



® RURAL VIRTUAL ACADEMY

Annual School Performance Report

2009-2010

® RURAL VIRTUAL ACADEMY

Annual School Performance Report

School Year 2009 – 2010

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

® Rural Virtual Academy
Abbotsford • Antigo • Colby • Medford • Merrill • Prentice • Rib Lake

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To the Community,

In its fifth year of operation, the Rural Virtual Academy public charter school has fulfilled the requirements set forth in its first charter with the Medford Area Public School District Board of Education. This endeavor built local consortia partnerships that still exist today. This consortium of districts including Abbotsford, Colby, Medford, Prentice, and Rib Lake forms a unique gathering of purpose to unselfishly serve those children across our borders. Additions to this partnership for the next 5 years include both the school districts of Antigo and Merrill. These partnerships are built upon the realization that only in a cooperative and not a competitive environment will all districts, communities, and children be equitably served. Serving those children in our surrounding communities who have not been adequately served by our traditional public school systems, or by providing an option to those parents who have never utilized the public school system in their resident school districts, the Rural Virtual Academy once again completed its mission to the community. Our founders set forth in designing this school to recapture those disenfranchised students and create an inclusive environment where all children would be able to be publicly educated to their fullest potential. Through all measures, this year has once again been a successful one for the Rural Virtual Academy and it is my pleasure to present to you this Annual School Performance Report. Through the renewal of our charter by the Department of Public Instruction and the Medford Board of Education, we can continue to work together to continue to ensure a quality public education for all of our children.

Today's student who is soon to be tomorrow's parent, has grown up as a consumer of choice. From television, to the internet, to their personal mp³ player, children who have grown up having choice and opportunity in almost every facet of their lives will, as parents, most certainly demand the same consumer choice in education. Over the past 100 years of public education, this coming demand for more choice in an individualized and student-centered school will have brought public education full-circle to virtual education- the modern version of the one-room schoolhouse. This significant change is inevitably on the horizon. As this change continues to approach, it is imperative for traditional public schools to realize and adapt to this change before becoming blindsided by parental choice.

Personally, I am only one generation removed from these soon-to-be parents. I still remember the first microwave my mother received for Christmas in 1984.

As a family, we now had choice in food. A year later my brothers and I received a Commodore® VIC 20™, one of the first generation personal home computers. Combined with the black and white Radio Shack Scoreboard™ game system released in 1976, we now had more choices in what games we could competitively play. Not long after, in 1987, my brothers and I collectively purchased our Mom and Dad their first VCR. Now we all of a sudden had choice in entertainment. In 1989, Time Warner Cable connected our home to the wired world of broadcasting. We now had choice in television. The true revolution of choice hit its landmark on August 6th, 1991 when Burns Lee released to all of us the “World Wide Web”. From the internet to satellite radio, Wal-Mart®, and Target® we are surrounded by choice now more than ever before. How soon before this demand for choice fully reaches education?

The Rural Virtual Academy stands at the forefront of innovation in public education. I am confident that with continued support we will continue to lead the way in virtual education and choice for families seeking alternatives. The return on investment in the Rural Virtual Academy is high. The individual academic gains made by children who remain in our school for multiple years typically outpace those of their traditional public school peers. As a bridge connecting home-based education and traditional public schools, upon completion of studies with the RVA, over 98% of our children currently return or enter for their first time a brick and mortar school. I suspect this percentage to decline over time as the traditional classroom becomes more virtual. Parent and student satisfaction remain high and the most frequent comments revolve around families feeling able to take ownership, actively participate, and play an integral role in their child’s education.

Thank you to all parents, administrators, educational service providers, and community members who have served this school through its governance board, advisory committee, and countless consultations over the past 5 school years. Through their time and efforts our consortia of districts and communities have maintained a strong commitment to the support of all our children. Thank you to the staff of the Rural Virtual Academy for building the strong relationships with our families and for keeping our children connected and reaching for their highest potentials. Lastly, thank you to all my students who have worked so diligently throughout the course of this school year. I take pride in seeing all of your accomplishments and look forward to working with you again in the future. Thank you all for another outstanding year.

Sincerely,

Charles J. Heckel

Charles Heckel
RVA Administrator

RVA Governance & Support

School Administration

Charles Heckel
Administrator/ Teacher

Support Staff

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

Nikki Clements
*Administrative Assistant
Business & Daily Operations
Medford Schools*

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

Sandy Pope
*RVA Teacher Assistant
Medford Schools*

Mark Mann
*RVA Teacher
Medford Schools*

Jan Farmer
*RVA SPED Resource
Medford Schools*

Parent Advisory Council

Rebecca Hopkins
*Council Head
Rib Lake*

Heidi Mann
*Council Alternate
Rib Lake*

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*; Pat Sullivan, *District Administrator*; Ann Harris, *Medford Library Director*

Prentice Schools: Greg Krause, *District Administrator*; Randy Bergman, *Prentice Principal*; Celine Lofland, *parent*

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

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Charter

Rural Virtual Academy & Medford Area Public School District Charter Agreement

CHARTER SCHOOL CONTRACT
BETWEEN THE
MEDFORD AREA PUBLIC SCHOOL DISTRICT
Board of Education
AND THE
©RURAL VIRTUAL ACADEMY

THIS AGREEMENT is made as of the 1st day of July 2010, by and between the Board of Education of the Medford Area Public School District of Medford, Wisconsin, and the Rural Virtual Academy Governance Board.

RECITALS

WHEREAS, the State of Wisconsin has created a charter school program under the provisions of §118.40, *Wisconsin Statutes*; and

WHEREAS, the Medford Area Public School District is authorized by §118.40(2m), *Wisconsin Statutes*, to contract to operate a charter school, subject to the approval of the Board of Education of the Medford Area Public School District; and

WHEREAS, the Medford Area Public School District has established an administrator to serve and implement the provisions of §118.40, *Wisconsin Statutes*, and to carry out the oversight responsibilities under the statute; and

WHEREAS, the Medford Area Public School District intends to continue operation of the existing charter school as a virtual charter school as set forth under §118.40(8) *Wisconsin Statutes*; and

WHEREAS, the Medford Area Public School District operates this charter school as a consortium of districts pursuant to §118.40(8)2 & §66.0301 *Wisconsin Statutes*.

NOW, THEREFORE,

A. Pursuant to §118.40(3) *Wisconsin Statutes*., the parties enter into a Contract for the renewal of the Rural Virtual Academy Charter School and hereby agree to the following

Definitions

Section 1.01 Certain Definitions

For the purpose of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, shall have the following meaning:

- (a) "Applicable law" means all federal, state, and local law now or in the future applicable to Wisconsin charter schools
- (b) "School Board" or "Board of Education", otherwise addressed as "BOE", means the Board of Education of the Medford Area Public School District
- (c) "Governance Board" means the governing board of the Rural Virtual Academy
- (d) "Medford Area Public School District", otherwise addressed as "MAPSD"
- (e) "Authorizer" refers to Medford Area Public School District
- (f) "Charter School" or "School" refers to the Rural Virtual Academy
- (g) "Rural Virtual Academy", otherwise addressed as "RVA"
- (h) "Office" shall mean the office of the Rural Virtual Academy
- (i) "Day" shall mean a calendar day.
- (j) "Department" shall mean the Department of Public Instruction, otherwise addressed as "DPI"
- (k) "Consortium" refers to those districts participating under a 66.0301 shared services agreement, currently established as the School Districts of: Abbotsford, Colby, Medford, Merrill, Prentice, and Rib Lake
- (l) "District" or "School District" shall mean the Medford Area Public School District
- (m) "Administrator" shall mean the administrator of the Rural Virtual Academy
- (n) "Teacher" shall mean the teacher of the Rural Virtual Academy
- (o) "Medford Education Association", otherwise addressed as "MEA"
- (p) "Parties" shall mean Medford Area Public School District Board of Education and the Rural Virtual Academy Governance Board
- (q) "President" shall mean the president of the RVA Governance Board
- (r) "Parent Advisory Council", otherwise addressed as "PAC"
- (s) "Administrative Advisory Council", otherwise addressed as "AAC"

Name of Person/Organization Establishing Charter School

The names of the people contracting with the School District are the current members of the RVA Governance Board, specifically: Rebecca Hopkins, current RVA Governance Board president and chair of the RVA Parent Advisory Council of the Rural Virtual Academy (RVA), and Charles Heckel, current RVA Administrator and chair of the RVA Governance Board.

Article II fulfills Wisconsin §118.40(1m)(b)1.

Person in Charge and Manner of Administration

Section 3.01 Administrator

As the authorizer, Medford Area Public School District (MAPSD) shall have administrative oversight of the Rural Virtual Academy. MAPSD will appoint an administrator to supervise and coordinate the daily operation of the RVA. This administrator will supervise all school staff and will work closely with and report to both the Board of Education and RVA Governance Board to ensure the educational goals of the school are met. The RVA Administrator serves as the supervisor of the RVA Teacher and support staff 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 governance board. 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 Governance Board and parents of enrolled students. The administrator will hold a current Wisconsin DPI administrative license. The RVA Administrator's duties are set forth by the MAPSD and maintained in writing as the "RVA Administrator Job Description". (Refer to Appendix A).

Section 3.02 Administrative Services

Except as otherwise set forth in this contract, administrative services will be provided by the District in the same manner as they are provided to other District schools, including: purchasing, accounts payable, accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administration, labor relations, staffing, pupil services, technology support, record-keeping, and general testing of students.

Section 3.03 Teacher

The RVA Teacher will be an employee of the MAPSD and therefore part of the Master Agreement between the Board of Education and the Medford Education Association. The teacher will hold current Wisconsin DPI licenses that are appropriate to teach in the RVA. The RVA Teacher serves as the local education guide for the student. 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/ mentors/ learning guides 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. The teacher will also maintain compliance of requirements set forth in §118.40(8)(b) *Licensure* & (c) *Staff Duties*; *Wisconsin Statutes*. Specific and unique job related working conditions for the RVA Teacher that differ from other traditional MEA teachers, may be determined appropriate through a

memorandum of understanding between the MEA, Board of Education, and Governance Board. The RVA Teacher's duties are set forth by the MAPSD and maintained in writing as the "RVA Teacher Job Description". (Refer to Appendix A).

Section 3.03 Instrumentality

The Rural Virtual Academy is an instrumentality of the Medford Area Public School District.

Article III fulfills Wisconsin §118.40(1m)(b)2 & §118.40(7)(a).

Description of Educational Program

The educational program of the Rural Virtual Academy is designed to serve students grades K-8 who are at-risk of not achieving their fullest potential in a comprehensive and traditional school setting. 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. 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. Curriculum will be aligned to Wisconsin State Standards.

Article IV fulfills Wisconsin §118.40(1m)(b)3.

School Goals and Measures

The curriculum for the RVA shall provide a clear alternative to traditional public school programs by providing individualized curricular options both promoting individual strengths and targeting skills in need of remediation. Based upon achievement, these goals will be reviewed at least on an annual basis, with results reported to the Board of Education, RVA Governance Board, Department, and annual report to the public. These goals are to be set with measurable outcomes and are intended to be attained over the period of this contract. These goals can be updated annually with approval by the RVA Governance Board and Board of Education.

Section 5.01 RVA School Goals and Methodology

The Rural Virtual Academy will utilize techniques and strategies that allow and assist individual students as they grow, develop, and discover themselves and their environment. In accordance with §118.01; *Wisconsin Statutes*, the RVA will provide academic skills and knowledge development, vocational skills preparation, citizenship education, and personal development opportunities. The RVA will achieve these goals through the following measures which may include, but are not limited to:

- (a) Multi-age grouping based upon academic placement
- (b) Highly trained and qualified state licensed instructors
- (c) Class ratio of 1 teacher to 25 students in grades K-5
- (d) Class ratio of 1 teacher to 30 students in grades 6-8
- (e) Formal or informal Individual Learning Plans for each student
- (f) Year-round schooling
- (g) Hands-on programming and learning
- (h) Differentiated curriculum and assessments
- (i) Youth Service learning
- (j) Community networking
- (k) Mental health support – staffing or networking abilities
- (l) Developmentally appropriate instructional activities
- (m) Individualized instruction
- (n) Curricular practices reflect high expectations for students
- (o) Sufficient materials, supplies, and equipment are available
- (p) Curriculum delivery includes technology, independent study, tutoring, and direct instruction

Section 5.02 Student Academic Engagement

- (a) 85% of RVA students will report an above average positive relationship to public school.
- (b) 100% of students will annually participate in either a service-learning or community-service project.
- (c) 95% of RVA students will enter a public high school upon exiting 8th grade.

Section 5.03 Student Academic Achievement

- (a) 85% of RVA students who attend the school, for multiple and consecutive years, will show equal or greater academic gains than while participating in a previous traditional public school setting.
- (b) 85% of RVA students who attend this school as their first public school experience, for multiple and consecutive years, will show equal or greater gains than their traditional public school peers.

Section 5.04 Parental Engagement and Satisfaction

- (a) 90% of RVA parents will report an above average connection to the school in their ability to participate in their child's education.
- (b) 90% of RVA parents will report an above average connection to the school in their ability to feel as if their views are seriously considered when school decisions were made.
- (c) 90% of RVA parents will report an above average connection to the effectiveness and personal relationships built with the RVA Teacher and RVA Administrator.

(d) 90% of RVA parents will report an equal to or higher score in the education they feel their child is receiving from the RVA as opposed to their previous school.

Section 5.05 Means of Measuring Pupil Progress and Goals

(a) Academic Engagement will be compiled and measured using a variety of tools not limited or held to: annual parent and student survey information, logged parent and student communications including: e-mail, phone, meeting, and written correspondences, and ongoing teacher evaluations.

(b) Academic Achievement will be compiled and measured using a variety of tools not limited or held to: existing state, district, school, and student records reviewed for baseline data, customized performance-based assessments, value-added consideration of testing results, common daily check-points, subject area written common examinations, common daily work, bi-annual SIP scores and gains, (currently being provided by ScanTron), state assessment data, (currently being provided by the Wisconsin Knowledge and Concepts Examination), and individual student portfolios, and progress made in individual learning plans. Data will be tracked by individual students, grades, and subgroups. Online grade book access, (currently provided by Skyward); will be provided to families for review of progress. In addition, students with Individual Education Plans (IEP's) will be progress monitored by ways and means determined appropriate by the IEP Team. All other student data and records will be maintained and held in the RVA Office. Annual performance reports will be prepared annually by the RVA Administrator and shared with the RVA Governance Board, MAPSD Board of Education, Department of Public Instruction, and all other interests as required by law.

(c) Parental Engagement and Satisfaction will be compiled and measured using a variety of tools not limited or held to: annual parent and student survey information, logged parent and student comments including: e-mail, phone, meeting, and written correspondences, and participation, membership, and feedback provided by the RVA Parent Advisory Council.

Article V fulfills Wisconsin §118.01 & 118.40(1m)(b)4.

Rural Virtual Academy Governance Board

The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, staffing organization, calendar, budget, advisories, and general operations of the charter school.

Section 6.01 Membership By-Laws and Terms

The Rural Virtual Academy Governance Board will consist of one (1) voting member from each consortium district, (1) alternate member from each consortium district, (1) RVA Teacher, and (1) representative from the Parent Advisory Council. Public representatives, including RVA parents, from participating districts are appointed to the RVA Governance Board.

(a) The RVA Administrator will be an ex officio member of the Governance Board. The RVA Administrator shall be allowed to sit with the Governance and participate in discussions of agenda items, but shall not be allowed to vote on any matter coming before the Governance Board or to make any motion regarding any matter before the Governance Board. If the RVA Administrator also serves as the RVA Teacher, then the member is allowed Governance Board participation and 1 vote.

(b) The RVA Administrator, along with the RVA Governance Board president, will set meeting agendas.

(c) The RVA Governance Board shall meet bi-monthly and have its meetings publically posted in accordance to the State's Open Meetings of Governmental Bodies law, §19.81 – §19.98; *Wisconsin Statutes* and in accordance with policy RVA-BDDH (See Appendix B).

(d) At present, two (2) councils, the Parent Advisory Council and Administrative Advisory Council, will report to and act in consultation with the Governance Board.

(e) The duration of appointed district representatives is for the remainder of the duration of the agreed upon contract. Appointed district representatives will have the option to request early termination of participation at the regular May/ June Governance Board meeting. An RVA Governance Board member's failure to participate in 3 consecutive bi-monthly meetings will have their position on the Governance Board terminated and replaced. Previous Governance Board members may be reappointed and serve consecutive terms.

(f) Appointments to the RVA Governance Board will be made by consensus of the RVA Governance Board, with consultation provided by the Parent Advisory Council, and the Administrative Advisory Council.

(g) Should the RVA operate autonomously under the direction of the authorizing body of the MAPSD, without the aide of consortium partnerships, an appointed board will be determined by the authorizing district and be comprised of a minimum of 4 public representatives, including RVA parents, (1) RVA Teacher, and a member (1) of the Parent Advisory Council.

(h) To maintain autonomy standards recommended by the Wisconsin Department of Public Instruction, at no time will a member of the MAPSD Board of Education or any other Consortium district regular board of education, be appointed as a voting member of the RVA Governance Board.

The RVA Governance Board maintains autonomous decision-making authority over the RVA, in accordance to this contract and policy RVA-BBA (See Appendix B) to:

(a) Provide input to, approve, and monitor curriculum designed by or recommended by RVA staff and administration

(b) Approve and monitor the annual budget prepared by the RVA Administrator

(c) Provide vision and guidance to the school so it retains its uniqueness in meeting the individual academic, social-emotional, and physical needs of its students

(d) Approve the RVA school calendar

(e) Interview and recommend staff for contract approval by the MAPSD Board of Education

(f) Establish criteria for admission to the RVA consistent with the contract and charter school laws

(g) Propose modifications to this contract as appropriate

(h) Communicate any concerns regarding performance of RVA staff to the RVA administrator and/or MAPSD Board of Education as appropriate

(i) Serve as the primary link between the RVA and the community, articulating the RVA's mission, accomplishments, and goals to the public, advocating for the RVA and its students, and garnering support from members of the community

(j) Plan, coordinate, approve of, and carry out programs to raise money and other resources to assist in accomplishing the mission of the RVA

(k) Ensure that the RVA is effective in achieving its mission and efficient in using its resources by evaluating the success of the Governance Board and its performance in fulfilling its responsibilities.

Section 6.03 Qualifications to be Met by Individuals Employed in the Charter School

The Rural Virtual Academy's Teacher(s) and Administrator(s) will be (an) employee(s) of the Medford Area Public School District. All licensed instructional staff, other than substitutes, shall be members of the Medford Education Association, and are subject to all provisions of the Master Agreement with the MEA unless agreed to under a separate "memorandum of understanding". The RVA Teacher(s) and Administrator(s) will hold all appropriate and required current Wisconsin Department of Public Instruction licenses in compliance with Chapter PI 34 of the Wisconsin Administrative Code and §118.40(8)(2)(b); *Licensure; Wisconsin Statutes*, and §5210 of ESEA

Article VI fulfills Wisconsin §118.40(1m)(b)6, §118.19(10), §121.02(1)(a)2, §118.40(1m)(b)7, §118.40(3)(b), and §5210(1)(a) of the ESEA.

Means of Maintaining Student Health and Safety

The RVA will provide for the health and safety of its pupils in accordance with all applicable state and local health and safety regulations and in accordance with MAPSD and RVA policies and procedures. Parents and students will receive copies of RVA policies pertaining to health and safety including policy RVA-IIBGA. (See Appendix B.) In addition, the RVA will maintain student records in compliance with the Wisconsin Department of Health Services' immunization requirements and provisions of §252.04 & §120.12(16); *Wisconsin Statutes*.

Article VII fulfills Wisconsin §118.40(1m)(b)8

Means of Achieving Racial and Ethnic Balance

Equal access will be provided to all RVA in service to the RVA's mission. Special services and assistive technology will be provided, as needed, to those with physical, hearing or sight disabilities, and/or ELL needs. Students in need of special education services will receive those services specified by the IEP Team. In addition, the Rural Virtual Academy will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or on the basis of physical, mental, emotional or learning disability. The RVA will monitor the demographic make-up of the student population. If specific groups are under-represented, outreach efforts will be further customized to raise awareness and generate interest. Examples include holding informational meetings in special locations, providing additional translation or interpretation services, and expanding services to accommodate people with disabilities. This is in accordance to §118.13; *Wisconsin Statutes* and policy RVA-JB & RVA-JB-R(See Appendix B). Finally, the RVA will reimburse internet usage costs to all families capped to a maximum amount determined by the RVA Governance Board and set forth annually in the RVA Policy and Procedural Handbook.

Article VIII fulfills Wisconsin §118.40(1m)(b)9

Requirements for Admission

Students are required to be enrolled in Rural Virtual Academy full-time. All students attending the RVA do so voluntarily. 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 into the RVA. Educational services are required to be provided to every child enrolled in the RVA for a minimum of 150 days each school year in compliance with §118.40(8)(d)(1); *Wisconsin Statutes*. It is the expectation of the Rural Virtual Academy that all students enrolled participate for the full school year of approximately 180 school days or until sufficient course material and proficiency is gained. Students may attend the RVA year-round.

Section 9.01 Consortium Districts Participation

The Rural Virtual Academy operates as a consortium of school districts currently representing the districts of: Abbotsford, Colby, Medford, Merrill, Rib Lake, and Prentice. This consortia is in compliance with §66.031; *Wisconsin Statutes*. Consortium participation will be considered on an annual basis. Each consortium district will receive notification of an annual commitment agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and appointments to the RVA Governance Board. This notification will take place during the regular November/ December RVA Governing Board meeting and be in effect for the proceeding school year. These commitment agreements are to be determined by the consortium district no later than the regular January/ February RVA Governance Board meeting. New districts wishing to become consortium members may petition their request to the RVA Governance Board by contacting the RVA Administrator.

Section 9.02 Consortium Students

Students currently residing within the RVA consortium may enroll in the RVA by contacting the RVA Office to attain 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. Enrolled consortium students who receive special education services will receive those services and maintain that IEP Team within the resident district. The RVA Administrator, Teacher, or other designee from the RVA will become a member of the child's IEP team during the time the child is enrolled in the RVA.

Section 9.03 Non-Consortium Students

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. 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 in compliance with §66.0301; *Wisconsin Statutes*. The aid amount will be equal to the open enrollment transfer amount and will be prorated dependent upon the actual enrollment date.

Section 9.04 Out-of-State Resident Pupils

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 an amount equal to at least the amount determined under §118.51(16)(a)3; *Wisconsin Statutes*.

Section 9.05 Shared Enrollment for Consortium Students

Consortium Rural Virtual Academy students shall be allowed to enroll in regular school day courses in the school district in which they reside in addition to maintaining full-time enrollment within the RVA. In order to enroll in a regular school day course, conditions must be met outlined in policy RVA-JECBE (See Appendix B).

Section 9.06 Other Admission Conditions

(a) No admission interviews will be conducted, but applicants and their parents can meet with Rural Virtual Academy staff to gather information and understanding about the learning strategies of the RVA and how those differ from the traditional school setting. The RVA will conform to established initiatives and procedures that will help ensure equal access will be achieved. Information dissemination to consortium residents will be extensive and varied in order to reach diverse populations in the community. The admissions application procedures provide equal access to all interested students and parents. If applications exceed enrollment caps, a subsequent random lottery selection ensures fairness without regard to potentially discriminating factors. The RVA will accept applications to the school from all racial and ethnic groups in compliance with §118.13 *Pupil Discrimination Prohibited* ; *Wisconsin Statutes* and policy RVA-JB & RVA-JB-R (See Appendix B.)

(b) All applications for admission to the RVA will be accepted for review. Should the number of open-enrollment applications exceed the allowed enrollment, compliance to procedures outlined in §118.40(8)(h) *Enrollment Limits*; *Wisconsin Statutes* and policy RVA-JECBD (See Appendix B) will be followed. This process will include a lottery for consortium students.

(c) There is no tuition to enroll in Rural Virtual Academy.

Article IX fulfills Wisconsin §118.40(1m)(b)10, §118.40(6), §118.40(4)(b)1, and §5210(1)(h) of the ESEA

Annual Audits

Because the Charter School is an instrumentality of the Medford Area Public School District, financial audits and programmatic operations audits shall be performed as required by the Wisconsin Department of Public Instruction in the same manner as they are conducted for the entire Medford Area Public School District.

Article X fulfills Wisconsin §118.40(1m)(b)11

Discipline Procedures

Disciplining RVA students will be in accordance with all appropriate MAPSD Board of Education policies, RVA policies, and RVA handbook procedures.

Article XI fulfills Wisconsin §118.40(1m)(b)12

Public School Alternatives

No student shall be required to attend the Rural Virtual Academy. Students who are residents of the Consortium may attend their local traditional public school elementary and middle schools as per individual Consortium district policy. Consortium and non-consortium Wisconsin students may also seek enrollment in other schools open to them through the open-enrollment process in accordance with state statutes.

Article XII fulfills Wisconsin §118.40(1m)(b)13

School Facilities and Liability Insurance

As an instrumentality of the Medford Area Public School District, the Rural Virtual Academy will have property, liability, and such other insurance as available and maintained for other facilities within the District. RVA central offices are located at 124 W. State St. in Medford, WI.

Article XIII fulfills Wisconsin §118.40(1m)(b)14

Effect of Charter School on Liability

Because the Rural Virtual Academy is an instrumentality of the Medford Area Public School District, there shall be no effect of the establishment or renewal of the RVA on liability of the District. Compliance within the terms of this contract is intended to assure that there shall be no such effect on liability.

Section 14.01 Term

The term of this contract shall be for a 5 year period, compliant with §118.40(3)(b); *Contract; Wisconsin Statutes*, commencing upon the 1st day of July, 2010 and ending on the 30th day of June, 2015. It is the intent of the Parties that there is an annual performance report of progress by the RVA with the MAPSD of Board of Education.

Article XIV fulfills Wisconsin §118.40(1m)(b)15 and §118.40(3)(b)

Exchange of Funds

Because the Charter School shall be an instrumentality of the Medford Area Public School District, and all employees shall be employed by MAPSD, no funds shall be exchanged between Parties under this contract.

Article XV fulfills Wisconsin §118.40(3)(b), and §5204(f)(4)(B) of the ESEA

Budget Responsibilities

Local funding commitments for the Rural Virtual Academy shall be determined annually by Medford Area Public School District as part of MAPSD's annual budgeting process. The MAPSD has made an ongoing commitment to continue to fund and support this school for annual operations, to be reimbursed by the Consortium districts annually, for over the 5 year term of this contract. Furthermore MAPSD will not require or charge any administrative fees to be paid solely by the RVA to fund its continued operation. The RVA Governance Board will assume responsibility for approving the RVA annual operating budget, grant applications, and fundraising activities. The RVA administrator will manage budget accounts in accordance with the RVA budget as approved and/or amended by the RVA Governance Board. The RVA will be allocated funds on shared costing formula as agreed upon by the participating Consortium districts. This formula is structured as follows:

1. 1A budget for the upcoming school year will be submitted to the RVA Governance Board 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.
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.
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. Resident districts will be billed at the regular May/June governance meeting.
6. Any revenue generated by open enrolled students or students enrolled through a §66.0301 agreement will be used to offset the current fiscal year costs.

The Parties recognize that grants, donations, and fundraising activities will be pursued by the Rural Virtual Academy. A separate account will be established for each grant to assure appropriate monitoring and reporting to the funding source. For all other revenue, including donations and fundraising, an additional account will be created and under the direct control of the RVA Governance Board.

Rural Virtual Academy finances will be reviewed by the RVA Governance Board at least four times per year. The District will provide a monthly financial report to the Governing Board President and the RVA Administrator upon request.

Nondiscrimination

The Rural Virtual Academy will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or on the basis of physical, mental, emotional or learning disability. This is in accordance to §118.13; *Wisconsin Statutes* and policy RVA-JB & RVA-JB-R(See Appendix B).

Article XVII fulfills Wisconsin §118.40(4)(b)2

Transportation

Transportation will not be provided to Rural Virtual Academy students by the District or School. Transportation to and from the RVA office and other RVA events is the sole responsibility of the parents or guardians in accordance with policy RVA-EEA (See Appendix B) and §121.54(10); Wisconsin Statutes; *Racine Charter One vs. Racine Unified School District*, 424 F.3d 677 (2005).

Regulation Variations

As Wisconsin charter schools are exempt from certain state requirements and statutes regarding public education unless specifically referred to in state statute, the RVA will take these following state exemptions in order to maximize the flexibility afforded to charter schools by state law:

Section 19.01 Wisconsin State Statute Exemptions

(a) Foreign language instruction – §118.017

Requires all instruction to be in English with exceptions and allows for mandatory instruction of foreign language offerings. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum and content.

(b) Human growth and development instruction; Subjects – §118.019(2)(e)

Requires school boards to make available instruction in topics related to human growth and development in areas of human sexuality, reproduction, and family planning. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum and content. The RVA respects the right of the parent to help determine the age-readiness of their child, depth, scope, and sequence of human sexuality, reproduction, and family planning curriculum.

(c) Special Observance Days – §118.02

Requires on days when school is held or, if the day falls on a Saturday or Sunday, on a school day immediately preceding or following the respective day, the day shall be appropriately observed. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, and calendar.

(c) Textbooks – §118.03

Requires school boards to adopt all textbooks necessary for use in the schools under its charge and for a list of those books to be filed with a district clerk. The RVA reserves the right to adopt individualized textbooks from various vendors and exchange those textbooks at anytime to meet the specific needs of the individual child. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum and content.

(d) Summer classes – §118.04

Requires school boards to make rules governing summer attendance and cause them to be shared on the school board minutes. Because the RVA offers the flexibility of year-round schooling, this is not a necessary requirement of the RVA. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the operations of the school.

(e) School zones; crossings – §118.08

Requires compliance of erecting and maintaining "school" warning signs. This is not a necessary procedure for a virtual school.

(f) Required fences – §118.11

Requires school districts to erect and maintain fences enclosing school grounds. This is not a necessary procedure for a virtual school.

(g) School attendance enforcement – §118.16

Requires procedures and processes for enforcing compulsory school attendance laws. Since the RVA is a virtual school, attendance enforcement is now carried out under §118.40(8)(g); *Pupils failure to participate*; *Wisconsin Statutes*; thus §118.16 provides inadequate redundancy and fails to meet the attendance requirements or enforcement needs required of a virtual school.

(h) Electronic communication devices prohibited – §118.258

Allows school to adopt rules prohibiting a pupil from using or possessing an electronic communication device. As the RVA is a virtual charter school, establishing these types of rules would impede the school's ability to carryout its instructional and communication requirements.

(i) Length of school day – §121.01(1)(f)

Requires school boards to establish rules for scheduling hours in a normal school day. The Rural Virtual Academy staff in conjunction with the Governance Board will establish the school's schedule.

(j) Number of days and hours – §121.006(2)(a), §121.02(1)(f), §118.40(8)(d)

Requires school districts to schedule 180 school days annually, less any days during which the State Superintendent determines that school is not held or educational standards are not maintained as a result of a strike by school district employees and requires school districts to annually schedule at least 1,137 hours of direct instruction in grades 7-12. §118.40(8)(h) in part requires that virtual schools provide educational to its pupils for at least 150 days each year. The RVA Governance Board will establish a schedule for its students that accommodate those students' needs which may or may not reflect the exact number of days or hours for students cited in this statute.

(k) General transportation – §124.54

Requires school districts to provide transportation for pupils to and from school. As the RVA is a virtual charter school, this is not a necessary requirement. Case law also supports charter schools not having to provide transportation to and from school. (*Racine Charter One vs. Racine Unified School District*, 424 F.3d 677 (2005).)

(l) Number of Clock Hours for Instruction – PI-18.05(1)(b)

The number of clock hours of instruction to meet an established credit by the Board of Education may not be applicable to the RVA. Individual RVA student's pace for learning will be factored into determining the amount and time of daily instruction.

Section 19.02 Medford Area Public School District Board of Education policy exemptions

The RVA Governance Board will create policy for the specific operation of the Rural Virtual Academy. RVA policies approved by the RVA Governance Board must also be adopted and approved by the MAPSD Board of Education. These policies will pertain specifically to those students attending the RVA residing within the MAPSD and those students who are attending through open-enrollment. Consortium districts may also choose to approve and adopt RVA policies as part of their regular district board policies, but agree through participation and development of policies through the RVA Governance Board that such policies should be adhered to for reasonable consistency for all students attending the RVA maintaining equal access and nondiscrimination to all resources. The following are current MAPSD Board of Education policies the RVA is exempt from:

(a) *School Year, School Day & Full-Time Students* – ID

This policy establishes the parameters for the school year and school day. The RVA may operate outside of these maximums and minimums.

(b) *Organization of Instruction* – IE

This policy establishes MAPSD administration with Board of Education approval to design instructional plans and programs. The RVA Governance Board, RVA Administrator, and RVA staff will determine curricular offerings for the RVA.

(c) *Curriculum Adoption* – IFD

This policy establishes the approval process for MAPSD curriculum. The RVA Governance Board, RVA Administrator, and RVA staff will determine curricular offerings for the RVA.

(d) *Physical Education* – IGAF

This policy establishes that the MAPSD will provide a “complete physical education program”. The RVA Governance Board, RVA Administrator, and RVA staff will determine curricular offerings for the RVA.

(e) *Grading Systems* – IKA

This policy calls for the “building principal” to develop specific grading systems for each school building. For the purposes of the RVA, the “building principal” would be considered the RVA Administrator.

Article XIX fulfills §5203(1)A of the ESEA

Allocation of Federal Funding

The Rural Virtual Academy is an instrumentality of the Medford Area Public School District. The District shall allocate applicable federal funding awarded to the Rural Virtual Academy.

Article XX fulfills §5203(b)(2) of the ESEA

Non-Sectarian Status

The Rural Virtual Academy is nonsectarian in its practices, programs, admission policies, employment practices, and all other operations.

Article XXI fulfills Wisconsin §118.40(4)(a)2

School Administration Involvement

The RVA Governance Board seeks advice and direction from an established Administrative Advisory Council (AAC). The council is comprised of administrators from the participating consortium districts. This council’s expertise provides direction and consultation to the RVA Governance Board for items including but not limited to: school finance, school law, supervision, and community relations. This council also provides a direct communication link between the RVA Governance Board and individual consortium boards of education.

Parental Involvement

The RVA Governance Board seeks advice in direction from an established Parent Advisory Council (PAC). 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. All RVA parents are invited to participate in the PAC meetings. In addition, parents of the RVA students will be encouraged to participate fully in educational activities. Parents will participate in conferences, field trips, special presentations, and community events. Parents will be invited to participate in available training activities. Parents will be encouraged to participate in planning community service projects and project-based learning activities with their children and school staff.

Term and Termination of This Contract

The term of this contract will be a period of five (5) years commencing on the day this contract is executed. This contract is to be reviewed and renewed during the fourth year pending approval and renewal for commencement of the next term immediately upon completion of the current term. Changes or modifications in this contract can only be made by mutual agreement of both Parties. The contract can be terminated if one of the following circumstances occurs:

Section 24.01 Mutual Agreement

Both Parties agree in writing to the termination. In the event of termination of this contract, the MAPSD Board of Education shall recover all funds advanced to RVA under this contract to which the RVA is not entitled. Material and equipment purchased during the current year with MAPSD and/or federal grant funds will remain the property of the MAPSD. Materials previously purchased by multiple consortium districts through shared costing will be divided in an equitable manner;

Section 24.02 Contract Violation

RVA has materially breached this contract, and has failed to cure such breach within thirty (30) days following written notification of such breach from the Board of Education; a single year of not meeting fiscal, or two consecutive years not meeting academic goals will not be considered a material breach of this contract;

Section 24.03 Academic Progress

After the third year of operation, if students enrolled in the Rural Virtual Academy Charter School have failed to make sufficient progress toward attaining the educational goals set forth and as defined in this contract, the Board of Education may stipulate in a written plan, specific measurable actions that must be met to retain charter school status. The RVA shall be granted reasonable and adequate time to address or correct any deficiencies. If an extension of time to attain such goals is requested by the RVA administrator in writing, such request shall include a written and measurable plan, setting out the additional steps the RVA will take to attain such educational goals within a reasonable time not to exceed the term of the contract;

Section 24.04 Fiscal Management

RVA fails to comply with generally accepted accounting standards of fiscal management, and Wisconsin Statutes governing school finances;

Section 24.05 Violation of Wisconsin Statute 118.40

RVA otherwise violates Wisconsin Statute 118.40;

Section 24.06 Sponsors

The RVA Governance Board notifies the authorizing District Board of Education that they desire to terminate this contract by the third (3rd) Wednesday of January in any given year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, or delivery of such letter in person to the MAPSD District Administrator shall be provided. This letter shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the MAPSD Board of Education shall recover all funds advanced to RVA under this contract to which the RVA is not entitled. Material and equipment purchased during the current year with MAPSD and/or federal grant funds will remain the property of the MAPSD. Materials previously purchased by multiple consortium districts through shared costing will be divided in an equitable manner.

Article XXIV fulfills Wisconsin §118.40(5)

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.

RosettaStone®
Language Learning Success

Initiatives and Goals 2009 – 2010

Curriculum

- Continued to grades 3-8 Moodle® ; Curriculum
- Researched Flash-based software; Articulate®; Curriculum
- Implemented Rosetta Stone® Language Learning; Curriculum
- Integration of audio/ video into Moodle®; Curriculum
- Instituted a running grade book for year-round schooling; Assessment & Re
- Expanded RVA Resource Library; Extending
- Attended 2009 TiDES summit in Baltimore, MD; Professional Development
- Integrated new computer platforms; Curriculum
- Built new webpage; www.ruralvirtual.org; Reporting
- RSS and E-mail RVA News subscriptions
- Aventa Learning®; Advancing
- Expanded Elluminate®; Instruction
- Distance Field Trips; Extending
- Curricula audit & self-review; Curriculum
- Piloted k12 INC; Curriculum



Policy & Procedure

- Created RVA-ABBA School Governance Board and Powers
- Created RVA-IIB School Class Sizes
- Updated RVA-JECBD School Open Enrollment
- Completed and had approved new 5 year charter agreement
- Added 5 year consortium member; Merrill School District
- Added 5 year consortium member; Antigo School District
- 66.0301 Agreement with Owen-Withee School District
- 66.0301 Agreement with Mosinee School District
- 66.0301 Agreement with Oostburg School District



Staffing

- Increased RVA Remediation Assistant hours
- New MESPA position; RVA Remediation and Technology Specialist

articulate®



- Added RVA Teacher
- Moved RVA to larger facility

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. Beginning in the 2010 - 2011 school year, students within the school districts of Antigo, Merrill, Mosinee, and Oostburg may also attend the RVA through shared service agreements. Completing open enrollment applications is not necessary for students residing within any of these consortium districts. Students in the consortium school districts are still required to register in their resident school districts for purposes of pupil counting mandated by the Department of Public Instruction. Registering your address of residency can be completed by contacting the district office within your resident district.

Enrollment Options for Non-Consortium Schools

Students wishing to enroll in the RVA from outside the consortium school districts must follow the full-time open enrollment timelines and forms provided by the Department of Public Instruction. More information can be found on the DPI website: <https://www2.dpi.state.wi.us/OpenEnrollapp> or by contacting the Medford School District Office at 715-748-4620.

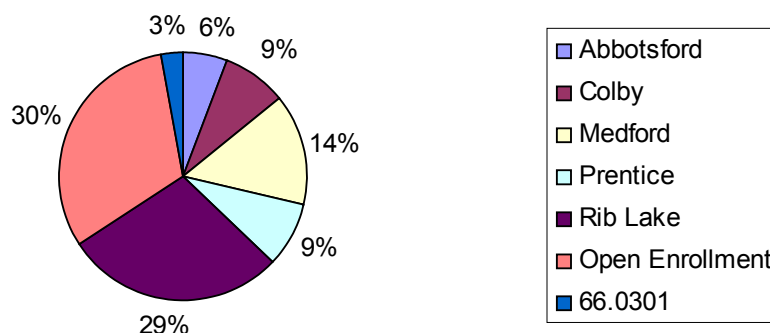
Another enrollment option is establishing a 66.0301 - Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a 66.0301 agreement can take place at any time throughout the school year and is not bound to the restrictions of the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

administering 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.

RVA School Enrollment Statistics 2009-2010

Districts Served



Shared Enrollment

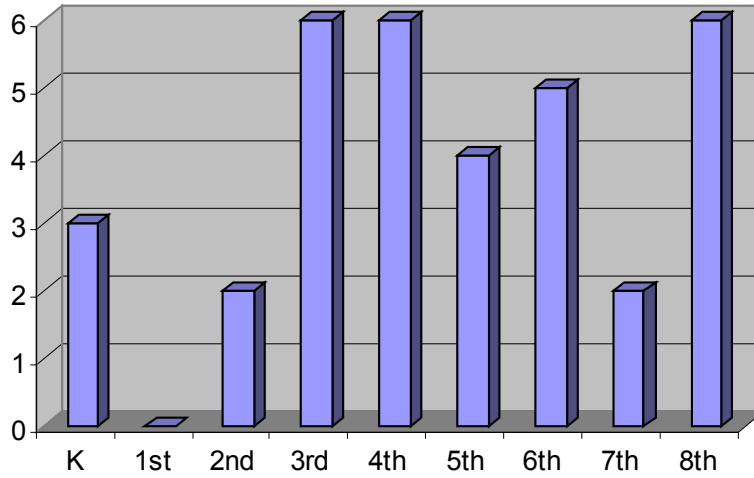
Rural Virtual Academy students shall be allowed to enroll in regular school day courses in the school district in which they reside. In order to enroll in a regular school day course, conditions must be met outlined in policy RVA-JECBE.

Shared Enrollment Statistics 2009 - 2010

In the 2009 - 2010 school year, consortium districts shared enrollment with 7 students. These students participated in various academic classes, extra, and co-curricular activities.

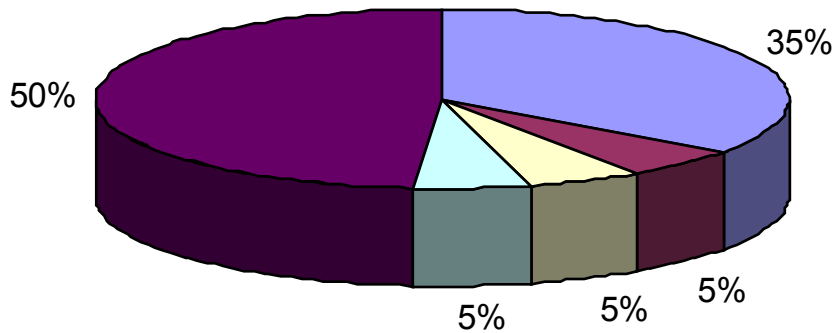
RVA Grade Level Enrollment Statistics 2009– 2010

Number of Students Per Grade

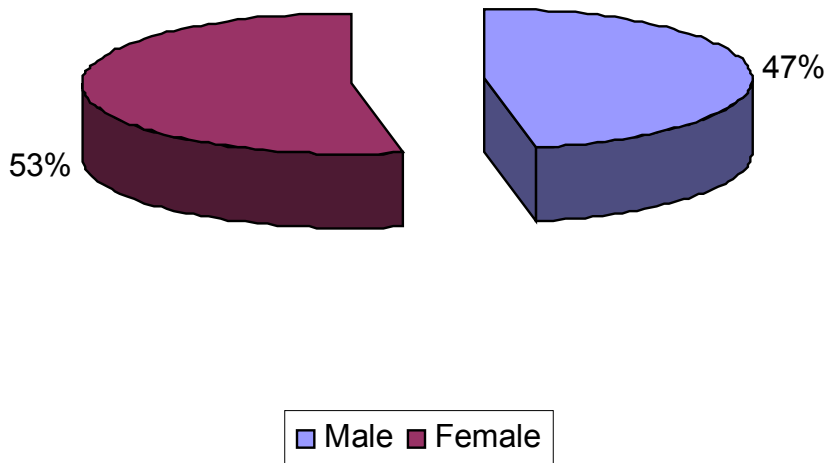


***34 Students were enrolled in the RVA this year**

Student Demographics 2009 – 2010



- Medically Fragile/ OHI / SPED/ 504
- Expelled/ Incarcerated/ Foster Care
- Gifted & Talented
- Transient
- No Special Considerations



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 2009 - 2010 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

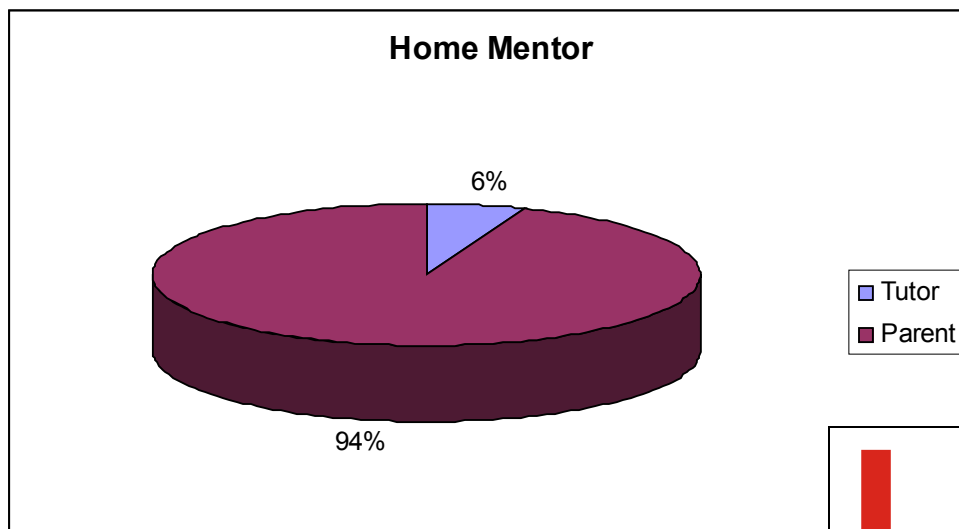
progress of the student to the parents and/ or Home Mentor and administration. It is the expectation of the RVA Teacher to make every reasonable effort to reply to a student and parent / Home Mentor inquiry within 24 hours.


In the 2009 - 2010 school year, Mark Mann and Charles Heckel served as the primary RVA Teachers. Sandy Pope served as the RVA Remediation Assistant and Jan Farmer served as the school's special education consultant.

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 2009 - 2010





RVA
Parent Advisory Council
Newsletter:

Meeting held on March 27th at the Medford District Office

Last night, the volunteer RVA Parent Advisory Council met for the second time to discuss our school. This letter is meant to help inform you about the discussion topics that were handled at the meeting. I have included the broad topics that we covered and decisions that were made. Although the Council holds no authoritative power, through its existence and participants, it serves our school and Governance Board as a sounding board as to how our school operates. Issues and concerns discussed here go directly to the administration and Governing Board without unneeded bureaucracy or formalities. I can not encourage you enough to voice your opinions and participate. In part, it is councils and meetings like this which sets us apart from traditional public schools and governance structures.

A special thanks to Mark Mann, Heidi Mann, Mary Heinemann, Sarah Baker, and Sandy Pope for attending last night's meeting and in volunteering their precious time away from family. I look forward to meeting again next month.

-Charlie

Topics Covered:

- **Financial Structure**

I passed out copies of the RVA financial agreements and costing structures to the parents and then held discussion on how these were developed by the Governing Board. Questions were asked regarding how the Districts share the costs and services. In closing, I asked the Council to review the documents and bring back further questions they may have about the financial structures at next month's meeting.

- **Charter Agreement**

Next, we looked at the charter agreement between the Medford Area Public School District and the Rural Virtual Academy. I relayed to the Council that confusion still remains in communities about our school and how it operates and impacts the

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, but all families are welcome to attend. 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 2009 – 2010

The Council met 7 times during the year under the direction of Rebeccah Hopkins as the head of the advisory council. Heidi Mann was appointed to take over the head position beginning in the 2010 - 2011 school year. Under the new charter, the PAC is allowed one vote on the governance board and Heidi Mann will be representing the council on the board as well. PAC members took new initiatives this year including the addition of adding service-learning projects to the requirements of the school. Beginning in 2010 - 2011 students will be required to fulfill service hours on an annual basis.

Governance Board

The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, staffing organization, calendar, budget, advisories, and operations of the charter school. The Board is made up of district represented administrators, appointed citizens, and RVA personnel. Public representatives from participating districts are appointed to the Board. The Board meets publically, bi-monthly, at the Medford Area Public School's District Office. All meetings are posted in accordance to Wisconsin's Open Meetings law and public participation is welcomed and encouraged.

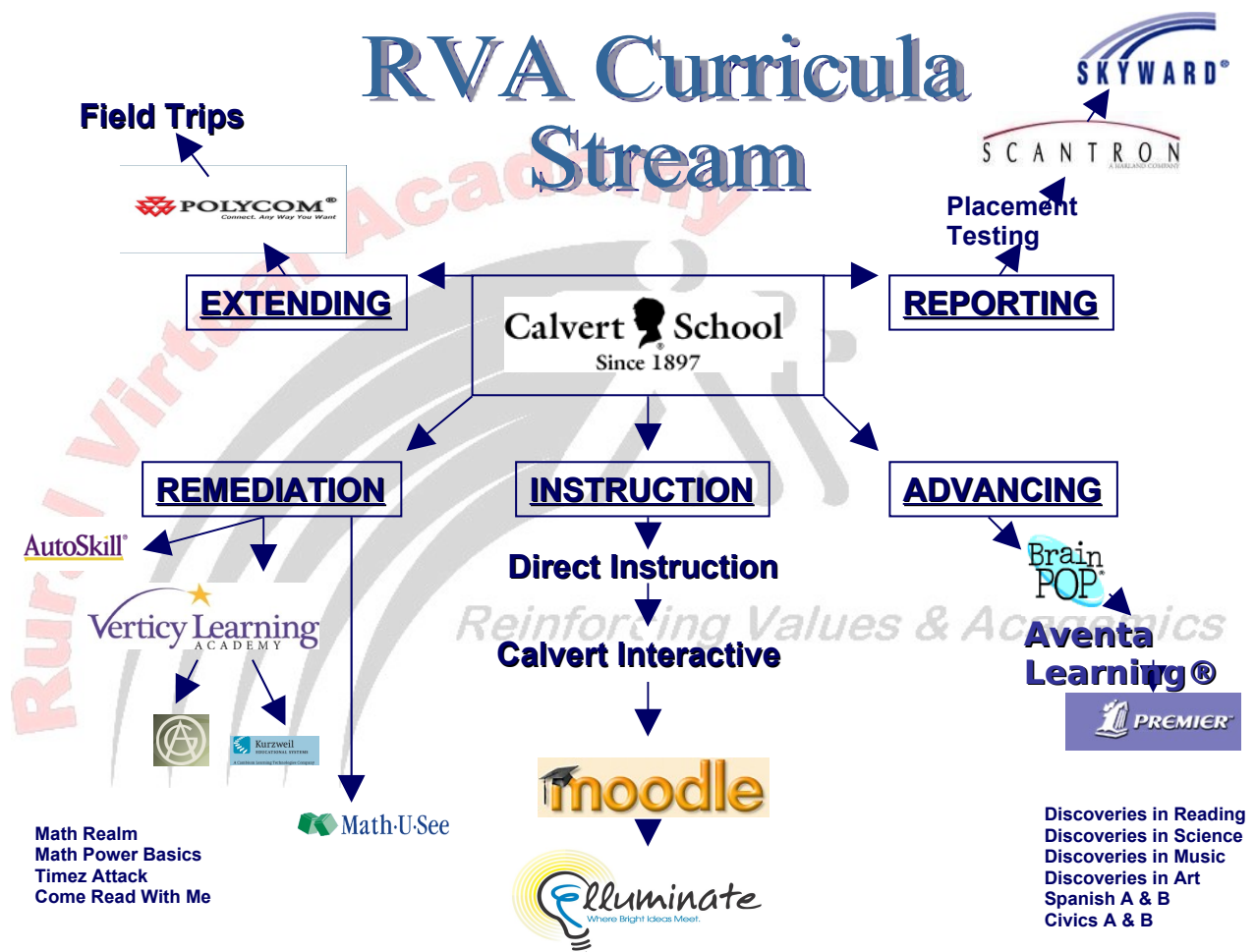
Governance Board Statistics 2009-2010

The RVA Governance Board met 5 times over the 2009-2010 school year.

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-leveled material can be set upon the discretion of the RVA Administrator.

Curricula Stream 2009 - 2010



Core Curriculum Descriptions 2009 - 2010



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® & Verticy®



Calvert Schools provides the core academics of the Rural Virtual Academy. Students with language based learning disorders can qualify for programming through the Verticy Learning Academy.



BrainPOP®

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

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



Moodle

These courses supplement and enhance standards not addressed or incomplete within 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.

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 2009 -2010 school year and now includes numerous books and novels on audio recordings to assist some of our struggling readers. Overwhelmingly, students and parents have once again utilized the RVA Library beyond my expectations. We look to



Extra-Curricular Participation

In accordance with Rural Virtual Academy Policy RVA-JECBE, RVA consortium students may participate in extra and co-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 the inclusion of athletic opportunities and other extra-curriculars available for our students. It is also the intent of the RVA to encourage participation of RVA students in other co-curricular activities within the schools. By contacting the building principal with your intent to participate, you may be granted permission for various activities. Form policy RVA-JECBE-R, "RVA Extra / Co-curricular Participation" needs to be presented, discussed, and signed by the building principal within your resident district before participating. Final determination of participation in any extra or co-curricular activity will be made by that district's building administrator. Students participating in those district activities will be subject to those policies and procedures governing participation and eligibility.

Extra-Curricular Participation 2009 - 2010

In the 2009 - 2010 school year, 3 students chose to regularly participate in co-curricular and/ or extra-curricular activities sponsored in the resident school districts.

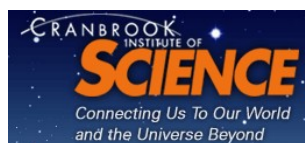
Field Trips

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 2009 – 2010

In the 2009 - 2010 school year, the RVA sponsored 9 academic field trips and 2 celebratory gatherings ("End of Year Celebration" data not included in table below). Distance field trips, through the use of our PolyCom®, allow students to explore faraway lands firsthand. We also went to Camp Forest Springs and Harvest Home Farm for outdoor education experiences. Celebrations at both the end of the 1st semester and the end of the school year were also held.

DATE	EVENT	# ATTENDING
September 30, 2009	Camp Forest Springs - Outdoor Ed.	26
October 23, 2009	Alaska Sea Lion Show	22
December 4, 2009	Rock 'N Roll Hall of Fame	19
January 21, 2010	Camp Forest Springs - Fun Day	32
February 9, 2010	Dog Sledding at School Forest	25
February 12, 2010	International Wolf Center	20
February 26, 2010	Sports Page - bowling	23
March 17, 2010	Space Center Houston	19
April 16, 2010	Cranbrook Inst. Of Science - Native Americans	15
May 13, 2010	Harvest Home Farm	31



In 2009 - 2010, 232 RVA students and parents participated in our

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.

Full attendance and participation will be determined by the RVA Administrator. Students who are determined to be not in full attendance or participation will be subject to possible truancy procedures and removal from the RVA in accordance with policy RVA-JE.



**Approximately 100 synchronous
Illuminate® sessions were held
this year.**

**The average RVA
student/ parent
receives between 150 &
200 contacts in a year.**

**(These contacts include e-mail,
Illuminate, phone, postal mail,
and face-to-face contacts.)**

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 2009 – 2010

In the 2009 - 2010 school year, 4 students were removed from the RVA and returned to their resident school district for failure to comply with adequate participation as determined by State statute and RVA policy RVA-JE.

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 2009 - 2010

In the 2009 - 2010 school year, there were no formal 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 2009 - 2010

In the 2009 - 2010 school year, there were 2 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 2009 - 2010

Students were required to take both a beginning and end-of-the-year performance exam in Language Arts, Reading, Math, and Science. These tests were completed online using ScanTron® Performance Series™. The results of those tests are measured using various methods and are reported in National Percentile ranks, Lexiles, and Standard Itemized Pool (SIP) scores. The data included below shows the gains in each subject area over time.

In 2009-2010, 16 RVA students were enrolled for the full year and able to complete both the Fall & Spring ScanTron exams. Therefore, 16 students gains are being reported on the following pages.

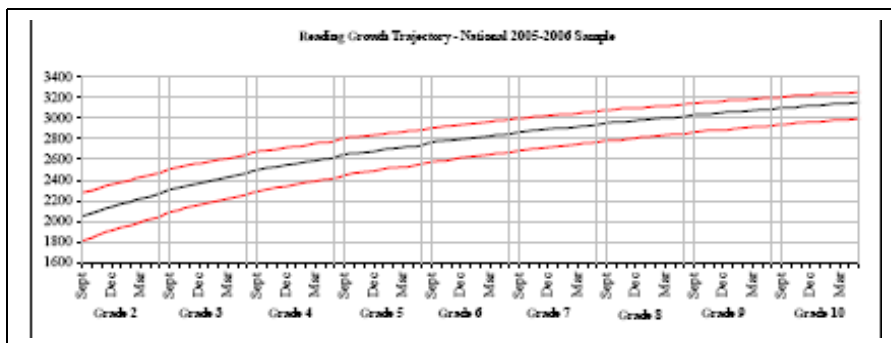
SEM - *The Standard Error of Measurement (SEM) measures the extent to which the student's Scaled Score (SS) varies from his/her true score.*

*The SS Difference is not significant if it is less than the SEM of SS Difference.

*Only RVA Students who attended school during both the Fall & Spring semesters have an annual gain measured in all subject areas

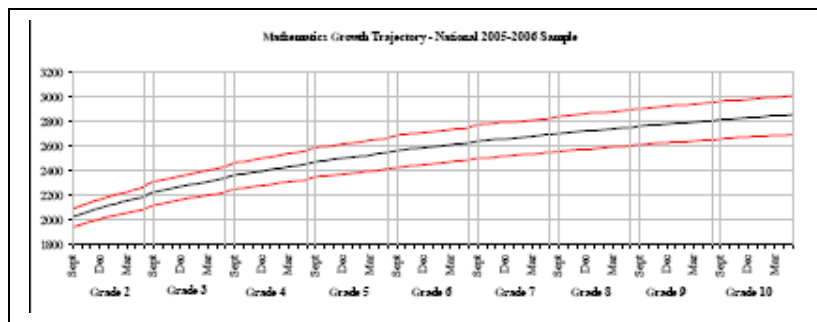
Reading Gains 2009 - 2010

Student [^]	Testing Period (9/2/09 to 1/31/10)			Testing Period (3/30/10 to 6/11/10)			Gain	
	SS	SEM	Test Date	SS	SEM	Test Date	SS Difference	SEM of Difference
MB-6	3206	(72)	9/21/09	3411	(95)	4/26/10	+205	(119)
QD-2	2604	(71)	9/28/09	2900	(75)	4/28/10	+296	(103)
AH-2	2462	(67)	9/25/09	2722	(69)	5/3/10	+260	(97)
SH-8	3149	(65)	9/23/09	3590	(108)	4/28/10	+441	(126)
St H-6	3037	(71)	9/23/09	3117	(71)	4/29/10	+80*	(100)
NI-7	2553	(64)	9/25/09	3286	(77)	5/7/10	+733	(100)
CL-5	2543	(69)	10/22/09	2970	(72)	5/10/10	+427	(100)
HL-7	2386	(65)	10/6/09	3280	(76)	5/10/10	+894	(100)
CM-5	2834	(65)	9/29/09	3050	(67)	4/28/10	+216	(93)
KM-3	2081	(62)	9/28/09	2572	(65)	4/28/10	+491	(90)
CN-5	2726	(66)	9/22/09	3203	(88)	4/26/10	+477	(110)
KP-3	2777	(70)	10/2/09	3503	(202)	5/6/10	+726	(213)
CR-4	2809	(72)	9/22/09	2760	(73)	4/27/10	-49*	(103)
MS-6	2967	(68)	10/16/09	3202	(71)	5/11/10	+235	(99)
KS-6	2877	(70)	9/28/09	2863	(68)	5/18/10	-14*	(98)
NS-3	1610	(99)	10/1/09	2821	(71)	5/25/10	+1211	(122)



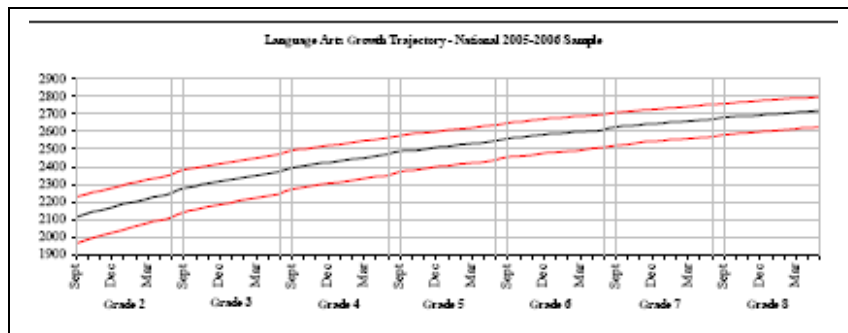
Math Gains 2009 - 2010

Student^	Testing Period (9/2/09 to 1/31/10)			Testing Period (3/30/10 to 6/11/10)			Gain	
	SS	SEM	Test Date	SS	SEM	Test Date	SS Difference	SEM of Difference
MB-6	2796	(54)	9/21/09	2978	(55)	5/3/10	+182	(77)
QD-2	2055	(56)	9/28/09	2181	(54)	5/1/10	+126	(78)
AH-2	2059	(54)	9/30/09	2408	(57)	5/7/10	+349	(78)
SH-8	2976	(55)	10/3/09	3102	(55)	4/28/10	+126	(78)
St H-6	2560	(55)	9/24/09	2646	(56)	4/29/10	+86	(79)
NI-7	2331	(55)	9/22/09	2716	(55)	5/4/10	+385	(78)
CL-5	2048	(54)	10/5/09	2431	(55)	5/11/10	+383	(77)
HL-7	2376	(54)	10/6/09	2524	(56)	5/11/10	+148	(78)
CM-5	2558	(53)	9/29/09	2713	(53)	5/7/10	+155	(76)
KM-3	2174	(54)	9/28/09	2355	(54)	5/7/10	+181	(76)
CN-5	2475	(53)	9/28/09	2905	(58)	5/4/10	+430	(79)
KP-3	2272	(55)	9/28/09	2548	(54)	4/28/10	+276	(77)
CR-4	2351	(54)	9/29/09	2497	(57)	4/27/10	+146	(79)
MS-6	2576	(57)	10/16/09	2765	(58)	5/11/10	+189	(82)
KS-6	2344	(55)	9/28/09	2463	(55)	5/19/10	+119	(78)
NS-3	2071	(55)	9/28/09	2225	(53)	5/24/10	+154	(76)



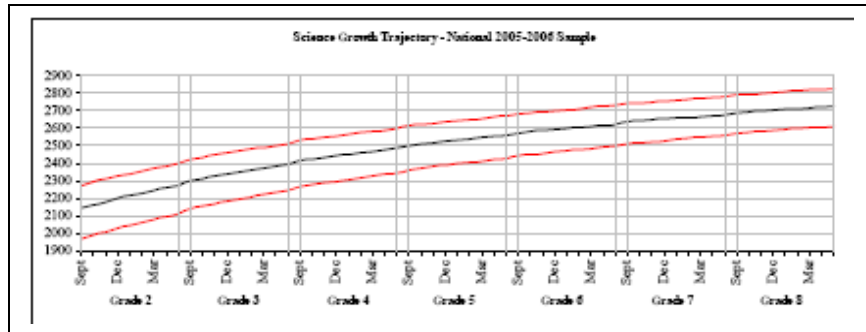
Language Arts Gains 2009 - 2010

Student^	Testing Period (9/2/09 to 1/31/10)			Testing Period (3/30/10 to 6/11/10)			Gain	
	SS	SEM	Test Date	SS	SEM	Test Date	SS Difference	SEM of Difference
MB-6	2776	(60)	9/21/09	2900	(60)	4/27/10	+124	(84)
QD-2	2452	(58)	9/22/09	2509	(59)	4/27/10	+57*	(83)
AH-2	2486	(59)	9/29/09	2261	(58)	5/5/10	-225	(83)
SH-8	2686	(59)	10/3/09	2922	(58)	4/29/10	+236	(83)
St H-6	2552	(58)	9/27/09	2761	(61)	4/30/10	+209	(84)
NI-7	2287	(60)	9/23/09	2563	(58)	5/5/10	+276	(84)
CL-5	2558	(56)	10/6/09	2659	(58)	5/11/10	+101	(81)
HL-7	2285	(58)	10/6/09	2564	(56)	5/11/10	+279	(80)
CM-5	2589	(59)	9/25/09	2739	(58)	4/30/10	+150	(83)
KM-3	2186	(60)	9/29/09	2397	(58)	5/6/10	+211	(83)
CN-5	2567	(59)	10/1/09	2887	(61)	4/27/10	+320	(84)
KP-3	2348	(56)	9/30/09	3029	(65)	4/28/10	+681	(85)
CR-4	2393	(60)	9/28/09	2570	(57)	4/28/10	+177	(83)
MS-6	2556	(59)	10/16/09	2544	(59)	4/30/10	-12*	(83)
KS-6	2441	(58)	9/28/09	2429	(56)	5/18/10	-12*	(81)



Science Gains 2009 – 2010

Student^	Testing Period (9/2/09 to 1/31/10)			Testing Period (3/30/10 to 6/11/10)			Gain	
	SS	SEM	Test Date	SS	SEM	Test Date	SS Difference	SEM of Difference
MB-6	2900	(56)	9/21/09	3022	(58)	4/28/10	+122	(81)
QD-2	2608	(61)	9/21/09	2764	(65)	4/26/10	+156	(89)
AH-2	2703	(64)	9/29/09	2963	(73)	5/7/10	+260	(97)
SH-8	2924	(57)	9/25/09	3007	(56)	4/29/10	+83	(80)
St H-6	2716	(54)	10/1/09	2770	(56)	4/30/10	+54*	(78)
NI-7	2462	(56)	9/24/09	2805	(55)	5/6/10	+343	(78)
CL-5	2267	(57)	10/5/09	2795	(55)	5/11/10	+528	(79)
HL-7	2360	(55)	10/6/09	2594	(56)	5/11/10	+234	(78)
CM-5	2741	(56)	9/28/09	2744	(58)	4/26/10	+3*	(81)
KM-3	2477	(56)	9/29/09	2736	(57)	5/6/10	+259	(80)
CN-5	2551	(56)	10/1/09	2770	(56)	5/7/10	+219	(79)
KP-3	2633	(56)	9/30/09	2877	(58)	4/29/10	+244	(80)
CR-4	2547	(54)	9/23/09	2696	(57)	4/28/10	+149	(78)
MS-6	2530	(54)	10/16/09	2607	(57)	5/10/10	+77*	(79)
KS-6	2495	(57)	9/28/09	2625	(56)	5/19/10	+130	(80)
NS-3	2463	(58)	10/1/09	2732	(57)	6/8/10	+269	(81)



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 2009 – 2010

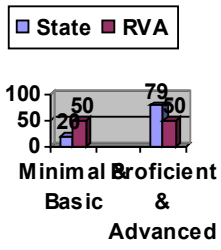
In the 2009 - 2010, the RVA did not meet the FAY requirements of more than 6 students per testable grade. Therefore, AYP for the RVA for the 2009 - 2010 school year was met by showing individual examples of student growth through meticulous records and demonstrations of learning.

Even though the results of the 2009 - 2010 WKCE does not provide statistically reliable data, the enclosed proficiency report shows the results from our students who were tested.

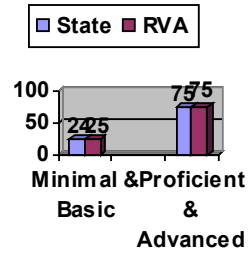
2009/10 WKCE Test Proficiency Report

**RVA Grade 3
4 students tested**

READING

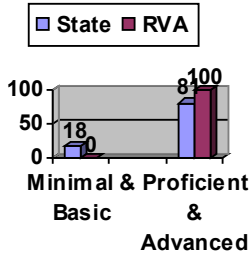


MATH

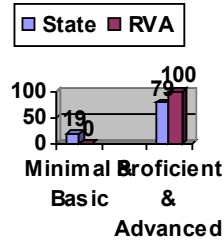


RVA Grade 4 1 student tested

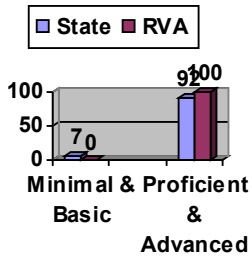
READING



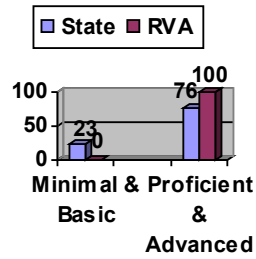
MATH



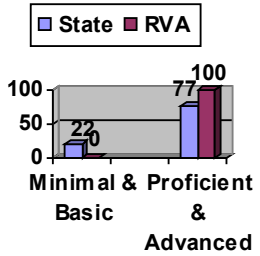
SOCIAL STUDIES



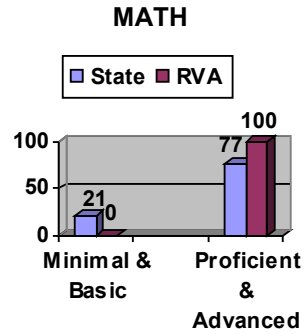
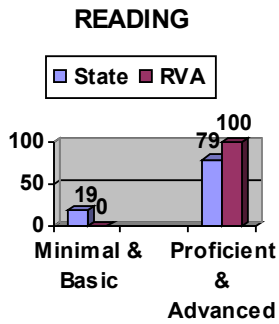
SCIENCE



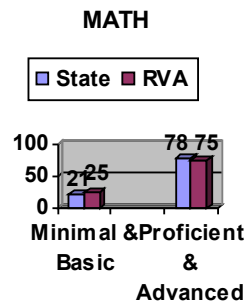
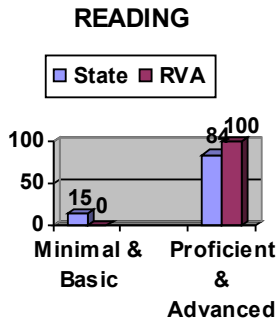
LANGUAGE ARTS



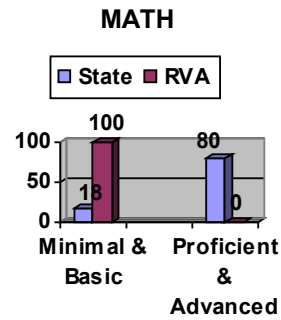
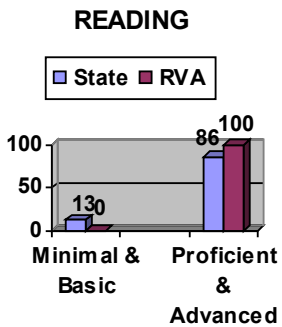
RVA Grade 5 1 student tested



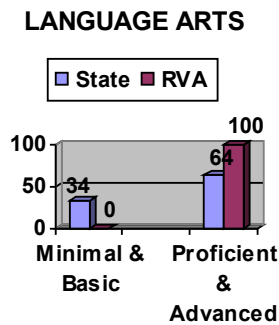
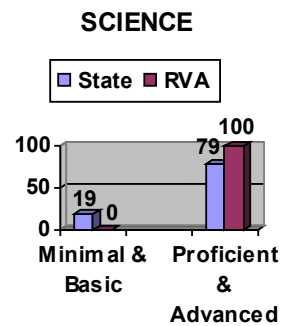
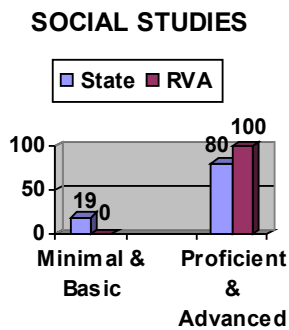
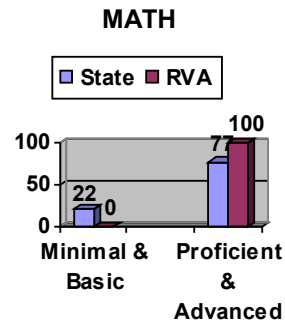
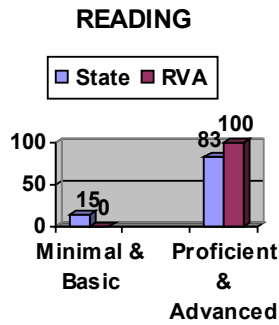
RVA Grade 6 4 students tested



RVA Grade 7 1 student tested



RVA Grade 8 2 students tested



*Results from 2009 - 2010 WKCE
does not impact AYP under legal

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 2009 – 2010

In the 2009 - 2010 school year, all students took placement exams to determine appropriate grade level programming and/ or acceptance into Calvert Interactive™, Verticy Learning®, or for consideration of grade level placement into the standard Calvert® curricula.

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.

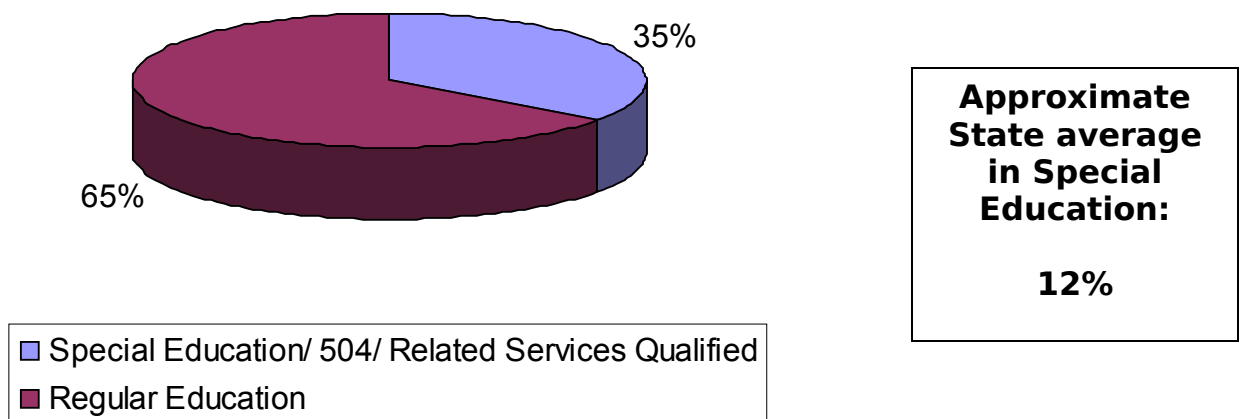
Grade Advancement Statistics 2009 - 2010

All students attending the RVA in 2009 - 2010 have either successfully completed their grade level course work or will be completing course work over the summer for promotion to the next grade level.

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 2009 - 2010



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 adjusted in 2008 - 2009. No adjustment to the formula was made in 2009 - 2010.

Financial Commitment 2009 - 2010

Consortium Member Schools for the Rural Virtual Academy

1. A budget for the upcoming school year will be presented to the Board of Governance of the Rural Virtual Academy at the next governing board meeting. The budget is responsible for any grants, such as administrative costs, consumables, postage, dues, reimbursement expenditures.
2. The Board of Governance will establish a participation fee to be paid by the five member schools in participation fee is \$3,000.00 per member school.
3. The Board of Governance will establish a number of students enrolled in the RVA. The participation fee, subtracting the total maximum student cost by dividing the remaining budget.

Example:

Proposed Budget
Per School membership Fee (based on \$3,000)
Remaining Budget Responsibility
Anticipated RVA Enrollment
Per Student Fee

4. Schools in the consortium will be assessed based on the number of students enrolled in the RVA for the 2009-2010 school year.

Example:

Abbotsford	1 student @ \$2,700.00	\$2,700.00
Colby	2 students @ \$2,700.00	\$5,400.00
Medford	4 students @ \$2,700.00	\$10,800.00
Prentice	2 students @ \$2,700.00	\$5,400.00
Rib Lake	1 student @ \$2,700.00	\$2,700.00

Total Revenue Generated by Assessment: \$27,000.00

5. End of the year reconciliation will be made based on increased or decreased enrollment. 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 .25 (FTE) student. A student enrolling after the second quarter, but prior to the start of the third quarter will be calculated as a .50 (FTE) student. Any student enrolled after the start of the third quarter, but prior to the fourth quarter will be calculated as a .75 (FTE) student. Any student enrolling after the request of the member district past the quarter 4 billing date will be billed out separately. Resident districts will be billed at the regular May/June governance meeting.

6. Any revenue generated by open enrolled students or students enrolled through a "60,000" agreement will be used to offset the current fiscal year costs.

Agreed to on this 15th day of December, 2008.

Heed Walsh
Heed Walsh, Superintendent, Abbotsford School District

Terry Dowling
Terry Dowling, Superintendent, Colby School District

Steve Russ 12/3/08
Steve Russ, Superintendent, Medford Area Public School District

Randy Berghen
Randy Berghen, Principal, Prentice School District

Jeff Tortolmasi
Jeff Tortolmasi, Superintendent, Rib Lake School District

2009/08/04

**Rural Virtual Academy
Membership Fee Calculation 2009-2010**

Operational Expenses	7	149,28	ACTUAL TO 5-12-10
Open enrollment revenue (12 to 9)	8	66,85	USE 6,498 / STU (+SPED & PRORATIONS) & 66.0301; AS OF 5-12-10
Net expenses	8	82,42	
Per school membership fee	0	3,00	
Number of schools	5	15,00	
Total from membership fee	0	<u>15,00</u>	
Remaining budget responsibility	8	67,42	
Number of Consortium Students	0	16.5	AS OF 5-12-10
Per Pupil Cost	7	<u>4,08</u>	

		Students	Per Pupil Cost	Total Pupil Cost	Total Pupil + Fee Assessment
Abbotsford	5	1.2	4,087	5,108	8,108
Colby	5	1.7	4,087	7,151	10,151
Medford	0	4.0	4,087	16,346	19,346
Prentice	0	1.0	4,087	4,087	7,087
Rib Lake	0	8.5	4,087	34,736	37,736
	0	<u>16.5</u>		<u>67,428</u>	
Total from membership fee				<u>15,000</u>	
Operational Expenses less Open enrollment				<u>82,428</u>	<u>82,428</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 2009 - 2010 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	715.748.2516
	heckech@medford.k12.wi.us	

RVA Teacher:	Charles Heckel	715.748.2516
	heckech@medford.k12.wi.us	

RVA Teacher	Mark Mann	715.748.2516
	mannma@medford.k12.wi.us	

RVA Assistant:	Sandy Pope	715.748.2516
	popesa@medford.k12.wi.us	

RVA Special Education	Jan Farmer	715.748.2516
	farmeja@medford.k12.wi.us	

RVA Administrative Assistant:	Nikki Clements	715.748.4620
	clements@medford.k12.wi.us	

School Board Policies

RVA-BBA	Governance Board
RVA-BBAB	Charter Education
RVA-BDDH	Public Participation at RVA Governance Board Meetings
RVA-EDCB	Computer and Software
RVA-EEA	Student Transportation
RVA-IIB	School and Class Sizes
RVA-IIBB	Instructional Resources Materials
RVA-IIBGA	Internet Safety
RVA-IKE	Promotion Criteria K-8
RVA-IL	Testing Program
RVA-JB	Equal Educational Opportunity
RVA-JE	Virtual School Attendance/ Participation
RVA-JECBD	School Open Enrollment
RVA-JECBE	Shared Enrollment

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

DATE ADOPTED:	FILE SECTOR:	RURAL VIRTUAL ACADEMY
DATE REVISED:	POLICY TITLE:	GOVERNANCE BOARD POWERS AND DUTIES

The Rural Virtual Academy Governance Board is contractually empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, staffing organization, calendar, budget, advisories, and general operations of the charter school.

The RVA Governance Board maintains autonomous decision-making authority over the RVA, in accordance with the charter to perform specific functions including but not limited to:

- (a) Provide input to, approve, and monitor curriculum designed by or recommended by RVA staff and administration
- (b) Approve and monitor the annual budget prepared by the RVA Administrator
- (c) Provide vision and guidance to the school so it retains its uniqueness in meeting the individual academic, social-emotional, and physical needs of its students
- (d) Approve the RVA school calendar
- (e) Interview and recommend staff for contract approval by the Medford Area Public School District's Board of Education
- (f) Establish criteria for admission to the Charter School consistent with the contract and charter school laws
- (g) Propose modifications to this contract as appropriate
- (h) Communicate any concerns regarding performance of RVA staff to the RVA administrator and/or Medford Area Public School District's Board of Education as appropriate
- (i) Serve as the primary link between the RVA and the community, articulating the RVA's mission, accomplishments, and goals to the public, advocating for the RVA and its students, and garnering support from members of the community
- (j) Plan, coordinate, approve of, and carry out programs to raise money and other resources to assist in accomplishing the mission of the RVA
- (k) Ensure that the RVA is effective in achieving its mission and efficient in using its resources by evaluating the success of the Governance Board and its performance in fulfilling its responsibilities.

CROSS REFERENCE:

LEGAL REFERENCE: Wis. Stat. 118.40(1m)(b)(6)

**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

**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
RVA GOVERNANCE

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: FILE SECTOR: **RURAL VIRTUAL**
ACADEMY
DATE REVISED: POLICY TITLE: **SCHOOL AND CLASS SIZES**

School and class sizes for the Rural Virtual Academy (RVA) are to be determined by the Rural Virtual Academy Governance Board. The RVA Governance Board recognizes that optimal educational achievement for students enrolled in a virtual school setting will be best served by considering the following criteria when determining both school and class sizes:

- The ages of the students being assigned to the class.
- The degree of independent learning expected or demonstrated by the assigned students.
- The number of at-risk or special needs students.
- Facility limitations.
- Available financial resources.

Using these considerations, the RVA Governance Board will establish class and school size guidelines including recommended maximum enrollments. The Governance Board recognizes that class sizes greater than the maximum may be approved.

It is the policy of the RVA Governance Board to recommend the following maximums:

Grade:	Students:
K	25
1	25
2	25
3	25
4	25
5	25
6	30
7	30
8	30
School size:	240 students

CROSS REFERENCE:

LEGAL REFERENCE: §118.001, 120.12(2), 120.13(1), Wis. Stats.1

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

DATE ADOPTED: June 16, 2005
DATE REVISED: March 15, 2007

FILE SECTOR: RURAL VIRTUAL ACADEMY
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: RURALVIRTUALACADEMY
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:
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: TESTING PROGRAM

The Rural Virtual Academy shall establish and maintain a testing program which can be used, communicated and interpreted by school staff.

The testing program will provide:

1. Assessment of the RVA's educational programs for purposes of reporting to the RVA Governance Board, and Medford Area Public School District the overall status school and charting the growth of its students by grades and curricular areas in accordance with the RVA charter.
2. The school testing program shall include tests as required by state and federal law. Testing reports shall be made to the public in accordance with state law.
3. Information which will be used to provide appropriate educational experiences for students in areas such as remediation and acceleration, or any other areas of specialized help.
4. Student with disabilities shall participate in state-required testing, with appropriate accommodations and alternative assessments where necessary and as indicated in the student's individualized education program (IEP). Decisions regarding the testing of limited-English proficient (LEP) students shall be made in accordance with the law.

Parents/ guardians shall be notified yearly of the standardized testing schedule and shall be provided with information regarding their child's performance on state academic assessments as soon as practicably possible after the assessment results are received from the Department of Public Instruction.

The Rural Virtual Academy shall not discriminate in the testing program 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. Discrimination complaints shall be processed in accordance with established procedures. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

CROSS REFERENCE: RVA-IKE, and RVA-JB

LEGAL REFERENCE: 118.13, 118.30, 121.02 (l)(r)(s) Wis. Stats., PI 8.01(2)(r)(s), PI 9.03(1), PI 13 of the Wis. Admin. Code, & No Child Left Behind Act of 2001

**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, release 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: October 29, 1987
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
**POLICY TITLE: EQUAL EDUCATIONAL
OPPORTUNITY**

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

If any person who either lives within the district boundaries of the Medford Area Public School District (MAPSD) or open-enrolls to attend the Rural Virtual Academy (RVA) through MAPSD believes that the school district or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504, the Americans with Disabilities Act, or in some way discriminates on the basis of: sex; race; color; national origin; ancestry; creed; religion; pregnancy; parental or marital status; sexual orientation; physical, learning, mental, or emotional disability; or handicap, she/he may bring forward a complaint to the district administrator at the district office, 124 W. State St. Medford, WI or contact him/her by telephone: 715-748-4620. If the complainant is uncomfortable with the district administrator acting as the discrimination officer, or if the district administrator is allegedly involved as a party to, or the focus of the complaint, the complainant may present the complaint to the board of education president or his/her designee.

Persons belonging to RVA consortium districts outside of Medford will be referred to their resident district for compliance to local district policy and procedure for filing a complaint.

INFORMAL PROCEDURE

The person who believes she/he has a valid basis for complaint shall discuss the concern with the district administrator, who shall in turn investigate the complaint and reply to the complainant in writing within twenty (20) school/business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed.

FORMAL COMPLAINT PROCEDURE

Step I: A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district administrator within ten (10) school/business days of receipt of the written reply to the informal complaint. The district administrator shall further investigate the matters of the complaint and reply in writing to the complainant within fifteen (15) school/business days. If the grievance begins at this step (I), the ten days for district response shall instead be twenty-five (25) school/business days. If the complainant is uncomfortable with the district administrator acting as the discrimination officer, or if the district administrator is allegedly involved as a party to, or the focus of the complaint, the complainant may present the complaint to the MAPSD Board of Education president or his/her designee.

Step II: If the complainant wishes to appeal the decision of the district administrator, she/he may submit a signed statement of appeal to the MAPSD Board of Education president or his/her designee within ten (10) school/business days after receipt of the district administrator's response to the grievance. The MAPSD Board of Education president or his/her designee shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within fifteen (15) school/business days.

Step III: If the complainant remains unsatisfied, she/he may appeal through a signed, written statement to the full MAPSD Board of Education within ten (10) school/business days of his/her receipt of the MAPSD Board of Education president or his/her designee response to Step II. In an attempt to resolve the complaint, the MAPSD Board of Education shall meet with the concerned parties and their representatives at the next regular MAPSD Board of Education

meeting or within twenty (20) school/business days of the receipt of such an appeal. A copy of the MAPSD Board of Education's disposition of the appeal shall be sent by the MAPSD Board of Education clerk to each concerned party within fifteen (15) school/business days of this meeting.

Step IV: The complainant shall be notified of the right to appeal a negative determination, by the board, within thirty (30) days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.

COMPLAINT PROCEDURE - SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with disabilities shall be processed in accordance with established appeal procedures outlined in the MAPSD's special education handbook.

COMPLAINT PROCEDURE - FEDERAL PROGRAMS

Discrimination complaints related to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

MAINTENANCE OF COMPLAINT RECORDS

The district administrator shall keep records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records shall include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date, and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

DISSEMINATION OF DISCRIMINATION COMPLAINT PROCEDURES

The adopted discrimination grievance procedures shall be disseminated to students, parents, employees and others. The information shall be published in student/parent/staff handbooks and other appropriate times and places.

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

DATE ADOPTED: April 16, 2009
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
**POLICY TITLE: VIRTUAL SCHOOL ATTENDANCE/
PARTICIPATION**

Each student enrolled in the Rural Virtual Academy (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 full-time enrollment. Home visits are allowed upon request and students will be required to attend the office of the RVA for occasional mandatory testing, educational, or technical support unless the absence is excused by the RVA Teacher/Administrator.

Students who are determined to be not in attendance 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 a pupil's failure to fully participate will result in the pupil being removed from the virtual school through the following process:

- 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. 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.

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

DATE ADOPTED: December 18, 1997
DATE REVISED: March 15, 2007
DATE REVISED: April 16, 2009

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: SCHOOL OPENENROLLMENT

This policy shall be administered in accordance with the state public school open enrollment law and the Medford Area Public School District (MAPSD). Beginning with the 2009-2010 school year, the total number of students attending virtual charter schools in Wisconsin through open enrollment program under §118.51 in any school year may not exceed 5,250. Exceptions to the cap will be made for siblings currently open enrolled into a virtual charter school. The Medford Area Public School District and Rural Virtual Academy (RVA) will accept conditional enrollments based upon this State levied enrollment cap. Rejections of applicants due to enrollment caps will be determined by the Department of Public Instruction.

NON-RESIDENT 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. The form shall require an applicant who is applying to attend a virtual charter school to indicate that he or she is applying to attend a virtual charter school, the number of virtual charter schools to which he or she is applying, and whether he or she is a sibling of a student currently enrolled in a virtual charter school through 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, 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. Expelled Students

Students who have been expelled by a school district during the current school year, preceding two school years, or who have disciplinary procedures pending as outlined in state law 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.

E. Students with Disabilities

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 RVA.

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.

F. Age Eligibility

The nonresident school district is not required to evaluate the child and may deny the student's open enrollment based on the child not being old enough to attend school.

CROSS REFERENCE:

LEGAL REFERENCE: §118.13, 118.14, 118.40 (8)(h), 118.51 (15)(g), 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
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: December 18, 1997
DATE REVISED: March 15, 2007
DATE REVISED: April 16, 2009

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: OPEN ENROLLMENT
PROCEDURES

NON-RESIDENT STUDENT OPEN ENROLLMENT APPLICATIONS

A. Full-Time Enrollment

1. The parent(s)/guardian(s) of a non-resident student who wishes to attend school in the Rural Virtual Academy shall submit the required application to Medford Area Public School District Open Enrollment Coordinator. The application may include a request to attend a specific school or program offered by the Medford Area Public School District, including the RVA. The application shall be submitted no earlier than the first Monday of February and not later than the third Friday following the first Monday in February in the school year immediately preceding the school year in which the student wishes to attend. The Medford Area Public School District shall send a copy of the application to the student's resident school board and to the Department of Public Instruction (DPI) on the fourth Monday of February.
2. Upon receipt of the application, it will be forwarded to the Medford Area Public School District Administrator or his/her designee for review and recommendation. All applications shall be reviewed using the acceptance/rejection criteria outlined in board policy. The district administrator or his/her designee shall submit recommendations regarding acceptance or rejection of applications to the board for action. No action shall be taken on any application until after the third Friday in February.
3. On or before the first Friday following the first Monday in April following receipt of the application, the applicant shall be notified, in writing, of whether the application has been accepted. If the application is rejected, the notice shall include the reason(s) for the rejection.
4. If the application has been accepted by the Medford Area Public School District/RVA, and not rejected by the student's resident school board, the district administrator or his/her designee will determine which school or program the nonresident student may attend in the following year. This determination shall be made in consultation with other appropriate staff and in accordance with established Medford Area Public School District/RVA policies and procedures. On or before the second Friday following the first Monday in May following receipt of the application, the applicant shall be notified, in writing, of the specific school or program that the student may attend in the following school year.
5. The non-resident student's parent(s)/guardian(s) shall notify the Medford Area Public School District Board of Education/RVA of the student's intent to attend school in the Medford Area Public School District/RVA in the following school year. This must be done on or before the first Friday following the first Monday in June following receipt of the notice of acceptance.
6. Annually by June 30, the student's district of residence shall be notified of the names of those students from that district who will be attending school in the RVA the following school year.

B. NON-RESIDENT RANDOM SELECTION PROCESS

Beginning with the 2009-2010 school year, the total number of students attending virtual charter schools in Wisconsin through open enrollment program under §118.51 in any school year may not exceed 5,250. Exceptions to the cap will be made for siblings currently open enrolled into a virtual charter school. The Medford Area Public School District and Rural Virtual Academy (RVA) will accept conditional enrollments based upon this State levied enrollment cap. Rejections of applicants due to enrollment caps will be determined by the Department of Public Instruction.

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

DATE ADOPTED:	March 15, 2007	FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED:	March 20, 2008	POLICY TITLE: SHARED ENROLLMENT
DATE REVISED:	April 16, 2009	

Rural Virtual Academy students shall be allowed to enroll in 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 consortium school district.
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.
4. Sufficient space is available in the classroom(s) as determined by the consortium school district.
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 and co-curricular activities, including athletics (WIAA regulated or not) in their resident district, with prior signed approval from the resident district building principal on the "RVA Extra/ Co-curricular Participation Form". Final determination of participation in any extra or co-curricular activity will be made by that district's building administrator. Students participating in those district activities will be subject to those policies and procedures governing participation and eligibility.

CROSS REFERENCE:
LEGAL REFERENCE:

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: April 16, 2009
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: SHARED ENROLLMENT

RVA Extra/ Co-curricular Participation Form

_____, has the permission of the _____ School District to
(Student's Name)

participate in both extra and co-curricular activities, including athletics (WIAA regulated or not)
and agrees to abide by all polices and procedures of the school district for the 20__ - 20__
school year. Excluded from participation will be the following district or school sponsored
activities (please list):

Building Principal
_____ School District

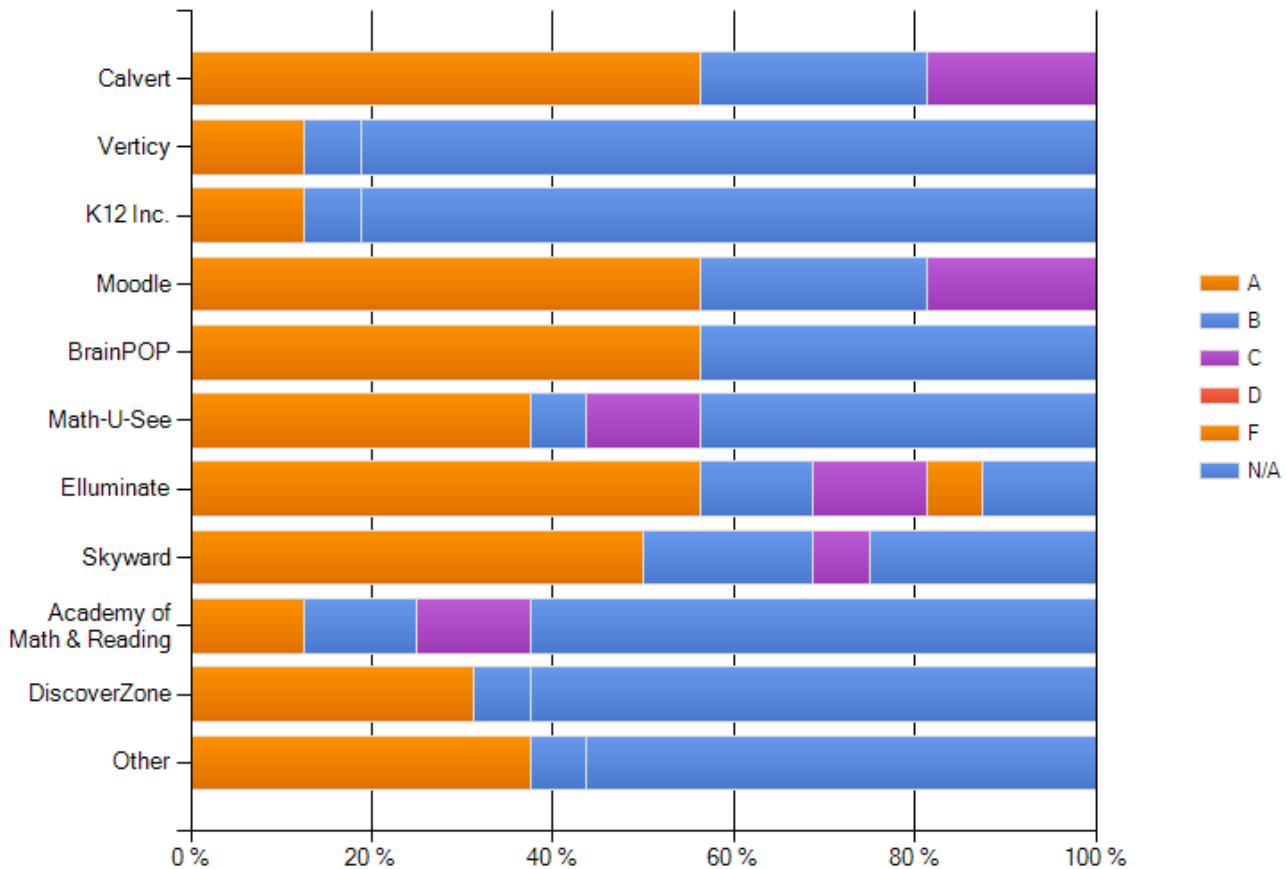
*Please provide a completed copy to the RVA Office to remain with the student's records.

Student/ Parent Satisfaction Surveys

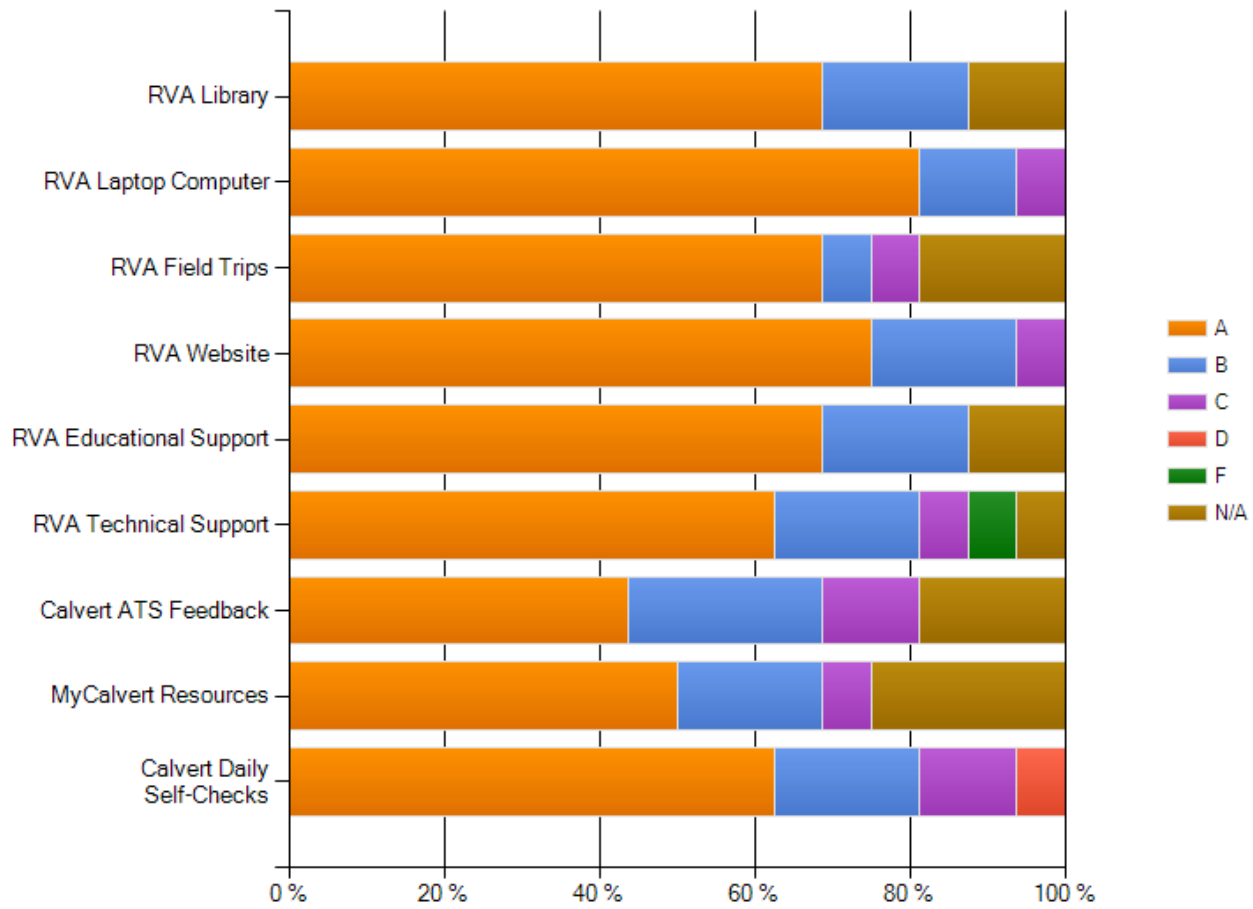
The RVA has built a school based upon the belief that it is in the best interest of all to have strong family, student, staff, and community involvement and support of the schools services, resources, and academic excellence. Annually, all parents and students are given the opportunity to provide feedback to the school in the form of a survey. The following are the results.

Academic Excellence Survey 2009 – 2010

Academic Excellence of our school's programming opportunities. Please rate the following RVA curriculums and software applications using the "A - F" scale. Please mark the row as "N/A" if you or your child(ren) did not utilize the application.



Using the same "A - F" scale, please rate the following school resources:



Please rate the following areas of RVA service using the "A-F" grade scale. If you have never utilized or participated any of the services please mark the question as "N/A".

