement tests will be proctored in the RVA Office or other area as determined by the RVA Administrator in the presence of the RVA Teacher or other assigned designee. Upon receiving the results of the placement tests, the student will then be enrolled in the most appropriate grade/ program level.

## **Grade Advancement**

RVA students receive grades on assignments similar to students enrolled in traditional schools. Some assignments are graded automatically within the course, some assignments are graded by the RVA Teacher, and where relevant, the online teacher will also provide feedback in the form of a grade or report. Students will receive comments on completed work and periodic grade updates with grades being posted a minimum of four times per year. Final grades will be determined by averaging the four quarter grades. All grades will appear on a formal transcript.

The initial responsibility for deciding whether there will be retention or advancement of a student shall rest with the teacher(s) primarily responsible for the child's education, the administrator overseeing the child's teacher, and the parent/ legal guardian of the child. These provisions include but are not limited to: academic achievement, intelligence, attendance, self-image, attitude, experiential background, and social/ emotional maturity.

Transcript grades for students in grades 3-8 will be scaled using the classical five point discreet evaluation system using "A-F" as reporting marks. Grades will be determined using the following percentage scale:

- A 100- 90 %
- B 89- 80%
- C 79- 70%
- D 69- 60%
- F 59- 0%

Students enrolled in grades K-2 will receive comments on completed work and periodic grade updates with grades being posted a minimum of four times per year. These grades will be reported using the following scale:

- A Advanced
- P Proficient
- B Basic
- M Minimal

### **Grade Advancement Statistics 2006 - 2007**

All students attending the RVA in 2006 – 2007 successfully completed their grade level course work and have been promoted to the next grade.



# Special Education or Related Services

Students enrolled in the RVA are provided by law the same special services provided under State Statute 118.51; Full-time Open Enrollment. The RVA, under the authorization of the Medford Area Public School District, retains the legal responsibility to meet all special education or related services provided by State of Wisconsin Statute 115.787.

## Financial Commitment

The Rural Virtual Academy Governance Board, in support of fiscal responsibility, focusing on long-term growth and sustainability, resolved the following financial commitment for the 2006 – 2007 school year.

### Financial Commitment 2006 - 2007

#### Consortium Member Schools Financial Commitment for the Rural Virtual Academy

- A budget for the upcoming school year will be submitted to the Board of Governance of the Rural Virtual Academy (RVA) at the March/April regular governing board meeting. The budget is to include those expenses not covered by any grants, such as administrative costs, teacher costs, support staff costs, consumables, postage, dues, reimbursements, tuition, and other identified RVA expenditures.
- The Board of Governance will establish a membership (participation) fee. This fee will be paid by the five member schools in the consortium. The proposed participation fee is \$3,000.00 per member school.
- The Board of Governance will establish a per student fee, based on the anticipated number of students enrolled in the RVA. The fee will be calculated using the proposed budget, subtracting the total membership fee, and establishing a per student cost by dividing the remaining budget by the number of anticipated students.

**Example:**

Proposed Budget	\$42,000.00
Per School membership Fee (based on \$3,000.00 per member school)	\$15,000.00
Remaining Budget Responsibility	\$27,000.00
Anticipated RVA Enrollment	10 students
Per Student Fee	\$ 2,700.00

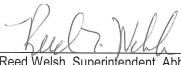
- Schools in the consortium will be assessed the per student fee, based on the number of students enrolled in the RVA from their district.


**Example:**


Abbotsford	1 student @ \$2,700.00 each	Assessment	\$ 2,700.00
Colby	2 students @ \$2,700.00 each	Assessment	\$ 5,400.00
Medford	4 students @ \$2,700.00 each	Assessment	\$10,800.00
Prentice	2 students @ \$2,700.00 each	Assessment	\$ 5,400.00
Rib Lake	1 student @ \$2,700.00 each	Assessment	\$ 2,700.00
Total Revenue Generated by Assessments:			\$27,000.00


- End of the year reconciliation will be made based on increased or decreased enrollments. Enrollments will be calculated quarterly, i.e., a student enrolled after the beginning of the first quarter, but prior to the start of the second quarter will be calculated as a 1 (FTE) student. A student enrolling after the second quarter, but prior to the start of the third quarter will be calculated as a .75 (FTE) student. Any student enrolled after the start of the third quarter, but prior to the fourth quarter will be calculated as a .50 (FTE) student. Any student enrolling at the request of the member district past the quarter 4 billing date will be costed out separately and resident districts will be billed prior to the end of the fiscal year.
- Any revenue generated by open enrolled students or students enrolled through a 66.0301 agreement will be used for future sustainability of the RVA Program. A fund will be established to offset future costs of the RVA as grant money expires.


Agreed to on this 21<sup>st</sup> day of March, 2007.

  
Reed Welsh, Superintendent, Abbotsford School District

  
Terry Downen, Superintendent, Colby School District

  
Steve Russ, Superintendent, Medford Area Public School District

  
Kate Hallstrand, Dean of Students, Prentice School District

  
Dan Box, Superintendent, Rib Lake School District

consortiumcommitment

RVA Expenditures Report 2006 - 2007

3fcbu612.p 03.07.02.01.00-010090 MIDDORF AREA PUBLIC SCHOOL DISTRICT EXPENDITURE BUDGET REPORT (Date: 5/2007) Time: 1:28 PM Date: 05/11/07 PAGE: 1

Fd	T	Loc	Obj	Func	Ptl	Obj	2004-05		2005-06		2006-07		2007-08	
							ACTUAL	ACTUAL	EXPENDED	BUDGET	EXPENDED	BUDGET	EXPENDED	BUDGET
99	E	800	110	1100000	360	CERTIFIED SALARIES	0.00	576.96	576.96	0.00	0.00	0.00	0.00	
99	E	800	110	1100000	---	*SALARIES	0.00	576.96	576.96	0.00	0.00	0.00	0.00	
99	E	800	211	1100000	360	RETIREMENT - EMPLOYEE SHARE	0.00	33.47	33.47	0.00	0.00	0.00	0.00	
99	E	800	212	1100000	360	RETIREMENT - EMPLOYER SHARE	0.00	32.89	32.89	0.00	0.00	0.00	0.00	
99	E	800	220	1100000	360	SOCIAL SECURITY	0.00	35.01	35.01	0.00	0.00	0.00	0.00	
99	E	800	229	1100000	360	MEDICARE	0.00	8.19	8.19	0.00	0.00	0.00	0.00	
99	E	800	243	1100000	360	DENTAL INSURANCE	0.00	7.68	7.68	0.00	0.00	0.00	0.00	
99	E	800	244	1100000	360	HEALTH INSURANCE	0.00	132.32	132.32	0.00	0.00	0.00	0.00	
99	E	800	251	1100000	360	INCOME PROTECTION INSURANCE	0.00	2.19	2.19	0.00	0.00	0.00	0.00	
99	E	800	251	1100000	---	*EMPLOYEE BENEFITS	0.00	251.75	251.75	0.00	0.00	0.00	0.00	
99	E	800	310	1100000	360	PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	4,000.00	0.00	
99	E	800	342	1100000	360	EMPLOYEE TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00	100.00	
99	E	800	386	1100000	360	PAYMENT TO CESA	0.00	0.00	0.00	0.00	0.00	3,000.00	0.00	
99	E	800	386	1100000	---	*PURCHASED SERVICES	0.00	0.00	0.00	0.00	0.00	7,000.00	100.00	
99	E	800	411	1100000	360	GENERAL SUPPLIES	0.00	574.00	552.00	801.00	3,229.29	500.00	500.00	
99	E	800	435	1100000	360	PROGRAMMED COMPUTER SOFTWARE	0.00	31,955.57	31,955.57	5,000.00	50,390.80	6,400.00	6,400.00	
99	E	800	439	1100000	360	OTHER MEDIA	0.00	19,276.05	19,276.05	15,000.00	66,418.03	0.00	0.00	
99	E	800	440	1100000	360	NON-CAPITAL EQUIPMENT	0.00	398.85	398.85	0.00	2,288.02	0.00	0.00	
99	E	800	470	1100000	360	TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	18,000.00	0.00	
99	E	800	470	1100000	---	*NON-CAPITAL OBJECTS	0.00	52,204.47	52,182.47	20,801.00	122,326.14	24,900.00	24,900.00	
99	E	800	551	1100000	360	EQUIP ADDITION - NON-F/A	0.00	12,753.64	12,753.64	62,311.00	9,098.00	29,000.00	29,000.00	
99	E	800	551	1100000	---	*CAPITAL OBJECTS	0.00	12,753.64	12,753.64	62,311.00	9,098.00	29,000.00	29,000.00	
99	E	800	---	1100000	---	*UNDIFFERENTIATED CURRICULUM	0.00	65,786.82	65,764.82	83,112.00	138,424.14	54,000.00	54,000.00	
99	E	800	---	1100000	---	*UNDIFFERENTIATED CURRICULUM	0.00	65,786.82	65,764.82	83,112.00	138,424.14	54,000.00	54,000.00	
99	E	800	---	1100000	---	*UNDIFFERENTIATED CURRICULUM	0.00	65,786.82	65,764.82	83,112.00	138,424.14	54,000.00	54,000.00	
99	E	800	---	1100000	---	*UNDIFFERENTIATED CURRICULUM	0.00	65,786.82	65,764.82	83,112.00	138,424.14	54,000.00	54,000.00	
99	E	800	---	1100000	---	*INSTRUCTION	0.00	65,786.82	65,764.82	83,112.00	138,424.14	54,000.00	54,000.00	
99	E	800	110	2210000	360	CERTIFIED SALARIES	321.90	14,833.16	11,219.96	20,625.00	18,621.09	0.00	0.00	
99	E	800	110	2210000	---	*SALARIES	321.90	14,833.16	11,219.96	20,625.00	18,621.09	0.00	0.00	
99	E	800	211	2210000	360	RETIREMENT - EMPLOYEE SHARE	18.68	870.30	657.12	1,238.00	1,107.02	0.00	0.00	
99	E	800	212	2210000	360	RETIREMENT - EMPLOYER SHARE	18.35	855.44	645.92	1,174.00	1,088.45	0.00	0.00	

Fd	T	Loc	Obj	Func	PL	Obj	2004-05		2005-06		2006-07		2007-08	
							ACTUAL	EXPENSED	ACTUAL	EXPENSED	BUDGET	EXPENSED	BUDGET	EXPENSED
99	E	800	220	221000	360	SOCIAL SECURITY	19.96	890.89	890.89	676.09	1,139.84	1,139.84	0.00	
99	E	800	229	221000	360	MEDICARE	4.67	208.25	208.25	158.01	266.57	266.57	0.00	
99	E	800	243	221000	360	DENTAL INSURANCE	0.00	200.84	200.84	130.56	116.70	116.70	0.00	
99	E	800	244	221000	360	HEALTH INSURANCE	0.00	3,420.98	3,420.98	2,249.44	1,996.89	1,996.89	0.00	
99	E	800	251	221000	360	INCOME PROTECTION INSURANCE	0.00	56.66	56.66	42.14	78.14	78.14	0.00	
99	E	---	2--	221000	---	*EMPLOYEE BENEFITS	61.66	6,503.36	6,503.36	4,559.28	5,793.61	5,793.61	0.00	
99	E	800	310	221000	360	PERSONAL SERVICES	4,776.00	6,815.68	6,815.68	5,915.68	9,690.00	9,690.00	3,000.00	
99	E	800	342	221000	360	EMPLOYEE TRAVEL	0.00	48.01	48.01	48.01	733.66	733.66	1,300.00	
99	E	800	351	221000	360	ADVERTISING	241.50	667.70	667.70	667.70	493.20	493.20	150.00	
99	E	800	358	221000	360	ON-LINE COMMUNICATIONS	0.00	828.10	828.10	728.10	1,084.74	1,084.74	4,500.00	
99	E	---	3--	221000	---	*PURCHASED SERVICES	5,017.50	8,359.49	8,359.49	7,359.49	12,001.60	12,001.60	8,950.00	
99	E	800	411	221000	360	GENERAL SUPPLIES	97.06	254.71	254.71	159.95	646.00	646.00	1,000.00	
99	E	800	435	221000	360	PROGRAMMED COMPUTER SOFTWARE	4,697.00	0.00	0.00	0.00	0.00	0.00	0.00	
99	E	800	439	221000	360	OTHER MEDIA	8,731.20	845.72	845.72	845.72	500.00	500.00	1,000.00	
99	E	800	440	221000	360	NON-CAPITAL EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	3,000.00	
99	E	800	480	221000	360	COMPUTER SOFTWARE	832.30	0.00	0.00	0.00	0.00	0.00	3,000.00	
99	E	---	4--	221000	---	*NON-CAPITAL OBJECTS	14,357.56	1,100.43	1,005.67	1,005.67	1,146.00	1,087.77	8,000.00	
99	E	800	551	221000	360	EQUIP ADDITION - NON-F/A	7,699.72	3,624.73	3,624.73	3,624.73	2,200.00	1,588.00	3,000.00	
99	E	---	5--	221000	---	*CAPITAL OBJECTS	7,699.72	3,624.73	3,624.73	3,624.73	2,200.00	1,588.00	3,000.00	
99	E	800	940	221000	360	DUES AND FEES	0.00	0.00	0.00	0.00	0.00	150.00	500.00	
99	E	---	9--	221000	---	*OTHER EXPENDITURES	0.00	0.00	0.00	0.00	0.00	150.00	500.00	
99	E	---	---	221000	---	*IMPROVEMENT OF INSTRUCTION	27,458.34	34,421.17	34,421.17	27,769.13	34,442.00	39,242.07	20,450.00	
99	E	---	---	2210	---	*IMPROVEMENT OF INSTRUCTION	27,458.34	34,421.17	34,421.17	27,769.13	34,442.00	39,242.07	20,450.00	
99	E	---	---	221	---	*IMPROVEMENT OF INSTRUCTION	27,458.34	34,421.17	34,421.17	27,769.13	34,442.00	39,242.07	20,450.00	
99	E	---	---	22	---	*INSTRUCTIONAL STAFF SERVICE	27,458.34	34,421.17	34,421.17	27,769.13	34,442.00	39,242.07	20,450.00	
99	E	---	---	2	---	*SUPPORT SERVICES	27,458.34	34,421.17	34,421.17	27,769.13	34,442.00	39,242.07	20,450.00	
99	-	---	---	---	---	*OTHER PKG/COOP PROGRAM FUND	27,458.34	100,207.99	93,533.95	117,554.00	177,666.21	74,450.00		

Fd T Loc Obj Func Prj Obj	2004-05 ACTUAL	2005-06 ACTUAL	2005-06 EXPENDED	2006-07 BUDGET	2006-07 EXPENDED	2007-08 BUDGET
Grand Expense Totals	27,458.34	100,207.99	93,533.95	117,554.00	177,666.21	74,450.00

\*\*\*\*\* End of report \*\*\*\*\*

## **Challenges to Online Learning**

All forms of learning present specific challenges to overcome in order to be successful. In online learning, time management is the most significant challenge. Time management, combined with the misconception that online learning is less rigorous than typical public school curriculum, leads many students to fail in the online environment. Communicating closely with the RVA Teacher and Home Mentor can help provide the stable and standard working schedule for each student necessary to become successful.

## **Disclaimer**

This document contains guidelines but is not all inclusive and is not intended to supersede or conflict with the Medford Area Public School District Board of Education policies, state statutes, or federal law. The foregoing information is subject to revision and was in effect for the 2006 - 2007 school year.

## **School Board Policies**

RVA-BBAB Charter Education

RVA-BDDH Public Participation at RVA Governance Board Meetings

RVA-EDCB Computer and Software

RVA-IIBB Instructional Resources Materials

RVA-IIBGA Internet Safety

RVA-JB Equal Educational Opportunity

RVA-JECBD School Open Enrollment

RVA-JECBE Dual Enrollment

**FILE: RVA-BBAB**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY**

**DATE ADOPTED: February 17, 2005**      **FILE SECTOR: RURAL VIRTUAL ACADEMY**  
**DATE REVISED: March 15, 2007**      **POLICY TITLE: CHARTER EDUCATION**

Charter schools provide an opportunity to develop innovative educational programs, governance structures, and provide parental and student instructional alternatives within the public school system. The Medford Area Public School District Board of Education will consider the establishment of a charter school as provided by state statute and administrative procedures. Charter schools established by the Medford Area Public School District must support the Medford Area Public School District's vision and mission statements, as well as develop its own vision and mission statements, meet state and local educational goals, and measure student progress in attaining these goals. The granting, and renewal, of charter agreements will be at the sole discretion and autonomy of the Medford Area Public School District Board of Education. Petitions regarding the establishment of a proposed charter school must be submitted no later than December 1 of the school year preceding intended implementation. A public hearing will be held within thirty (30) days of the receipt of the petition. The board will make a final decision on establishing a new charter school no later than 30 days following the public hearing.

Criteria used to make a decision on renewal will include, but not be limited to, student achievement, stakeholder interest, experience under the existing charter, availability of staff, and district resources.

A charter may be revoked by the Medford Area Public School District Board of Education for the following circumstances:

- a) The charter school violated its contract with the board of education; or
- b) The students enrolled in the charter school failed to make sufficient progress toward attaining its educational goals; or
- c) The charter school failed to comply with generally accepted accounting standards of fiscal management; or
- d) The charter school violated the Wisconsin Charter School Law.

**CROSS REFERENCE:**

**LEGAL REFERENCE: Wis. Stat. 118.40**

**FILE: RVA-BDDH**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY**

**DATE ADOPTED: March 20, 1979**

**DATE REVISED: March 15, 2007**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**

**POLICY TITLE: PUBLIC PARTICIPATION AT  
RVA GOVERNANCE BOARD  
MEETINGS**

The RVA Governance Board desires citizens of the district to attend its sessions so that they may become better acquainted with the operations and programs of the schools and so that the governance board may have opportunity to know the wishes and ideas of the public. All official meetings of the governance board shall be open to the press and public. However, the governance board reserves the right to adjourn, recess to, or meet in closed session as authorized by law.

**CROSS REFERENCE:**

**LEGAL REFERENCE: Wis. Statutes 19.83, 19.84, 19.85**

**FILE: RVA-EDCB**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY**

**DATE ADOPTED: June 16, 2005**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**

**DATE REVISED: March 15, 2007**

**POLICY TITLE: COMPUTER AND SOFTWARE**

1. If providing your own equipment, please contact the Rural Virtual Academy Principal for recommended specifications. The RVA is not responsible for maintaining a parent's personal technology equipment.
2. RVA Charter School students may request a **loan** of RVA Charter School equipment if viable computer equipment is not available in the home. The computer/modem would need to be picked up at which time you would be briefly trained in its setup.
3. If you are experiencing technical problems, contact the RVA Principal. If he/she determines the problem is with the district equipment, the local Mentor/Teacher should be contacted. This person will in turn contact the MAPS technical support staff.
4. You cannot install hardware or software into or onto district equipment.

**Phone Lines** - If using a dial-in modem, be aware of the following:

1. Parents are responsible to provide the phone or data line. The RVA reimburses the parent/guardian \$65.00 per month for internet access.
2. If you only have one phone line, call waiting will need to be disabled. Please be aware that while the student is working on-line, the phone will not be accessible to others in the household. Incoming calls will get a busy signal.
3. If there is a second line in the home, it may be used for the computer access.

**Remote Access** - The academy reserves the right to remotely access the district computers for remote maintenance and/or software installation. Software will be installed on your own equipment that would allow remote installation of any necessary course software.

**Damage or Abuse** - Any abuse, intentional damage, or failure to return academy equipment or software will result in possible prosecution and termination of opportunities within RVA Charter School.

**Accidental Damage or Infraction of Use** - If something is not working on the academy computer, report it immediately to the local Mentor/Teacher. If you receive any inappropriate information via email or from the Internet, please report to the local Mentor/Teacher immediately in order to maintain access to the equipment and Internet.

**CROSS REFERENCE: EDCB**

**LEGAL REFERENCE:**



**FILE: RVA-IIBB**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY**

**DATE ADOPTED: March 15, 2007**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**

**DATE REVISED:**

**POLICY TITLE: INSTRUCTIONAL RESOURCES  
MATERIALS**

All RVA students must return all materials such as RVA textbooks, reading books, workbooks, teacher manuals, and answer keys at the end of each school year in a reasonable condition as when they received them. Reasonable condition will be determined by the RVA Teacher and/or RVA Principal. Failure to return all materials in a reasonable condition may result in replacement fees to be paid by the student/family.

**CROSS REFERENCE:**

**LEGAL REFERENCE:**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY**

**DATE ADOPTED: June 16, 2005**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**

**DATE REVISED: March 15, 2007**

**POLICY TITLE: INTERNET SAFETY**

The power of electronic networks and resources is transforming the educational culture from one of isolation to one of connectivity. The one characteristic shared by all network sites is the use of common communication protocol to transmit data. The Rural Virtual Academy (RVA) provides telecommunication access for its users. These resources will be integrated, where appropriate, in the K-8 curriculum. When possible, the community will be partners with the academy in telecommunications efforts. As student(s) of the RVA use telecommunications resources, it is essential that each student recognize his/her responsibility in having access to vast services, sites, and people. The student(s) is ultimately responsible for his/her actions in accessing telecommunication services and for adhering to district use policies, procedures, and guidelines.

In the environment of a global network, it is impossible to control all materials. The RVA believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that student(s) may procure materials that are not consistent with the educational goals of the district. Our focus is in providing individual student(s) with the understanding and skills needed to use the Internet or other telecommunications in ways appropriate to their educational needs.

Through telecommunication access, student(s) may:

- access global resources
- enter into partnerships to enhance their learning options
- broaden their problem-solving and decision-making abilities
- broaden their research capabilities by using primary materials
- develop their higher-level thinking skills
- gain an employability skill needed for the 21<sup>st</sup> century
- utilize a personalized, motivational learning opportunity
- differentiate and assess available resources

**Policy Statements**

1. Access to the electronic network and resources within the RVA is a privilege, not a right. This privilege will be revoked at any time for deliberate use not consistent with the “Telecommunication Code of Conduct” of the academy. Furthermore, unacceptable use may result in suspension or revocation of network privileges and possibly other disciplinary action up to and including possible suspension or expulsion from school.
2. Student(s) shall not access or use electronic mail or other computerized communication systems to relay threatening, intimidating, abusive, or harassing measures. Such use may result in criminal sanctions consistent with Wisconsin Statutes §947.0125.
3. Student(s) shall not impose their choices on others, access private files, attempt to break the security systems, copy software illegally, or use computer supplies that are not for school-related activities.

4. Student(s) accessing district telecommunications systems may not corrupt network integrity by deliberately allowing inappropriate and/or dangerous files (i.e., viruses) to enter the system.
5. Any use of the network to facilitate illegal activity is prohibited and will be reported to the appropriate authorities.
6. Copyrighted material may not be placed on the network without the copyright owner's permission.
7. Student(s) are responsible for the ethical and educational use of their own accounts. These accounts are to be used only by the authorized owner of the account for the authorized purposes. Student(s) shall not intentionally obtain copies of and/or modify the files or passwords belonging to other users.
8. The academy is not responsible for the accuracy or quality of information obtained through its telecommunications services. The academy is also not responsible for any damages the student(s) suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, hardware system problems, or service interruptions. Use of any information obtained via district technology is at the user's risk.
9. The RVA Principal may establish additional rules and procedures that he/she deems necessary to insure proper use of the telecommunications in the academy.
10. The staff has the responsibility of making the educational goal clearly understood by the student. In addition, it is the responsibility of the staff to inform the student of his/her responsibilities when accessing the networks and the proper etiquette for their use.

### **TELECOMMUNICATIONS CODE OF CONDUCT**

The following Code of Conduct applies to **all** users of telecommunications:

The student is responsible for his/her actions using the Internet or other telecommunications. Unacceptable uses will result in the suspension or revocation of network privileges and possibly other disciplinary action. Typical types of unacceptable use may be, but are not limited to, accessing for use for pornography, endangering the health/safety of others, and/or use in any manner so as to cause damage or disruption of the system. RVA administration will determine what is "unacceptable use" and such decisions are final.

### **RULES FOR TELECOMMUNICATIONS USE**

All students are expected to use good judgment and communicate in a responsible and appropriate manner and to understand that telecommunications use is a privilege and not a right.

#### ***Acceptable Use - Responsible users:***

- Will understand that files are public and not private and will be monitored by proper authorities
- May use telecommunications in response to clear educational goals
- Will follow proper forms of etiquette for network/technology use
- May use telecommunications to send education-related electronic mail to other users
- Will understand that all technology software, hardware, communication, electronic and wiring components are property of the academy and, as such, are governed by all applicable academy policies
- Will respect and uphold copyright laws and all other applicable laws or regulations (i.e., not pirating software)
- Will respect the rights and privacy of others by not accessing or modifying private files
- Will use technology supplies in a prudent manner (file space, etc.)

**Unacceptable Use - Responsible users:**

- Shall NOT reveal personal addresses, phone numbers, and physical location of self or others, or arrange face-to-face meetings via the Internet
- Shall NOT use the Internet for any illegal purpose. Violators will be reported to proper authorities
- Shall NOT use impolite or abusive language
- Shall NOT use an account other than their own
- Shall NOT create and/or distribute a computer virus over the network
- Shall NOT respond to electronic mail that is threatening or obscene
- Shall NOT disrupt the use of the network by others
- Shall NOT deliberately or willfully cause damage to hardware or assist others in doing the same
- Shall NOT deliberately access materials that are inconsistent with the academy's educational goals or show others how to do the same
- Shall NOT use the network to violate behavior standards or academy policies including, but not limited to, policies regarding sexual harassment or discrimination
- Shall NOT assist others in violating the Code of Conduct

**FILE: RVA-JB**

**MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY**

**DATE ADOPTED: October 29, 1987**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**

**DATE REVISED: March 15, 2007**

**POLICY TITLE: EQUAL EDUCATIONAL  
OPPORTUNITY**

The Rural Virtual Academy is committed to equal educational opportunity for all students in the RVA.

It is the policy of the Rural Virtual Academy, pursuant to state and federal laws, that no person, on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, or handicap may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program.

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the Medford Area Public School District's special education policies and procedures.

The Rural Virtual Academy shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the RVA Administrator. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

It shall be the responsibility of the RVA Administrator or his/her designee to examine existing policies and develop new policies where needed to ensure that the Rural Virtual Academy does not discriminate pursuant to federal and state law. The RVA Administrator or his/her designee shall ensure that an employee is designated annually to receive complaints filed under state laws and/or regulations Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the RVA's compliance with state law is completed in accordance with state regulations.

**CROSS REFERENCE:** Medford Area Public School District Special Education Handbook  
**LEGAL REFERENCE:** Sec. 118.13, Wis. Stats, Department of Public Instruction (PI 9)  
Wis. Admin. Code, Title IX of the Education Amendments,  
Section 504 of the Rehabilitation Act of 1973, Title VI (Civil Rights  
Act of 1964), Americans with Disabilities Act of 1990 (ADA),  
Individuals with Disabilities Education Act (IDEA), and Civil Rights  
Act of 1991

MEDFORD AREA PUBLIC SCHOOL DISTRICT  
RURAL VIRTUAL ACADEMY

DATE ADOPTED: December 18, 1997      FILE SECTOR: RURAL VIRTUAL ACADEMY  
DATE REVISED: March 15, 2007      POLICY TITLE: SCHOOL OPEN  
ENROLLMENT

Part I      NONRESIDENT SCHOOL OPEN ENROLLMENT STUDENTS-(FULL-TIME)  
Part II      RESIDENT SCHOOL OPEN ENROLLMENT STUDENTS

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This policy shall be administered in accordance with the state public school open enrollment law and the Medford Area Public School District.

**Part I**  
**NONRESIDENT SCHOOL OPEN ENROLLMENT STUDENTS - (FULL-TIME)**

A nonresident student may apply for full-time enrollment to the Rural Virtual Academy under the open enrollment program. Applications will be accepted and acted upon in accordance with procedures and timelines specified in state law.

The RVA shall consider the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment:

**A. Space Availability**

The RVA shall determine, for purposes of this policy only and not for use for any other purpose, the maximum number of students who can be enrolled without jeopardizing the quality of the instructional program.

The RVA reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain waiting lists, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

**B. Student:Teacher Ratio**

A student who is rejected under criteria A, but has siblings who are accepted, may be considered for enrollment through special consideration under a student:teacher ratio criteria established by administration. In no case; however, will a student considered under this section be accepted if it negatively affects the quality of the education provided to current students. Also, students who might otherwise be accepted under other criteria listed in this policy may be rejected based on student:teacher ratios.

**C. Sibling Preference**

First preference will go to any non-resident student currently attending the RVA or the Medford Area Public School District-full time and to his/her siblings.

**D. Enrollment Projections**

Projected average class size shall be determined by administration based on prior in-grade growth for the preceding five years, projected economic growth and projected birth data.

**E. Four-Year Old Kindergarten**

A student may make application for attendance in a four-year-old kindergarten if the student’s resident school district offers the same type of program and the student is eligible to attend the program in the resident district.

**F. Expelled Students**

Students who have been expelled by a school district during the current school year or preceding two school years or who have disciplinary procedures pending on such conduct, will not be accepted under the open enrollment policy. If an expulsion or expellable behavior occurs after initial acceptance of the student and prior to the student starting school in the Medford Area Public School District/RVA, the district will deny the enrollment of that student.

**G. Students with Exceptional Educational Needs**

A non-resident student identified as a student with a disability will only be considered for enrollment if the special education program or related services described in the student’s IEP are currently available within the district, given the following student-teacher ratios based on the enrollment projections for the school term the non-resident is seeking:

<u>Student-teacher ratios</u>		<u>Enrollment projections</u>
EC:Special Education	1:10	To be determined each year
Elem. CDB	1:6	
Elem LD	1:10	
Elem. CDS	1:4	
Elem. ED	1:10	
Middle School CDB	1:10	
Middle School CDS	1:5	
Middle School LD	1:12	
Middle School ED	1:8	
High School LD	1:12	
High School ED	1:8	
High School CDB	1:10	
High School CDS	1:4	
Speech/language	1:30	

If a non-resident student’s IEP changes after the student begins attending the Medford district, the director of special education may recommend to the board of education an increase in tuition costs to the resident district or discontinuation of enrollment based on:

1. the availability of special education or related services as mandated by the revised IEP,
2. the space available in the special education program (including related services) mandated by the revised IEP,
3. the increase in tuition costs by the resident district.

## Screening for Special Education Status

All applicant students will be screened to determine:

1. Whether or not the student is a student with an identified disability and
  - a. is receiving services through an IEP, or
  - b. has received services and was dismissed through the IEP process, or
  - c. refused services, rejected placement or discontinued placement.
2. Whether or not the student is suspected of having a disability but has not been evaluated either by a school district or outside agency (clinic, hospital, university, etc.).

### Suspected Disabilities

Any student suspected of having a disability will not be considered for acceptance without completion of an IEP evaluation. A non-resident student who has an identified disability and is not receiving services, will not be considered for acceptance without a valid IEP and placement consent.

## **PART II**

### **RESIDENT SCHOOL OPEN ENROLLMENT STUDENTS**

#### **A. Full-time Enrollment**

A student may not apply for open enrollment admittance to more than three nonresident districts in any school year.

#### **B. Resident Special Education Student**

The Medford Area Public School District/RVA will deny an applicant resident student to attend another school district if the cost of special education and related services as required in the student's IEP would place an undue financial burden on the Medford Area Public School District/RVA.

If a resident student's IEP changes after the student begins attending a nonresident school district and the costs of the special education program or services required by the IEP would place an undue financial burden on the Medford Area Public School District/RVA, the Medford Area Public School District/RVA will discontinue allowing the student to attend school in the nonresident district.

#### **CROSS REFERENCE:**

**LEGAL REFERENCE:** §118.13, §118.5, §121.54(10), §121.58(2)(A), 121.81, 121.84 Wis. Stats., 1999 Wisconsin Act 117 Chapter 115, Subchapter V, Wis. Stats.



**MEDFORD AREA PUBLIC SCHOOL DISTRICT**

**DATE ADOPTED: January 15, 1998**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**

**DATE REVISED: March 15, 2007**

**POLICY TITLE: DUAL ENROLLMENT**

Rural Virtual Academy students shall be allowed to enroll in one or two regular school day courses in the school district where their parents/legal residents are residents. In order to enroll in a regular school day course, the following conditions must be met:

1. The student has met all standards for admission to the elementary and/or middle school established by the Abbotsford, Colby, Medford, Prentice, or Rib Lake Schools.
2. The student has satisfied any prerequisites and/or entrance requirements for the course(s) he/she wishes to take.
3. The student and his/her parent/legal guardian must reside in the school district where the courses are being taken. (i.e. A Rib Lake resident can only enroll in courses in the Rib Lake School District.)
4. Sufficient space is available in the classroom(s) as determined by the Abbotsford, Colby, Medford, Prentice, or Rib Lake Schools.
5. The student must complete the application at least six weeks prior to the starting date of the course(s). Applications are to be submitted to the school where the student will take the course(s).
6. Transportation is the responsibility of the parent/legal guardian; however, dual enrollment student may ride their school district's bus if their schedules and routes coincide with the students' schedule. Bus routes and schedules will not be changed to accommodate dual enrollment students.
7. RVA students may participate in WIAA regulated athletics in their resident district, as governed by the WIAA.

**CROSS REFERENCE:**

**LEGAL REFERENCE:**

# Parental Satisfaction Surveys 2006 – 2007