



©RURAL VIRTUAL ACADEMY

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Annual School Performance Report

©RURAL VIRTUAL ACADEMY

Annual School Performance Report

School Year 2007 – 2008

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

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<http://www.medford.k12.wi.us/RVA/index.htm>



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Charlie Heckel, RVA Administrator • heckech@medford.k12.wi.us

To the Community,

We have much to celebrate in the completion of our 3rd full year of school. The vision of our founders saw the need to provide sound public education for those students disenfranchised with traditional public schools. It is to these founders, who were able to see on the horizon the day when children would be measured upon their individual merits in our every growing knowledge-based economy, and the continual erosion of the factory-modeled schools of which we are all so familiar, that the continued success of the Rural Virtual Academy can be attributed.

In the spirit of this movement, we continue to shift the paradigm from thinking about how to continually remediate each child and measure them against their age-leveled peers, to how we can enhance each child's innate affinities and outward strengths. In our traditional public schools, educators seemingly exhaust themselves in the search for how to reactively fix problems. I believe this continual cycle of being reactionary creates a prohibitive culture and inhibits people from being able to spend time looking forward. Although I firmly believe that it is of the utmost importance that every child possess the skills to provide them choice later in life, I believe we are better served to teach our children through focusing on individual strengths and not weaknesses. In the Rural Virtual Academy, we have accomplished this by matching partial and whole curriculums with the individual abilities of each child. We have also developed self-directed differentiated assessments which encourage students to demonstrate learning in creative ways beyond paper and pencil tests. Cooperatively, with our various multi-aged units and experiences, our students truly have the ability to build self-esteem through academic success they had not previously enjoyed in the traditional public school setting. I look forward to finding more opportunities for our students to demonstrate and experience success.

The Rural Virtual Academy's existing model of instruction has shown both individual academic success and connectedness to school that were not previously found in the traditional school setting by its students and parents. We in the Rural Virtual Academy firmly believe that a child can only first experience success after he or she has built a positive relationship with the school. Likewise, once children are connected, they can only then begin to be successful when they dream. We carry as part of our mission this belief that all children are individuals, all children can succeed, and that all children are inherently good. It is on the support of these pillars that we foster the individual child and attempt to build a bridge which supports them both socially and emotionally. It is our duty to move

beyond the failures and struggles and build relationships to get students connected and begin to dream. I am proud to say that we have again accomplished this part of our mission. This achievement is measured in part by our increasing enrollment, those children who transfer from the RVA to a traditional school setting do so both with ease and little academic or social struggle, and by the hundreds of interactions with the children and parents that take place each year; which far outpaces the traditional schools ability to personally share and demonstrate each child's step in the learning process. Parental and student satisfaction continues to be high and we can only attribute that to the support and leadership of the families themselves, who provide foundation, hold the values, and maintain the focus and direction of our school every day. I look forward to maintaining and increasing this positive satisfaction and building connectedness and dreams for more children.

As we continue to refine our current practices, and explore new methods of instruction and programs, we also look to continue to share our best practices with traditional schools that are openly willing and looking for positive change. To date, we have disseminated and helped implement curriculum and instruction including, distance-learning opportunities, online classroom management and instructional programs, and both differentiated instruction and assessment models, to traditional public schools. The gratitude for the freedom to adopt new practices, to fit each program to a child and not a child to a program, and to share openly those successful strategies, is to those who share in our vision to do what is best for each child. I look forward to continuing those relationships and in providing further offerings and demonstrating those successful practices to our partner districts and schools.

Our school belongs to a new generation of publicly funded instruction that embraces technology and commits itself to engage students in learning in new ways. I believe those schools who attempt to protect themselves and children, by restricting access to the ever changing technological society, through the confines of brick and mortar, policy, and procedure, choose to fight a losing battle. I also believe the world continues to become more flat every day, as the barriers which keep people apart continue to collapse. The Rural Virtual Academy will continue to embrace and manage, through appropriate use of technology and effective pedagogical methods, the increasing wealth of worldwide knowledge to which our children have become the creators. I thank those instructors, providers, and staff who support our school in its technological endeavors as we continue to expand our curricular offerings. I look forward in continuing to provide students the ability to receive the highest level of instruction from a remote distance.

Our Parent Advisory Council, combined with direct representation of the Governance Board, composed of community members, parents, staff, and administrators, offers direct lines of communication between home, school, and community. In our highly successful structure of governance, we have built a school with limited bureaucracy in providing services, sharing ideas, and creating solutions. Through providing nearly immediate diagnoses and solutions

to individual learning challenges, sound fiscal management, and direct parent involvement, the Rural Virtual Academy clearly demonstrates as a model public charter school and clearly one for which our community can be proud . I look forward to continuing the promotion of our school and building additional frameworks to further provide all stakeholders with a voice.

In closing, I would like to thank the students, parents, Board, businesses, and individual community members who have once again made this year a success for our children. We will continue to look forward.

Sincerely,

A handwritten signature in black ink that reads "Charles J. Heckel". The signature is written in a cursive style with a large initial "C" and "H".

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*

Sandy Pope
*RVA Teacher Assistant
Medford Schools*

Reinforcing Values & Academics

Governance Board

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

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

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

Prentice Schools: Greg Krause, *District Administrator*; Randy Bergman, *Prentice Principal*; Kate Hallstrand, *Dean of Students*

Rib Lake Schools: Jeff Tortomosi, *District Administrator*; Angela Woyak, *Rib Lake Principal*; Rebecca Hopkins, *parent*

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.

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 S.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 S.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 Abance) 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.

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 9th 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

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 188.01 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 (C.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 in 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 J.E.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 (authorizer) 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.

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-6.

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 1183A-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 requirements 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 data 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, Cojby, 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.

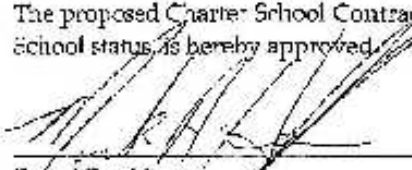
The Rural Virtual Academy's Governing Board is empowered under the charter to determine the curriculum, content, staffing organization, calendar, budget, and operations of the charter school.

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

1/10/05

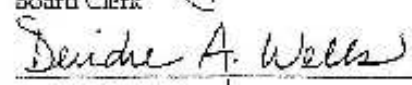
Date



Board Clerk

12-25-04

Date



Superintendent

12-17-04

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 2007 – 2008

Curriculum

- ✚ Continued building grades 3-8 Moodle® curriculum
- ✚ Expanded RVA Resource Library
- ✚ Purchased audio novels
- ✚ ScanTron Performance Series®; Assessment
- ✚ Calvert Interactive®; Instructional alternative
- ✚ Removed Fast ForWord Remediation
- ✚ Expanded Elluminate®; Instruction
- ✚ Distance Field Trips; Extending
- ✚ Outdoor Education Camp Forest Springs; Extending
- ✚ Calvert® Discoveries in Art; Advancing
- ✚ Math-U-See®; Instructional alternative
- ✚ Performed Based Alternative Assesments; Reporting

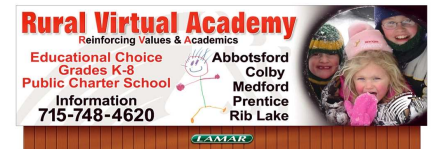


Policy & Procedure

- ✚ Rewrote polices and procedures to coincide with new WI legislation on virtual schools
- ✚ Created RVA-IKE Promotion Criteria
- ✚ Rewrote RVA-JECBE Shared Enrollment
- ✚ Created RVA Parent Advisory Council

Staffing

- ✚ RVA Remediation Assistant



2006 Lerner Outdoor Advertising
Class: Rural Virtual Academy
Alt. Bill
Board Size: 18" x 36"
Date: 11/02/06
File:
Color: As Indicated
Art Approval: _____ Date: _____
This message and the contents of any other e-mail messages transmitted by this e-mail system are confidential. If you have received this e-mail message in error, please notify the system manager.



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

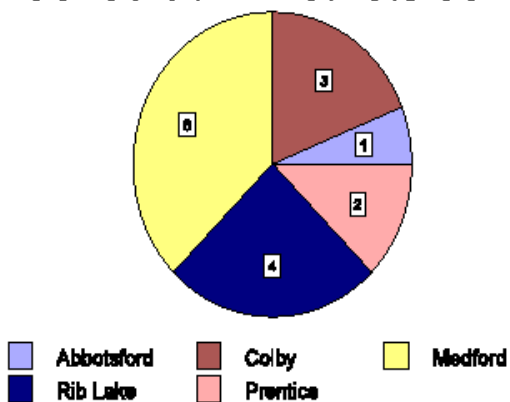
The RVA will provide alternative learning opportunities for students whose educational needs cannot be met in the traditional school setting. Students in kindergarten through grade 8 are eligible to enroll in the RVA.

Enrollment Options for Consortium Schools

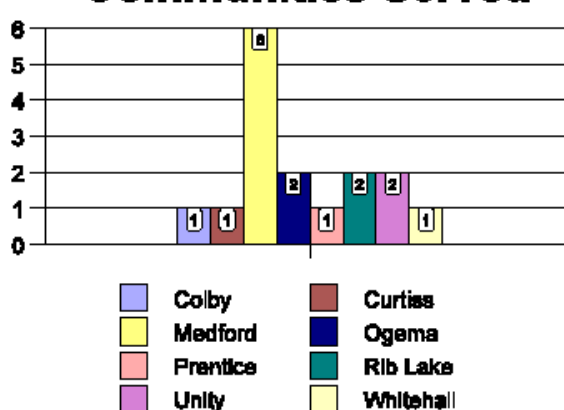
The RVA provides enrollment opportunities for its consortium school district members different than for students outside of the consortium. Students currently residing within the school districts of Abbotsford, Colby, Medford, Prentice, or Rib Lake may enroll in the RVA by contacting the Medford District 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.

Consortium Schools Enrollment Statistics 2007 – 2008

Consortium Districts Served



Communities Served



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

If a pupil who is not a resident of this state attends a virtual charter school in this state, the school board that contracted for the establishment of the virtual charter school, (Medford Area Public School District), shall charge tuition for the pupil in the in an amount equal to at least the amount determined under s. 118.51 (16)(a)3.

Open Enrollment Statistics 2007 – 2008

In the 2007 -2008 school year, the RVA did not have any open-enrolled students.

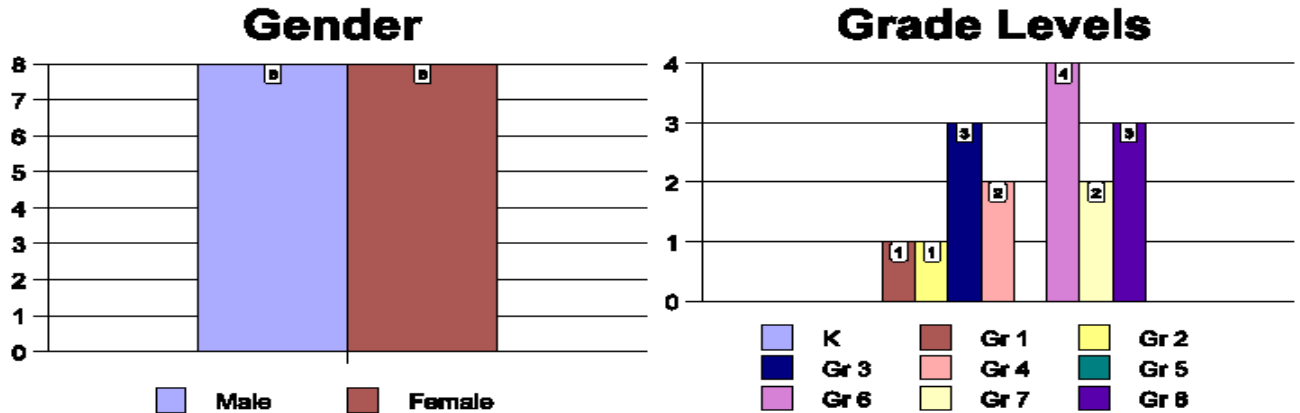
Shared Enrollment

Rural Virtual Academy students shall be allowed to enroll in regular school day courses in the school district in which they reside. In order to enroll in a regular school day course, conditions must be met outlined in policy RVA-JECBE.

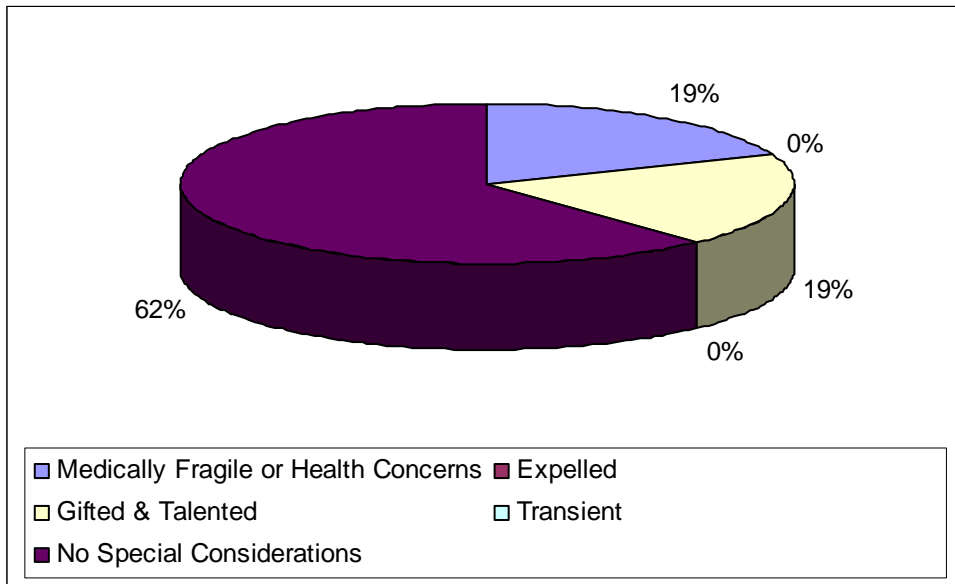
Shared Enrollment Statistics 2007 - 2008

In the 2007 – 2008 school year, the Medford Area Middle School shared enrollment with two students. One student eventually entered back to the traditional public school setting full time, while the other student remained in the RVA for the full school year receiving support one period a day from the MAMS music departments.

Enrollment Statistics 2007– 2008



Student Demographics 2007 – 2008



***Approximate State average in Gifted & Talented:
5%**

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.

In the 2007 – 2008 school year, Charles Heckel served as the RVA Administrator. Nikki Clements served as the Administrative Assistant.

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: improve learning by planned instruction, diagnose learning needs, prescribe content delivery through class activities, assess learning, evaluate the effects on instruction, assign grades, take attendance, and provide educational feedback on the progress of the student to the parents and/ or Home Mentor and administration. It is the expectation of the RVA Teacher to make every reasonable effort to reply to a student and parent / Home Mentor inquiry within 24 hours.

In the 2007 – 2008 school year, Charles Heckel served as the RVA Teacher and Sandy Pope served as the RVA Remediation Assistant.



Mrs. Pope
-Remediation Assistant



Mrs. Clements
-Administrative Assistant

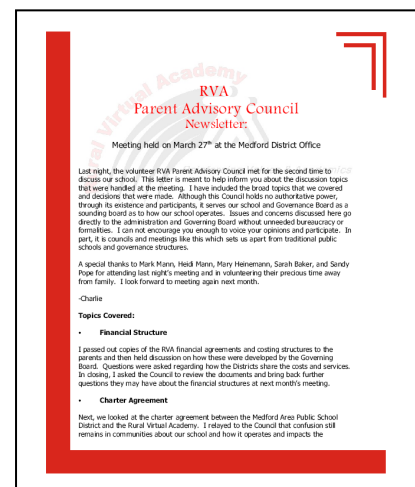
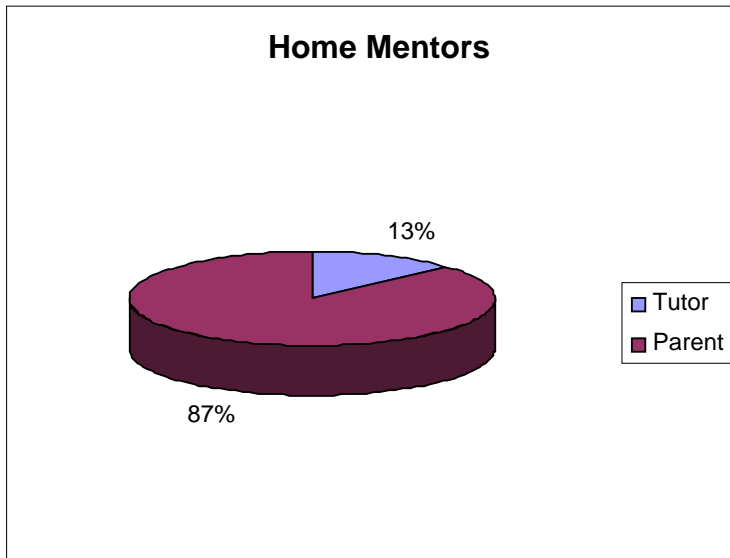


Mr. Heckel
-Principal/ Teacher

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 2007 - 2008



Parent Advisory Council

The RVA Governance Board seeks advice for direction from an established Parent Advisory Council. The RVA Governance Board reserves the right to establish the selection process for this council. The council is headed by the RVA Administrator with the goal to meet, at a minimum, quarterly. Those parents/ Home Mentors of children enrolled in the RVA are encouraged to contact the RVA Office if interested in being part of the Parent Advisory Council.

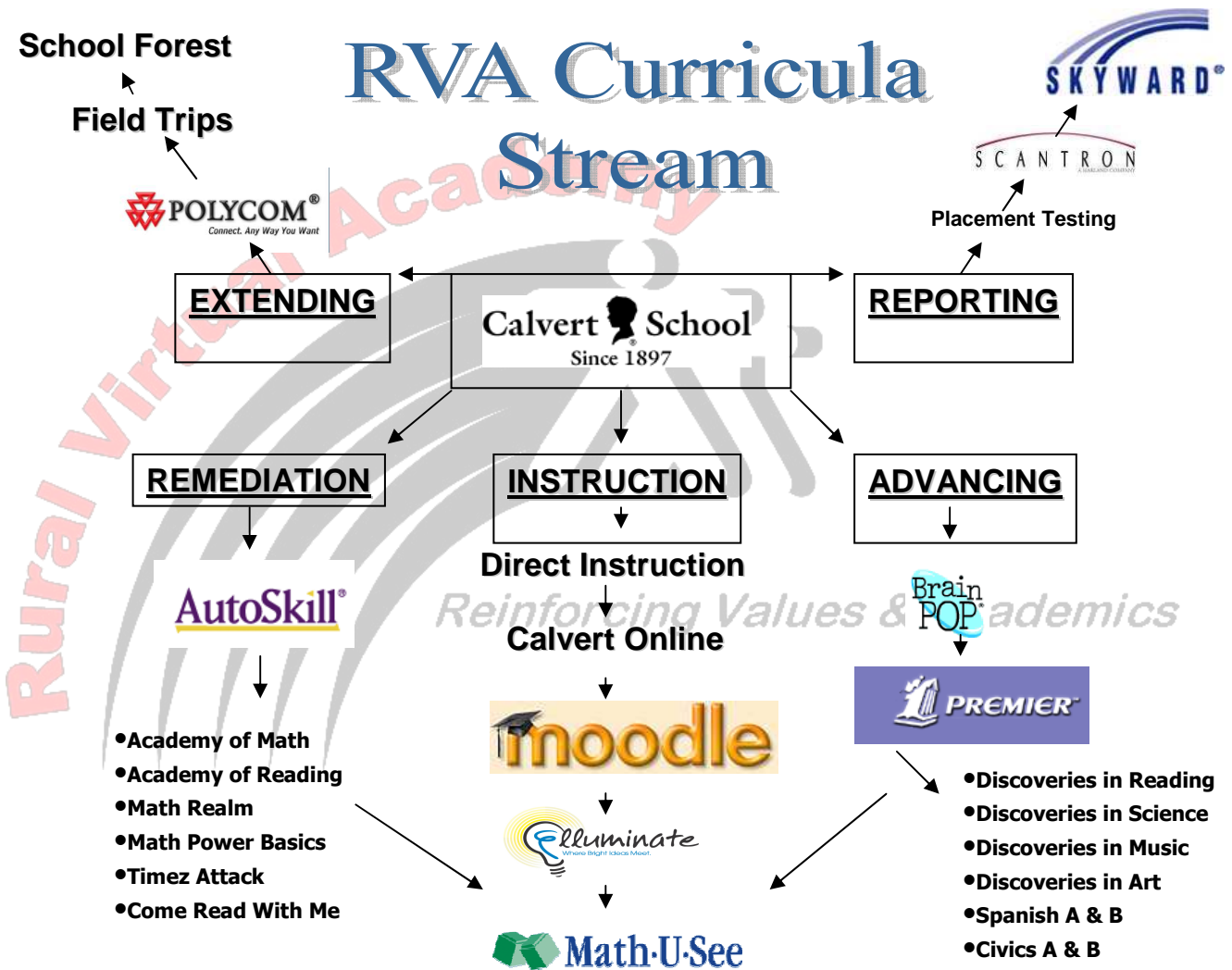
Parent Advisory Council Statistics 2007 – 2008

The Council held its first meeting in February of 2008 with 5 parents volunteering time to participate. The Council resolved to meet monthly for the remaining 2007 – 2008 school year and into 2008 - 2009. In addition, one member volunteered to take the minutes and report formally to the Governance Board at the regular bi-monthly meetings. A newsletter was decided to be the best way to disseminate information to the rest of the families in the RVA. Membership into the Council is welcomed for all family members. Those families interested in attending only occasionally, or those in the general public who just want to meet and/ or attend a Council meeting are welcomed.

Curriculum

The RVA curriculum aligns with local, state, or national standards. Courses are 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-levelled material can be set upon the discretion of the RVA Administrator.

Curricula Stream 2007 - 2008





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 Interactive®

Calvert Schools provides the core academics of the Rural Virtual Academy. Students in grades 6-8 can enroll in Calvert Interactive by passing grade level placement exams.



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

We currently have courses created in Grades 3-8, excluding Grade 7 which is to be completed in the Summer of 2008. 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.



Math-U-See®

Math-U-See is a multi-sensory Math program allowing both children and parents to learn Math through watching and listening to a demonstration, use of handheld manipulatives, practice sheets, and tests. Some special education departments have adopted this program due to its multi-sensory and structured approach. This math curriculum will be piloted for our struggling Math students in the 2008 -2009 school year with hopes of successful implementation and expansion it to all users by 2009 – 2010.

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

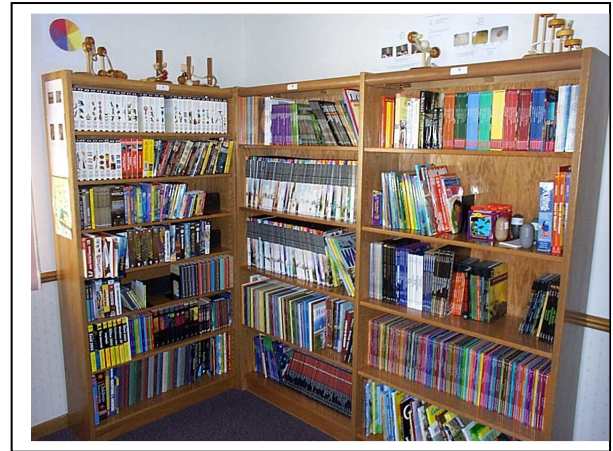
Math- 5 lessons/wk.
Grammar- 4 lessons/wk.
Science- 3 lessons/wk.
History or Geography- 4 lessons/wk.
Writing/Composition- 3 lessons/wk.
Reading- 4 lessons/wk.
Art- 2 lessons/wk.
Spelling/Vocabulary- 5 lessons/wk.

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

The RVA Resource Library has continued to grow over the 2007 -2008 school year and now includes numerous books and novels on audio recordings to assist some of our struggling readers. Overwhelmingly, students and parents have utilized the RVA Library beyond my expectations. We look to continue adding more materials to the library in years to come.



Extra-Curricular Participation

In accordance with Rural Virtual Academy Policy RVA-JECBE, RVA students may participate in extra-curricular activities including athletics, (WIAA regulated or not), in their resident district. It is the intent of the WIAA Governing Board as well as the RVA, to make inclusion of athletic opportunities and other extra-curriculars available for our students.

Extra-Curricular Participation 2007 - 2008

In the 2007 – 2008 school year, 3 students chose to regularly participate in co-curricular and/ or extra-curricular activities sponsored in the resident school districts.

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 may be required to attend.

Field Trip Statistics 2007 – 2008

In the 2007 – 2008 school year, the RVA sponsored 5 academic field trips and 2 celebratory gatherings. Distance field trips, through the use of our PolyCom®, included going to Sarasota, Florida to watch sharks feed in a live aquarium and to the Milwaukee Public Museum to learn about mummies. We also went to Camp Forest Springs for an Outdoor Education Day. Celebrations at both the end of the 1st semester and the end of the school year were also held.



Camp Forest Springs **Winter & Spring** **2007 - 2008**



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, on or offsite tutoring, telephone conversations, two-way e-mail correspondence, or interactive online correspondence with the RVA Teacher, Administrator, and/ or assigned online instructor constitutes fulltime 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 may be counted as truant absences from school. Truant school days refer 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.

As determined by State Statute, frequency of communication is in part determined by the following: Whenever a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the pupil's parent or guardian. The third time in the same semester that a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the pupil's parent or guardian, the school board that contracted for the establishment of the virtual charter school, the school board of the pupil's resident school district, and the department. The school board that contracted for the establishment of the virtual charter school may transfer the pupil to his or her resident school district. If the pupil is a resident of the school district that contracted for the establishment of the virtual charter school, the school board may assign the pupil to another school or program within that school district. If the school board transfers or assigns a pupil, it shall notify the pupil's parent or guardian and the department (118.40 (8)(f)(g)). The parent or guardian of a pupil transferred to the pupil's resident school district may appeal the transfer to the department within 30 days after receipt of the notice to transfer. The department shall affirm the school board's decision unless the department

finds that the decision was arbitrary or unreasonable. Truancy 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 every student. 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 reserves the right to enforce local attendance policies and dispositions up to and including dismissal of students from the RVA.

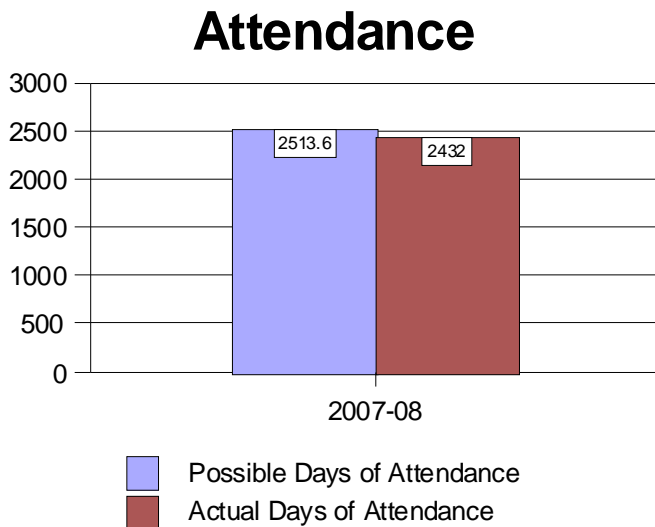
E-mail Addresses and Names

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 2007 – 2008



Attendance Rate:
96.75 %

The average RVA student/ parent receives between 150 & 200 contacts per year.
(These contacts include e-mail, Elluminate, phone, postal mail, and face-to-face contacts.)

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.

Discipline Statistics 2007 - 2008

In the 2007 – 2008 school year, there were no disciplinary actions taken against students.

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, via phone, or online.

Academic Honesty Statistics 2007 - 2008

In the 2007 – 2008 school year, there were 4 incidents of Academic Honesty violations pursued and resolved by the RVA Teacher.

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 RVA Teacher or other designated proctor must monitor the student while tests are being completed. 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.

Performance-Based Alternative Assessment

If a student chooses, and it is mutually agreed upon by the Home Mentor and the RVA Teacher, an alternative assessment may be allowed to replace the requirement of the subject unit exam(s). The alternative assessment may be used for a specific subject or for multiple subjects and the score would be equivalent to the exam it replaces. The procedure for electing to choose this alternative is as follows:

1. Prior to the start of any 20 lesson Calvert unit, the student and Home Mentor must contact the RVA Teacher with the request to be alternatively assessed in a specific subject area, or areas, for the next unit. The RVA Teacher, Home Mentor, and student must agree upon a time to meet to discuss the proposed alternative assessment. It is the responsibility of the RVA Teacher to determine the essential outcomes

in that unit. It is the responsibility of the student and Home Mentor to propose the assessment, (project, test, presentation, etc.) which would clearly demonstrate the learning of those essential outcomes. The RVA Teacher reserves the right to deny suggested assessments, determine the outcome-based project to be used, or to deny the alternative assessment in its entirety.

2. Daily work submissions are still required but may be modified under the direction and mutual agreement of the RVA Teacher and Home Mentor. The intent of the alternative assessment is to replace the unit exam not the entire unit itself.
3. The date for completion of the alternative assessment is to coincide with the unit completion of 20 lessons and be presented in a timely manner thereafter. The date for completion may be determined solely by the RVA Teacher. It is also to the discretion of the RVA Teacher to consider the quality of the project, timeliness of completion, and the final awarded score. Any rubric and scoring guide used to aid in the grading of the alternative assessment is to be created by the RVA Teacher and be provided to the student prior to the student submitting the alternative assessment for its final grade. Disagreement of an awarded score may be appealed to the RVA Administrator in writing by the Home Mentor. The decision of the RVA Administrator is final.
4. The alternative assessment takes the place of the 20 lesson standardized subject area test and becomes part of the student's academic file as an exam.
5. Re-takes of the alternative assessment is left to the discretion of the RVA Teacher. A denial to retake may be made to the RVA Administrator in writing by the Home Mentor. The decision of the RVA Administrator is final.

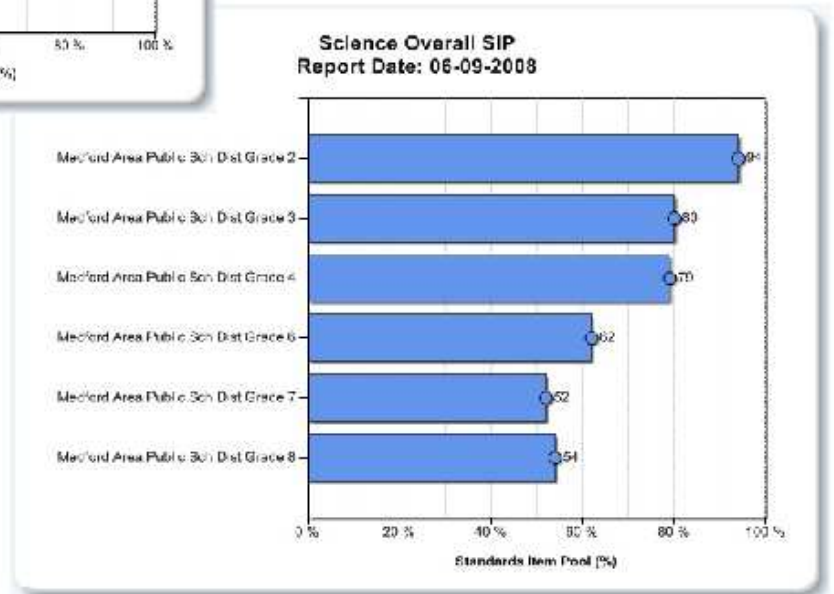
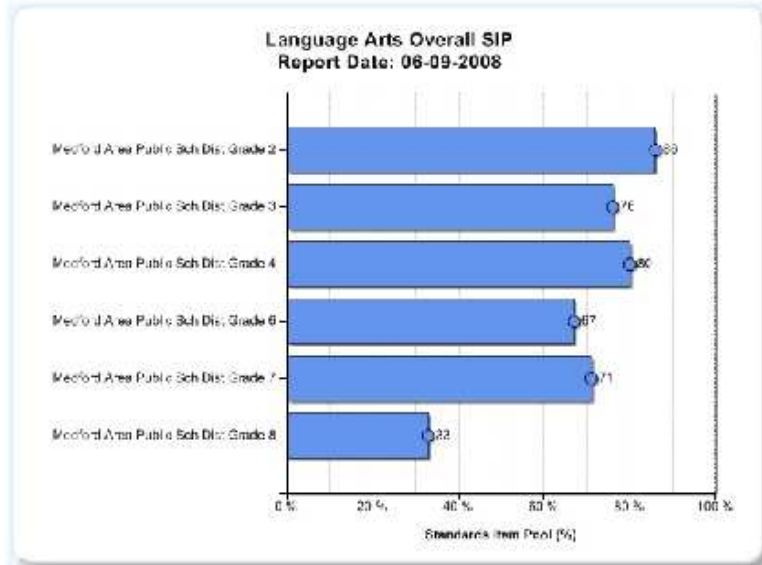
Standardized Testing

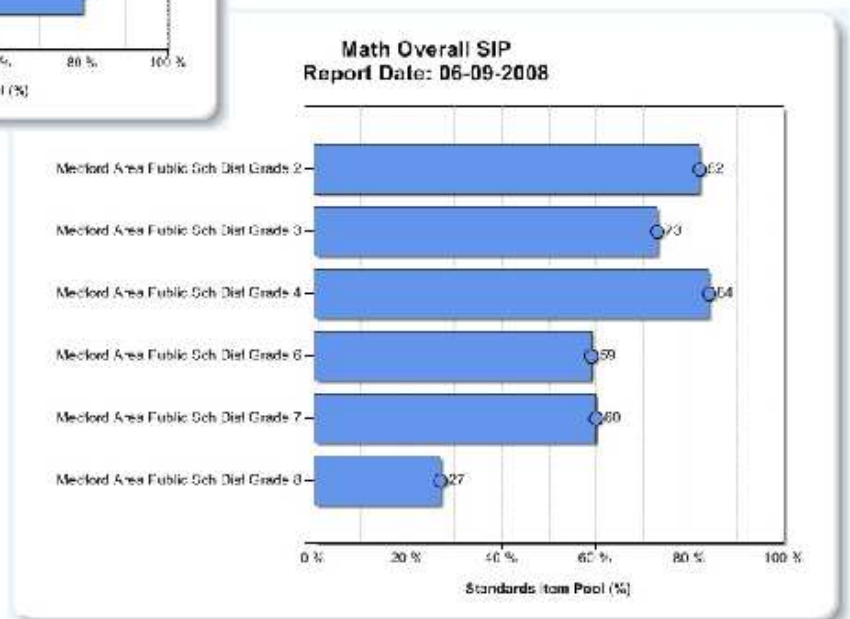
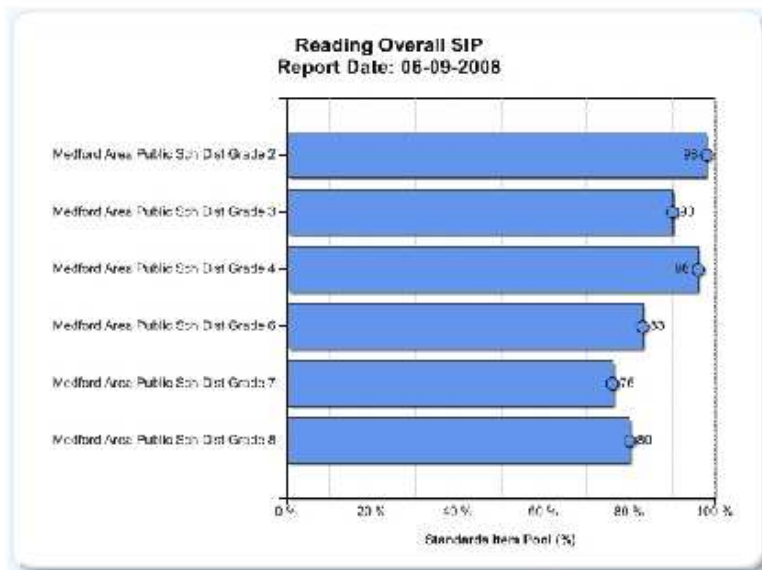
Students may be required to take periodic standardized tests through providers determined by the RVA. These tests will be used to determine proficiency and academic growth of the students participating in the Rural Virtual Academy. These tests will provide near immediate feedback and in part will serve to facilitate the accountability requirement of our charter.

Standardized Testing Statistics 2007 - 2008

Students were required to take an end-of-the-year performance exam in Language Arts, Reading, Math, and Science through our online assessment provider ScanTron. These results are measured using various methods and reported using National Percentile ranks, Lexiles, and Standard Itemized Pool (SIP) scores. The most reliable of these sets of data is the SIP score which will be used to track student progress over time. The data included below shows the scores of subject areas.

SUBJECT SCORES





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.

WKCE Results 2007 – 2008

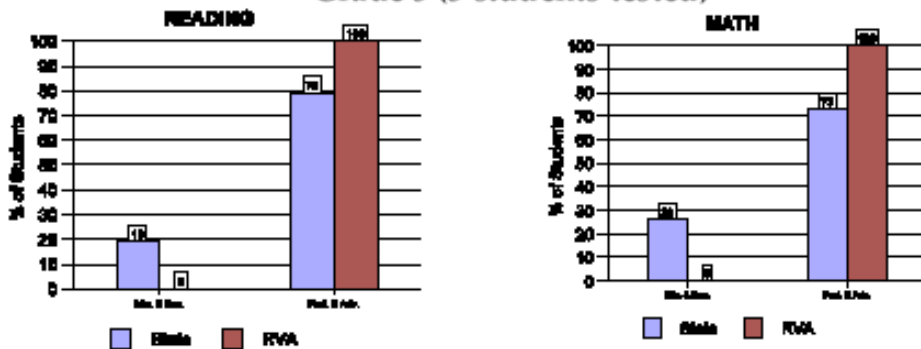
In the 2007 – 2008, the RVA did not meet the FAY requirements set forth and did not have students enrolled in all testable grades. Therefore, AYP for the RVA for the 2007 – 2008 school year was met by

showing individual examples of student growth through meticulous records and demonstrations of learning.

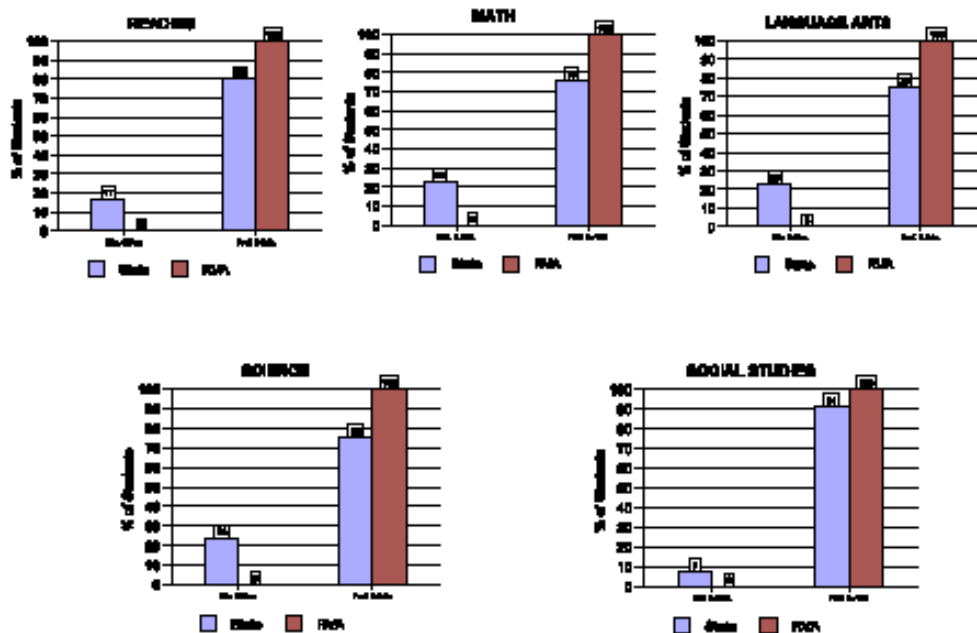
Even though the results of the 2007 – 2008 WKCE does not provide statistically reliable data, the enclosed proficiency report shows the results from our students who tested.

2007/08 WKCE TEST PROFICIENCY REPORT

Grade 3 (3 students tested)

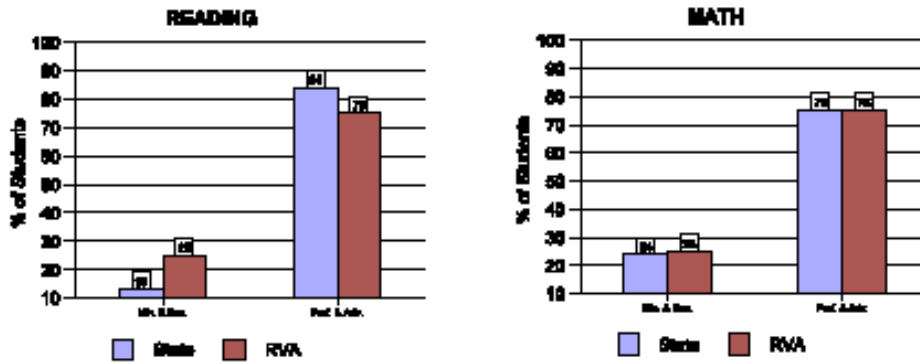


Grade 4 (2 students tested)

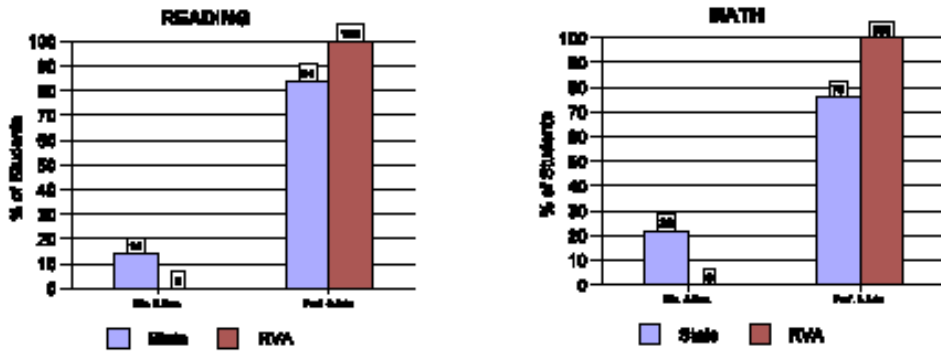


*Results from 2007 – 2008 WKCE does not impact AYP under legal exemption

Grade 6 (4 students tested)

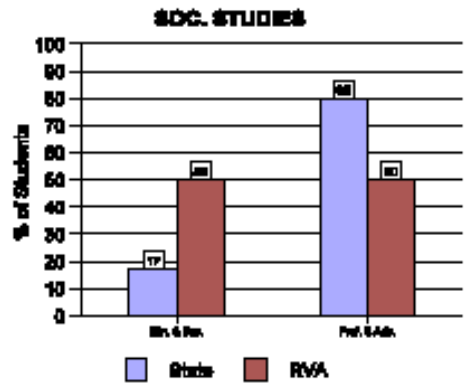
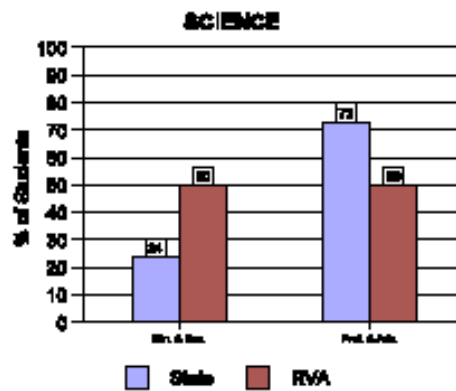
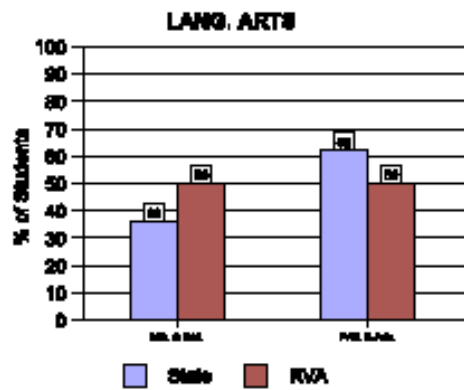
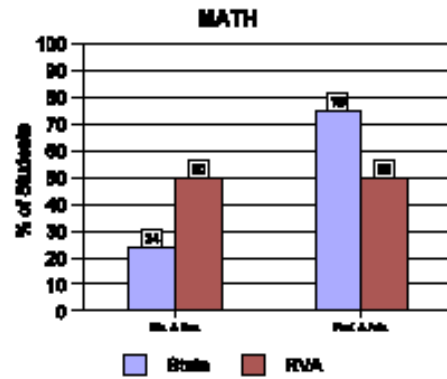
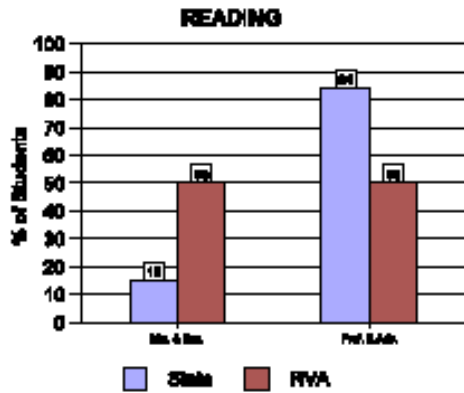


Grade 7 (2 students tested)



*Results from 2007 – 2008 WKCE does not impact AYP under legal exemption

Grade 8 (2 students tested)



*Results from 2007 – 2008 WKCE does 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.

Placement Testing Statistics 2007 – 2008

In the 2007 – 2008 school year, 3 students took placement exams to determine appropriate grade level programming and/ or acceptance into Calvert Interactive classes.

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

Under special circumstances, an “E” grade, (effort grade), may be awarded by the RVA Teacher, upon approval of the RVA Administrator, to any student regardless of actual grade percentage or academic performance. An “E” grade is considered a passing grade.

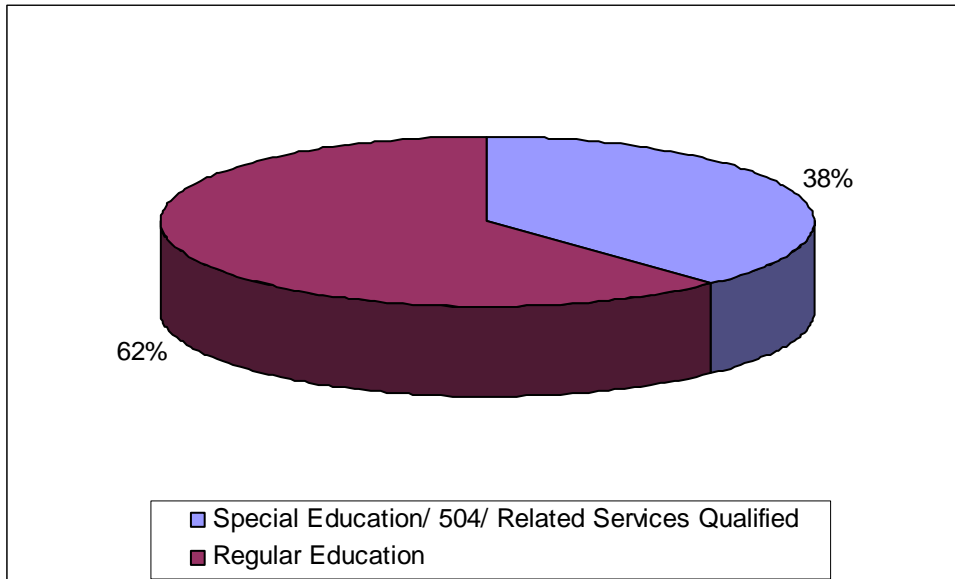
Grade Advancement Statistics 2007 - 2008

All students attending the RVA in 2007 – 2008 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 other than for those students residing within the consortium.

Special Education or Related Services Statistics 2007 - 2008



***Approximate State average in Special Education:
12%**

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 in the 2006 – 2007 school year. This commitment was extend through the 2007 -2008 school year.

Financial Commitment 2007 - 2008

Consortium Member Schools Financial Commitment for the Rural Virtual Academy

1. 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.
2. 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.
3. 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

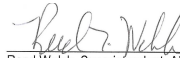
4. Schools in the consortium will be assessed the per student fee, based on the number of students enrolled in the RVA from their district.

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

5. 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.
6. 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 21st 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 Boxt, Superintendent, Rib Lake School District

consortiumcommitment

RVA Expenditures Reports 2007 – 2008

RVA Expenses To Date

For 2007-2008

TOTAL BILLED REGULAR MAY/JUNE MEETING

RVA Estimated Budget

For 2008-2009

BUDGET APPROVED IN MARCH

RVA Teacher / Administrator	30,992.67	\$31,500.00
RVA administrative support	17,215.41	\$18,000.00
Teacher Assistant 15hr/ week	4,556.00	\$5,500.00
Internet reimbursement (\$65x10fam.x9mo)	1,768.29	\$5,850.00
Dues-Wisconsin Charter School Assn	210.00	\$250.00
Mileage	286.73	\$100.00
Distance Field Trips	49.00	\$750.00
Curriculum Work (Moodle, Elluminate, etc.)	0.00	\$5,000.00
Advertising, Promotions, Postings, Media, etc.	665.00	\$3,000.00
Capital Equipment (Computer, equipment, etc.)	0.00	\$2,000.00
Student Consumables & Library Materials	2,769.97	\$1,500.00
Computer Service (batteries, software, service, etc.)	129.99	\$1,000.00
Calvert Supplies/ New Curriculum	2,347.00	\$16,000.00
Office Supplies	0.00	\$200.00
	60,990.06	\$90,650.00

<u>RVA Administrative Support</u>	<u>Hours</u>	<u>Cost</u>
Brenda (Skyward Access; Webpage)	20/ yr	498.59
Jeff (Financial Director)	20/ yr	1,006.77
Dennis (Technology Support)	40/ yr	2,159.47
Kimberly (Open Enrollment; Policy)	6/ yr	174.09
Nikki (daily tasks)	40/ mo	12,282.92
Jennifer (Skyward; Board)	3/ mo	1,093.57
		17,215.41

**APPROXIMATE OPERATING COSTS
WITHOUT GRANT DOLLARS
WITH CURRENT ENROLLMENT**

FOR 07-08 & 08-09

YELLOW DENOTES PREVIOUS GRANT COVERAGE

**Rural Virtual Academy
Membership Fee Calculation 2007-2008**

Operational Expenses	<u><u>60,990</u></u>
Per school membership fee	3,000
Number of schools	5
Total from membership fee	<u><u>15,000</u></u>
Remaining budget responsibility	45,990
Anticipated number of students	14.25
Student fee	<u><u>3,227</u></u>

	<u>Students</u>	<u>Student Fee</u>	<u>Assessment</u>	<u>Total Fee and Assessment</u>
Abbotsford	1.00	3,227	3,227	6,227
Colby	2.75	3,227	8,875	11,875
Medford	4.50	3,227	14,523	17,523
Prentice	2.00	3,227	6,455	9,455
Rib Lake	4.00	3,227	12,909	15,909
			<u>45,990</u>	
Total from membership fee			<u>15,000</u>	
Total			<u><u>60,990</u></u>	<u><u>60,990</u></u>

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 2007 - 2008 school year.

Contacts

The following are a list of contacts for the Rural Virtual Academy. Other contacts for Parent Advisory Committee and RVA Governance Board can be found by contacting the RVA Office.

RVA Administrator:	Charles Heckel	715.748.4620	heckech@medford.k12.wi.us
RVA Teacher:	Charles Heckel	715.748.4620	heckech@medford.k12.wi.us
RVA Teaching Assistant:	Sandy Pope	715.748.4620	popesa@medford.k12.wi.us
RVA Administrative Assistant:	Nikki Clements	715.748.4620	clements@medford.k12.wi.us
Parent Advisory Committee:	Rebecca Hopkins	715.427.0166	daveandrebeccah@frontiernet.net
RVA Governance Board:	Charles Heckel	715.748.4620	heckech@medford.k12.wi.us

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-IKE	Promotion Criteria K-8
RVA-JB	Equal Educational Opportunity
RVA-JECBD	School Open Enrollment
RVA-JECBE	Shared 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

FILE SECTOR: RURAL VIRTUAL ACADEMY

DATE REVISED: March 15, 2007

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

**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 a 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:

**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:

FILE: RVA-IIBGA

**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 21st 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

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

DATE ADOPTED: January 17, 2008 **FILE SECTOR:** RURAL VIRTUAL ACADEMY
POLICY TITLE: PROMOTION CRITERIA K-8

Promotion and retention will be determined by using guideline established by Medford Area Public School District policy RVA-IKE. 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.

Before a decision to retain a child is made, the RVA Administrator and RVA Teacher shall ensure that appropriate communication regarding the child's educational or related difficulties has taken place between the school and the parent(s)/guardian(s) at appropriate times. Promotion or retention due to social/ emotional maturity may not always solve a student's school achievement problem.

These guidelines are designed to encourage early identification and interventions for those students who have academic, behavioral, and/or emotional difficulties. Written confirmation will be sent to the parent/guardian and placed in the student's cumulative file regarding the final decision at the end of the school year.

In the event that there is a disagreement regarding promotion/ retention that cannot be resolved, the parent reserves the right to appeal the decision to the RVA Governance Board for final determination.

CROSS REFERENCE: IKF
LEGAL REFERENCE: Wis. Stat. 118.33(6)(b)

**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

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
DATE REVISED: March 15, 2007
DATE REVISED: March 20, 2008

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: SHARED ENROLLMENT

Rural Virtual Academy students shall be allowed to enroll regular school day courses in the school district they reside in. 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 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 decision has been mutually agreed upon by the student's parent/legal guardian and the RVA Administrator.
6. Transportation is the responsibility of the parent/legal guardian; however, shared 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 shared enrollment students.
7. RVA students may participate in extra-curricular activities, including athletics (WIAA regulated or not) in their resident district.

CROSS REFERENCE:
LEGAL REFERENCE:

Parental Satisfaction Surveys 2007 – 2008

ENTER PARENT SURVEYS 07-08