



® RURAL VIRTUAL ACADEMY

# Annual School Performance Report



2010-2011

®RURAL VIRTUAL ACADEMY

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# Annual School Performance Report

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## School Year 2010 – 2011

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

To the Community,

Through all measures, our 6th year of operation has been once again been successful for the Rural Virtual Academy, and it is my pleasure to present to you this Annual School Performance Report.

Significant changes forecasted on the horizon of public education came to be realized during this past year. As with all crushing economic down-cycles, the impact first met in private sector eventually resulted in the loss of tax revenue to the State. This loss impacted the public sector with the constriction of governmentally funded programs including education. However, even in these dark times this recession has brought with it some realized opportunity for advocates of educational change.

Traditional schools were at one time the keepers of knowledge to the masses of local constituents within public school district boundaries. Over the past decade, this restriction to educational access began to erode with the creation and implementation of societal altering technologies such as the internet and personal computing. Fueled by an economic crisis, cries for change are now bringing along waves of opportunities for choice and mobile learning not considered practical or possible even a year ago. Ideas such as independent public schools, increased publically paid vouchers for children to attend private schools in our State's neediest districts, and open enrollment legislation freeing the passage of children between districts and schools throughout the school year are changing the educational landscape like never before. These ideas represent unprecedented and tidal change to our public school systems. As most schools view these changes with skepticism, the Rural Virtual Academy embraces many of the cries as callings foretold by the schools own recognitions over the past few years. Most of these changes do not stand to negatively impact the Rural Virtual Academy but instead reinforce many of its foundational beliefs. However, I do not believe that all voices of change stand to benefit our children. In skepticism I look with caution at advocates of for-profit businesses running schools, the erosion of highly-qualified teacher qualifications, and the introduction of common core educational standards to raise student achievement. The last of which concerns me the most because of the long-lasting, negative, and socialist implications it stands to bring to public education.

I believe that standardization, including the national common core standards push, will not lead to greater student achievement in all developmental areas. I am convinced that creative expressions and the freedom to problem solve, discover, and conceive thought at

the level of individual greatest potential will propel students into optimal achievement. It is in high levels of tolerance for diversity of talents and abilities where we create the innovators who are able to adapt when our world rapidly evolves. High student achievement is a byproduct of building a successful educational model that embraces the child as a whole and not simply just on Reading and Math benchmarks. Furthermore, I believe that building students who learn at the same pace and time with common expected goals can limit the resourceful creativeness of those who are charged with educating our children. Historically, American schools have not educated future employees but entrepreneurs that had the ability to move into life with productive passion. It is with careful approach to understanding and respecting these differences of when and how children learn that the Rural Virtual Academy chooses to move forward during these times against the popular push for a collective, nondescript, public education system.

It is in these days where the exponential growth in change, fueled by ever less complicated personalized technologies, is laying the foundation for our children's future. It has been said that we are preparing a generation of children for jobs that don't yet exist. Former Secretary of Education Richard Riley has noted that the top 10 high-demand jobs in 2010 did not exist in 2004. In combination with these unknowns, when we additionally take into account that in the past 10 years, nearly 10 million jobs have been lost to automation, and I believe that a safe presumption may be made that we shouldn't prepare our students for a traditional and undistinguished factory model of future employment. Instead, I believe that the common core standards for all schools should be in a belief that we need to capitalize on individual student strengths by personalizing learning for all children. This is done by tailoring instruction with matched leveled curriculum to meet each child's aptitude and needs to fulfill the highest potential of all learners. This was the common core standard of the Rural Virtual Academy since its inception and will continue to be its mainstay moving forward.

The Rural Virtual Academy continues to build a community of learning under the model that what should be common is in doing what is best for each child. It is in this core value where the Rural Virtual Academy has once again continued to excel both academically and overall satisfaction from its families. As we continue to prepare students for jobs that don't yet exist, while training them to use technologies that have not yet been invented in order to solve problems that haven't been yet recognized, we must continue our premium of understanding that the problem-solver of tomorrow has to be more than common. Tomorrow's leaders will be those individuals who were given the chance to explore, be creative, and experience success separately from their peers. In this way, all children can be successful students.

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. Parent and student satisfaction continue to 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.

Over the past 6 years of this school we have witnessed, and at times assisted, in bringing about the death of distance between the knowledge keepers and the seekers. In bringing forth high-quality individualized educational opportunities while maintaining low associated cost, the Rural Virtual Academy has once again proven to be an effective, rational, and viable model for virtual schooling.

In closing, I look optimistically towards the future and most of the changes that are now on our horizons. Thank you to all parents, administrators, educational service providers, and community members who have served and supported this school through its governance board, advisory committees, and countless consultations over the past 6 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 the 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,

A handwritten signature in cursive script that reads "Charles J. Heckel". The signature is written in black ink and is positioned below the word "Sincerely,".

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*  
*RVA Board Recording Secretary*  
*Medford Schools*

**Jennifer Kuenne**  
*Administrative Assistant*  
*DPI and Skyward Reporting*  
*Medford Schools*

**Rebecca Hopkins**  
*RVA Assistant*  
*Consultant*

**Sandy Pope**  
*RVA Specialist*  
*Office Manager*  
*Medford Schools*

**Lauren Bone**  
*Program Manager*  
*Calvert*

**Jessica Haenel**  
*RVA Teacher*  
*Consultant*

**Sara Holewinski**  
*RVA Teacher*  
*Consultant*

**Mark Mann**  
*RVA Teacher*  
*Consultant*

**Amanda Langdon**  
*RVA Teacher*  
*Consultant*

**Jan Farmer**  
*RVA SPED*  
*Resource*  
*Medford Schools*

## Parent Advisory Council

*Reinforcing Values & Academics*

**Heidi Mann**  
*Council President*  
*Rib Lake*

## Governance Board

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

**Antigo Schools:** Roxann Bornemann, *District Administrator*; Chris Peloquin, *parent*

**Colby Schools:** Steve Kolden, *District Administrator*; Dennis Schultz, *Community Member*

**Medford Schools:** Charles Heckel, *RVA Administrator*; Pat Sullivan, *District Administrator*; Jon Rulien, *Community Member*

**Merrill Schools:** Lisa Snyder, *District Administrator*; Jim Hostvedt, *Teacher*

**Prentice Schools:** Randy Bergman, *District Administrator*; Greg Krause, *Community Member*

**Rib Lake Schools:** 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 8<sup>th</sup> 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 1<sup>st</sup> day of July, 2010 and ending on the 30<sup>th</sup> 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. A 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 (3<sup>rd</sup>) 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)

**Charter Amendment 2010-2011**

FIRST AMENDMENT TO JULY 1, 2010 CONTRACT AGREEMENT  
BETWEEN  
THE MEDFORD AREA PUBLIC SCHOOL DISTRICT SCHOOL BOARD  
AND  
RURAL VIRTUAL ACADEMY CHARTER SCHOOL

WHEREAS the current contractual agreement, under Article IV, does not include pre-school (4K) aged children as part of the description of school programming, in fulfillment of Wisconsin §118.40(1m)(b)3.

NOW, THEREFORE said Agreement is amended to read as follows:

1. Article IV: *“The educational program of the Rural Virtual Academy is designed to serve students grades Pre-K thru 8...”* Paragraph 1, Sentence 1
2. All other terms and conditions of said Agreement not expressly amended herein shall remain in full effect.

The First Amendment to said Agreement is signed and dated below by the authorized members of the RVA Governance Board.

\_\_\_\_\_  
Antigo Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Abbotsford School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Colby School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Medford School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Merrill School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Prentice School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rib Lake School District

\_\_\_\_\_  
Date

**\*Pre-K offerings passed through the approval of this amendment by the Governance Board at the May 18, 2011 meeting. Enrollment of 4 year old Pre-K students for the purposes of revenue counting will be begin in September of 2011.**

# 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 Pre-K - 8 students who are looking for an individualized virtual option of public education.

The RVA provides a self-paced instructional program that offers both remediation and acceleration options and well as social outings. The RVA brings together a family-centered, personalized, educational option with the availability of traditional school programming,, events, and organization.

### Initiatives and Goals 2010-2011

#### Curriculum

- ✚ Added Service Learning Requirement; Extending
- ✚ Family Books Shares: "Disruptive Class" & "Why Gender Matters"; Extending
- ✚ Piloted *Junior Great Books*; Curriculum
- ✚ Piloted *Reading Eggs*® (Pre-K / 2 Reading); Curriculum
- ✚ Piloted *Carone Fitness*® with *Polar*®; Curriculum
- ✚ Piloted *Education City*® (Pre-K / 2 Math); Curriculum
- ✚ Piloted *Meet the Masters*® (Art); Curriculum
- ✚ Calvert Fall Inservice; Professional Development
- ✚ Integrated Lessons from *Learning.com*®; Curriculum
- ✚ Expanded webpage; www.ruralvirtual.org; Reporting
- ✚ *Facebook*® Page created by PAC; Reporting
- ✚ Expanded *Illuminate*®; Instruction
- ✚ Removed *AutoSkill*; Instruction
- ✚ Removed *Calvert ATS* and replaced with *CTS*; Assessment
- ✚ Added 8<sup>th</sup> grade diploma; Connecting
- ✚ Disseminated *Aventa*® Geometry to MAMS & RTN; Extending
- ✚ Rock Climbing; Connecting
- ✚ Piloted *Skype*®; Connecting
- ✚ Curricula audit & self-review; Curriculum
- ✚ Open House in Antigo; Connecting
- ✚ Open House in Mosinee; Connecting



#### Policy & Procedure

- ✚ Created RVA-DB Fiscal Management
- ✚ Consultation considering expansion; CESA 10
- ✚ Consultation considering virtual school impact on expansion; DPI
- ✚ 66.0301 Agreement with Luck School District
- ✚ 66.0301 Agreement with Mosinee School District
- ✚ 66.0301 Agreement with Oostburg School District
- ✚ 66.0301 Agreement with Tomah School District
- ✚ Utilized Radio Ads; WAXX; Marketing
- ✚ Created *Google AdWare*® Campaign; Marketing
- ✚ Created *Facebook*® Ad Campaign; Marketing
- ✚ Imbedded *Google Analytics*®; Marketing Impact



#### Staffing

- ✚ Added RVA Assistant; Activities
- ✚ Added RVA Teacher; Pre-K
- ✚ Added RVA Teacher; Phy. Ed
- ✚ Added RVA Teacher; 1-8



## 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

Students in Pre-kindergarten, (beginning Fall of 2011), 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. It is the expectation of the Rural Virtual Academy that all students enrolled participate for the full school year of approximately 180 school days and 140 daily lessons. Students can complete up to 160 lessons in a year. Incentives are provided for students to go beyond 140 lessons and well as separate “Skills Workshops” are available to students who may need remedial attention after completing a curricular year.

### **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, Antigo, Colby, Medford, Merrill, Prentice, or Rib Lake may enroll in the RVA by contacting their local district offices or the RVA. Completing open enrollment applications is not necessary for students residing within the consortium districts.

### **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 ext: 528, and speaking with Kim Heckel.

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 is prorated dependent upon the actual enrollment date.

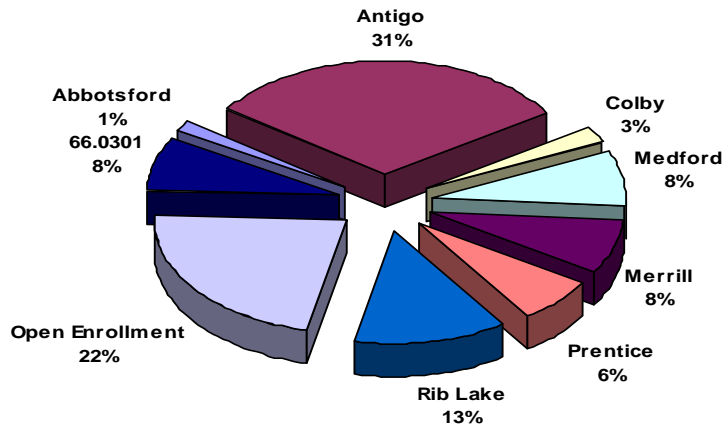
If a pupil who is not a resident of this state attends a virtual charter school in this state, the school board that contracted for the establishment of the virtual charter school, (Medford Area Public School District), shall charge tuition for the pupil in the amount equal to at least the amount determined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

### **Shared Enrollment**

Rural Virtual Academy students are 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.

**RVA School Enrollment Statistics 2010-2011**

**Districts Served**



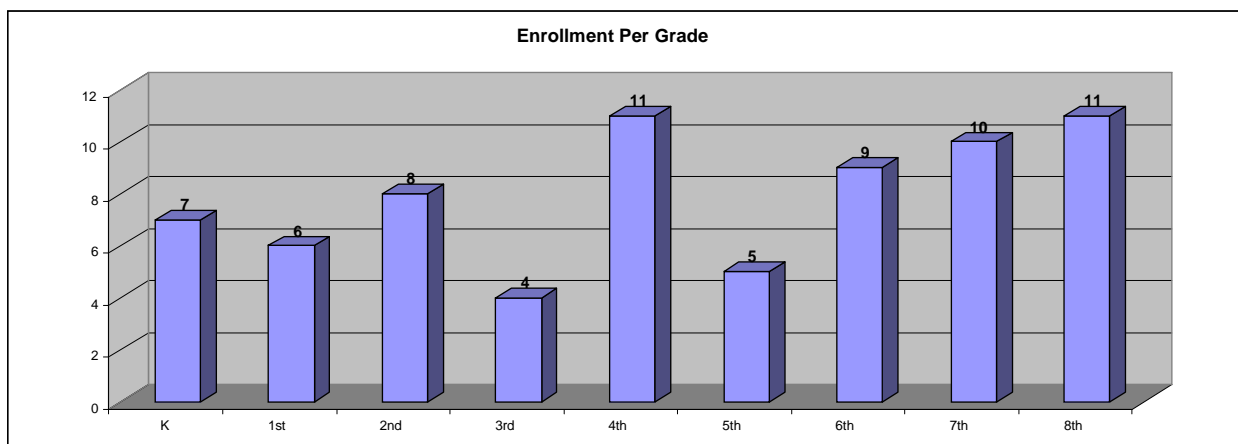
**Shared Enrollment**

Consortium Rural Virtual Academy students are 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 2010-2011**

In the 2010 - 2011 school year, consortium districts shared enrollment with no less than 8 students. These students participated in various academic classes, extra, and co-curricular activities.

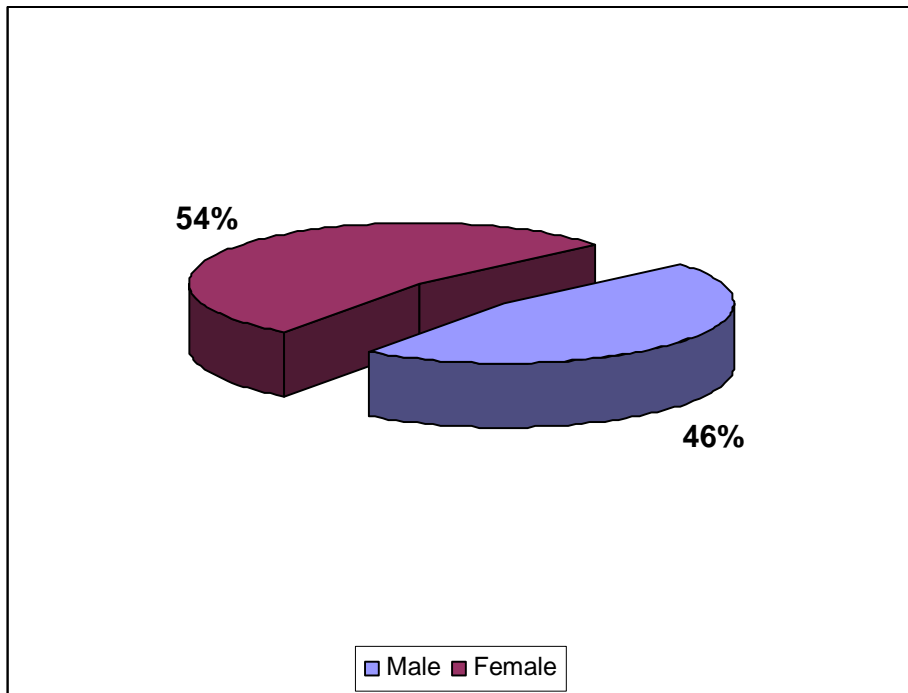
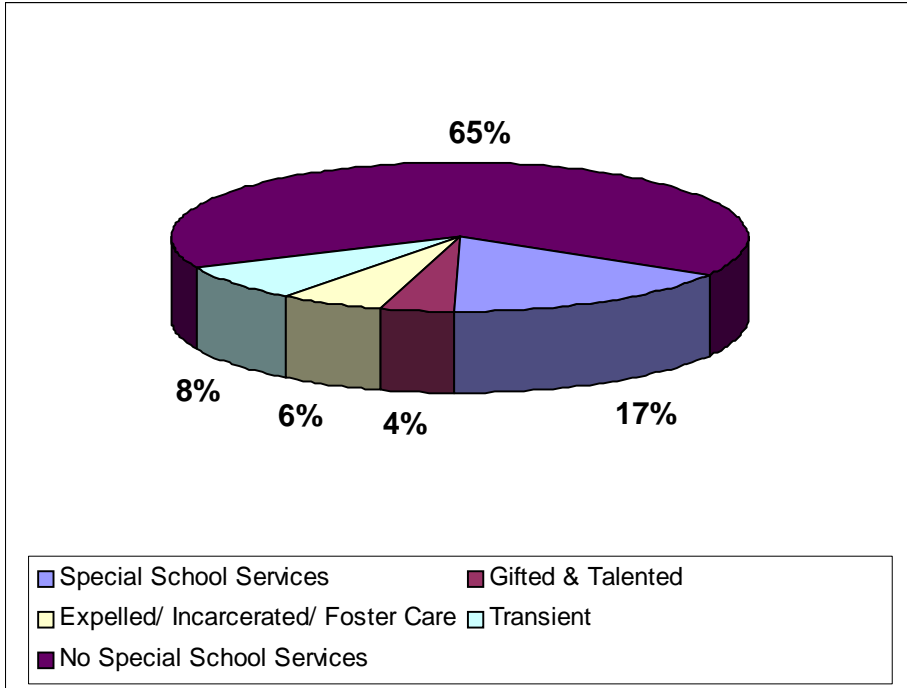
**RVA Grade Level Enrollment Statistics 2010 - 2011**



**\*71 Students were enrolled in the RVA this year (excludes Pre-K)**



**Student Demographics 2010 – 2011**



## **RVA Administrator**

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

**In the 2010 - 2011 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 are 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.

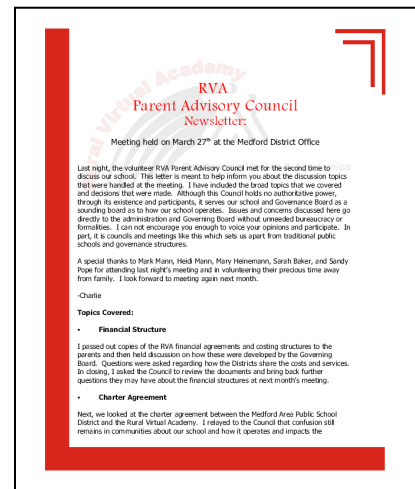
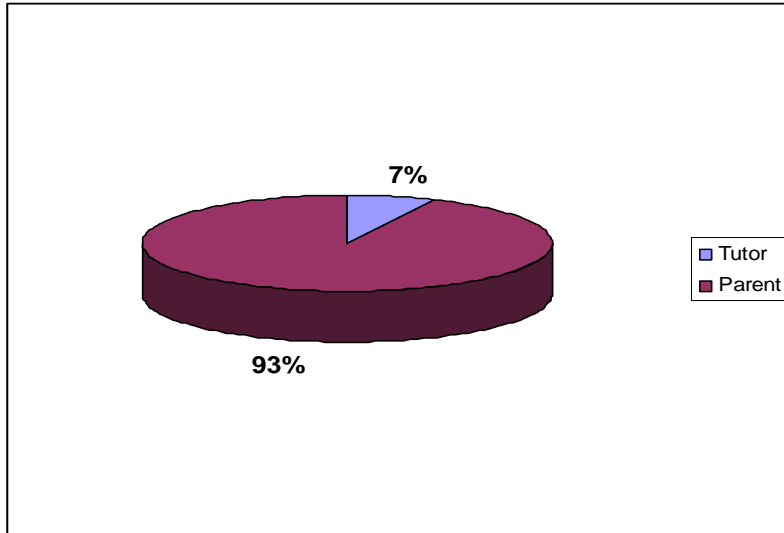
**In the 2010 - 2011 school year, Mark Mann, Sara Holewinski, Jessica Haenel, and Amanda Langdon served as the primary RVA Teachers. Sandy Pope served as the RVA Office Manager, Rebeccah Hopkins served as an Educational Assistant, and Jan Farmer served as the school's special education consultant.**



## 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 2010 - 2011



## 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 along with a nominated parent representative and regularly meet. 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 2010 - 2011

The Council met 7 times during the year under the direction of Heidi Mann as the head of the advisory council. Under the charter, the PAC is allowed one vote on the governance board and Heidi Mann represented the council on the board as well. PAC members took new initiatives this year including the recommendation of new pilot curriculums and suggested new field trips.












## 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 2010 - 2011

The RVA Governance Board met 5 times over the year on a bi-monthly basis with the exclusion of July. The Board was represented both by an Administrative Advisory Council public voting members. Each consortium district has one administrative representative and one voting representative. Additional voting members come from the RVA teacher and the Parent Advisory Council representatives.

Significant items considered over the past year included:

-  Adding Pre-Kindergarten
-  Expanding Marketing
-  Expanding the Consortium
-  Approving a Fiscal Management Policy
-  Approving Annual Budget and Expenditures
-  Considering Parent/ Student Feedback
-  Monitoring School-wide Programming and Operations
-  Considered Expanded Preferred Partnerships with Vendors
-  Approved Student Handbooks and Expectations
-  Monitored Enrollment Trends
-  Modified Membership Fee Calculation



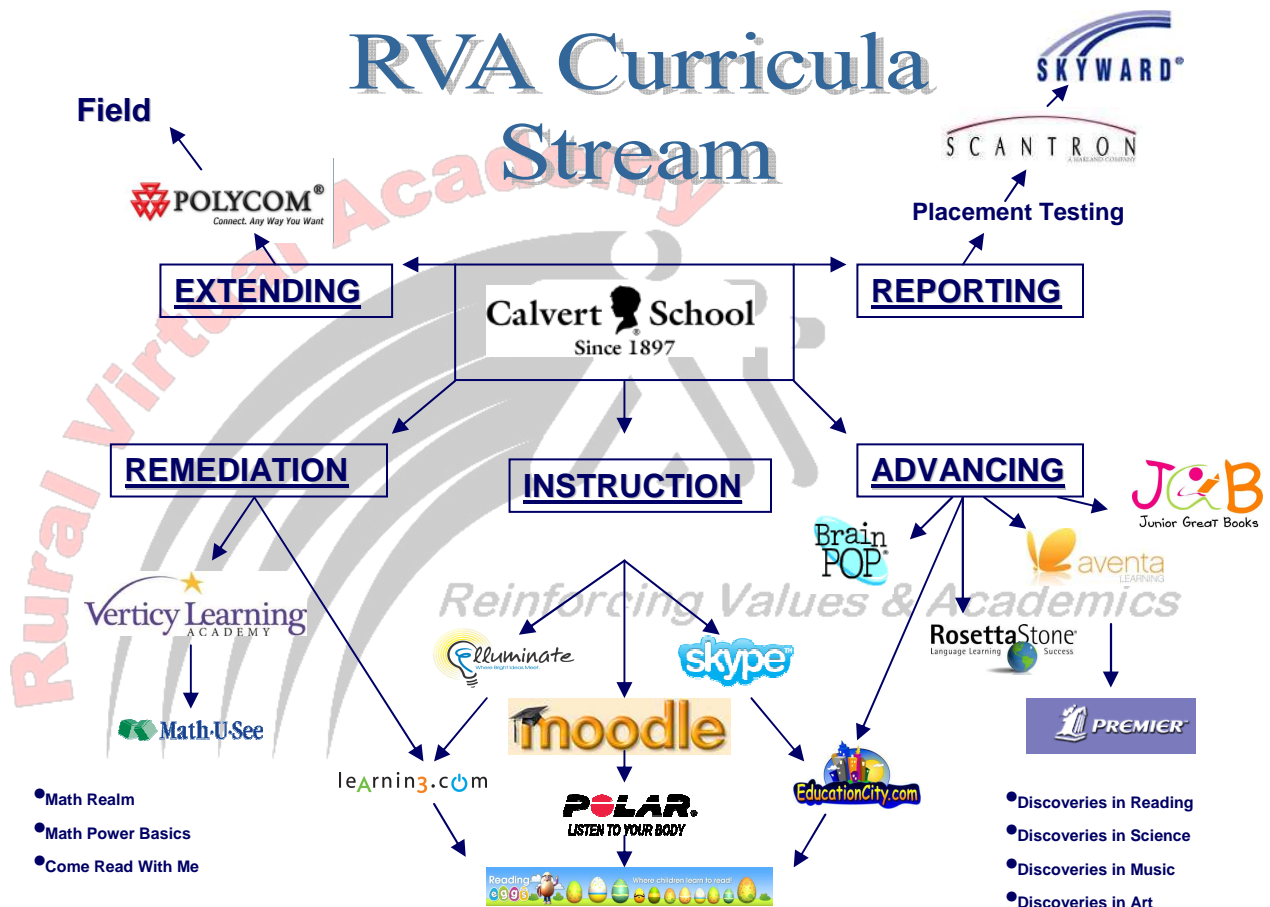
# Curriculum

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.

## Lesson Completion

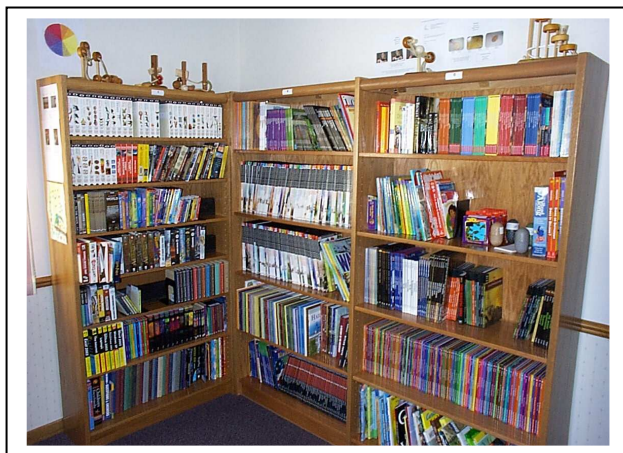
Students are required to complete daily lessons in all appropriate and assigned subject areas. Individualized learning plans, designating the pace for which specific content is covered to attain grade level advancement, may be developed for any child through a cooperative effort between the parents, RVA Teacher, and RVA Administrator. Failure to maintain adequate pace and progress eventually results in the RVA considering the dismissal of a student from school for failure to participate in accordance with State statute (118.40 (8)(f)(g) and RVA policy RVA-JE. Daily online self-checks are required to be completed unless otherwise waived by the RVA Teacher and/or Administrator.

## Curricula Stream 2010 - 2011



## RVA Resource Library

The RVA Resource Library has continued to grow over the 2010 -2011 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 continue adding more materials to the library in years to come.



## 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 students. It is also the intent of the RVA to encourage participation of RVA students in other co-curricular activities within the schools. Home Mentors should contact the building principal in the resident district with the intent to participate, and then students 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 is made by that district’s building administrator. Students participating in those district activities are subject to those policies and procedures governing participation and eligibility.

### Extra-Curricular Participation 2010 - 2011

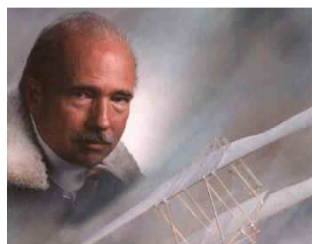
In the 2010 – 2011 school year, 8 students chose to regularly participate in co-curricular and/ or extra-curricular activities sponsored in the resident school districts.

## Field Trips

### Field Trip Statistics 2010- 2011

In the 2010 – 2011 school year, the RVA sponsored 10 academic field trips and 6 celebratory gatherings. Distance field trips, through the use of our PolyCom®, allow students to explore faraway lands firsthand. We also went to Camp Forest Springs, Milwaukee Public Museum, and Harvest Home Farm for outdoor education experiences. Celebrations at both the end of the 1<sup>st</sup> semester and the end of the school year were also held.

DATE	EVENT	# ATTENDING
September 30, 2010	Camp Forest Springs – Outdoor Ed.	85
October 22, 2010	“Mr. Bones”	39
November 3, 2010	Rock Climbing with WKCE	23
November 19, 2010	Swimming in Antigo	24
December 10, 2010	Orville Wright	20
January 14, 2011	Swimming in Antigo	33
January 21, 2011	Humans to Mars: NASA	34
February 10, 2011	Camp Forest Springs – Fun Day	30
February 25, 2011	Bowling in Medford	28
March 11, 2011	WWII Weapons	21
March 25, 2011	Swimming in Antigo	24
April 14, 2011	Reef HQ: Australia	28
April 21, 2011	Family Trivia Night	18
May 6, 2011	Milwaukee Public Museum	59
May 20, 2011	Harvest Home Farm	50
June 2, 2011	Picnic; Wildwood Park	63



**In 2010 – 2011, 579 RVA students and parents participated in our 16 trips.**

## Community Service

All RVA Students are required to complete a minimum of 8 hours of community service annually. The hours may be invested as each family chooses and may be acquired in a one-day project or over the entire school year. Community service projects are to provide students access to meaningful work that focus upon giving back to their local communities and in an area of particular student interest. Appropriate volunteer opportunities are exemplified by such activities as: work at local libraries, humane societies, hospitals, long-term care facilities, 4-H, Boy's and Girl's Scouts, churches, and the like. Group opportunities are provided through the RVA in order to provide assistance to those students who would prefer not planning their own service project. These school designed service opportunities are led and developed by the RVA's Parent Advisory Council.

Service hours do not need to be formally logged but students are required to submit an age-appropriate written synopsis of their experiences including what was learned. It is a goal of the RVA to instill the value of volunteerism in students by providing experiences which require the effort of giving back to positively impact our communities.

## Communications/ Attendance

Each student enrolled in the RVA is 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 can be required to attend the RVA Office 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 are subject to truancy procedures and removal from the RVA in accordance with policy RVA-JE.

**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.)**



**Attendance Rates 2010 – 2011**

In the 2010 – 2011 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 2010- 2011**

In the 2010 – 2011 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 2010- 2011**

In the 2010 – 2011 school year, there were no incidents of Academic Honesty violations pursued and resolved by the RVA .

## Academic Testing

**Subject Area Testing**

Minimum subject area testing is required after the completion of a set number of daily lessons. Additional daily assessments may be required in the form of online writing, quizzes, and tests assigned by the RVA Teacher. The Home Mentor or other designated proctor must monitor the student while tests are being completed. Test results are 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.

In the 2010 – 2011 school year, students took part in a number of alternative assessments and projects including creating videos and presentations and participating in the annual “Calvert Science Fair”.

### **Standardized Testing**

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

### **Standardized Testing Statistics 2010 - 2011**

Students in grades 2-8 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 on the next pages show the “*Standard Item Pool %*” in each subject area, for each grade level for the year.

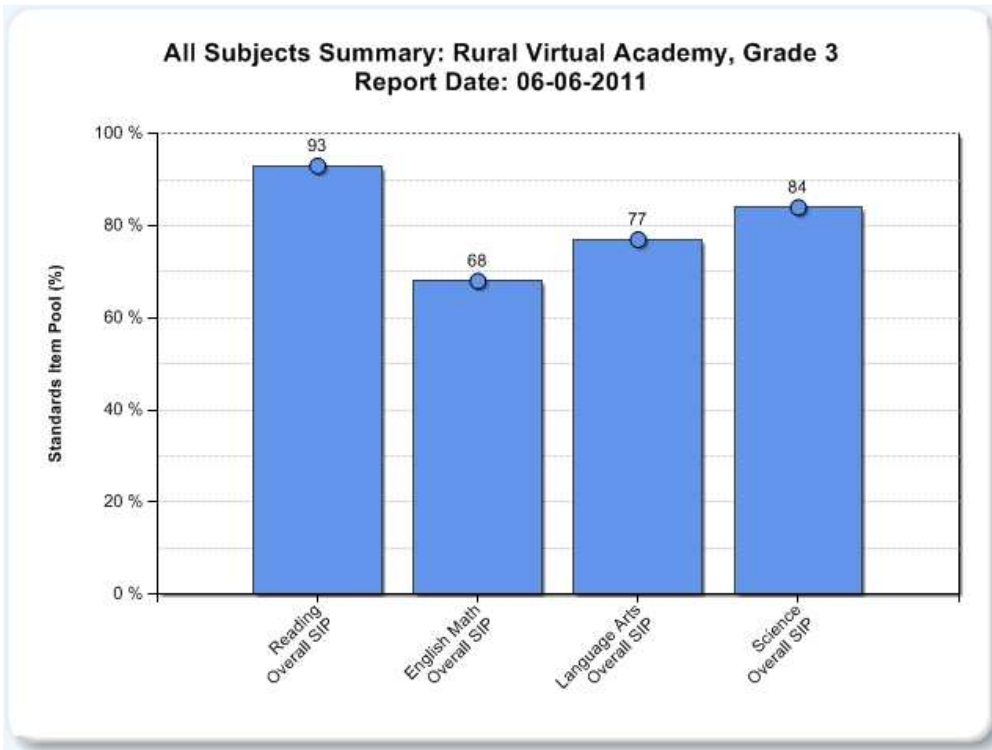
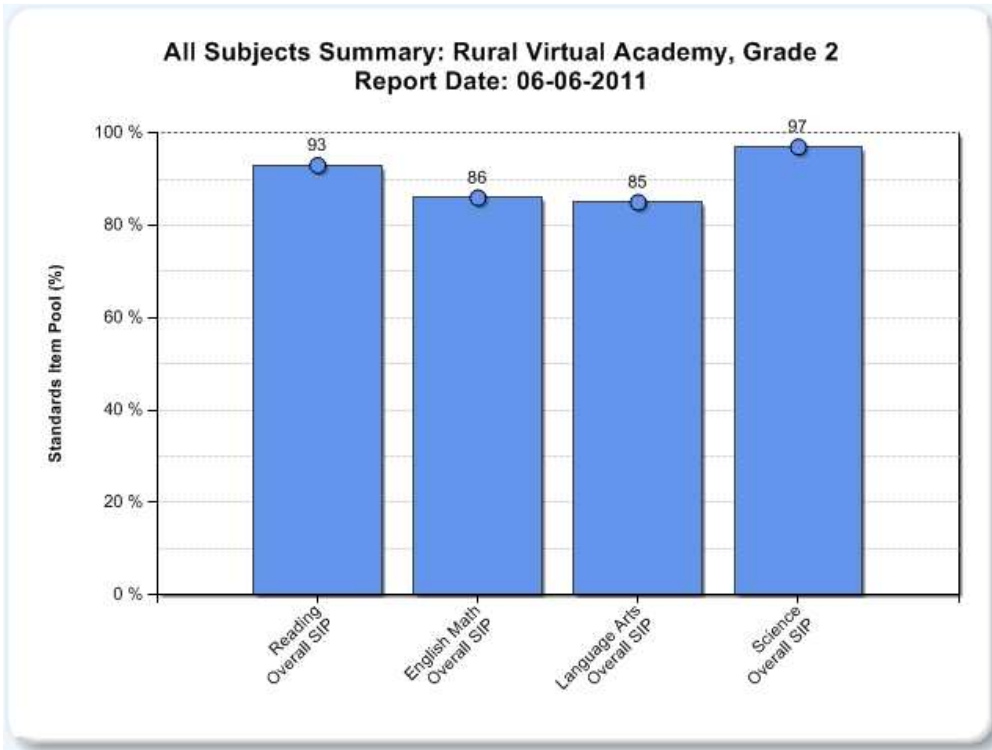
In 2010-2011, 53 RVA students were enrolled in grades 2-8 during the times when the Scantron tests were given in the Fall and Spring.

**SIP** - *The Standard Item Pool Score (SIP) measures the percentage of test questions that students would be expected to answer correctly, if they were to see the entire item pool for the grade and topic area.*

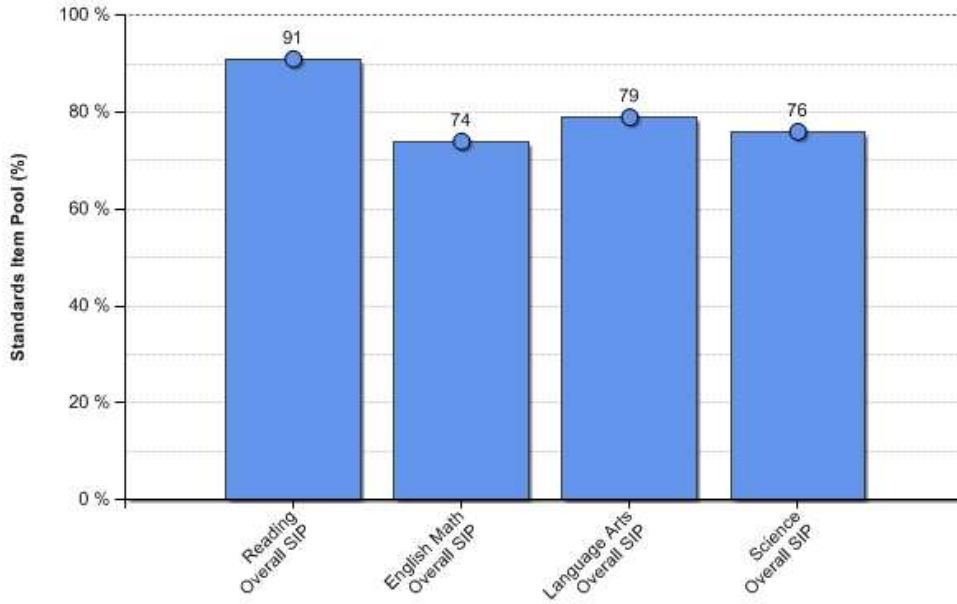
***\*The RVA is a year-round school and therefore “year-end” gains are difficult to determine in the Spring as many students have not yet completed their curriculum.***

***\*The following data includes students that attended the RVA both for partial and full years.***

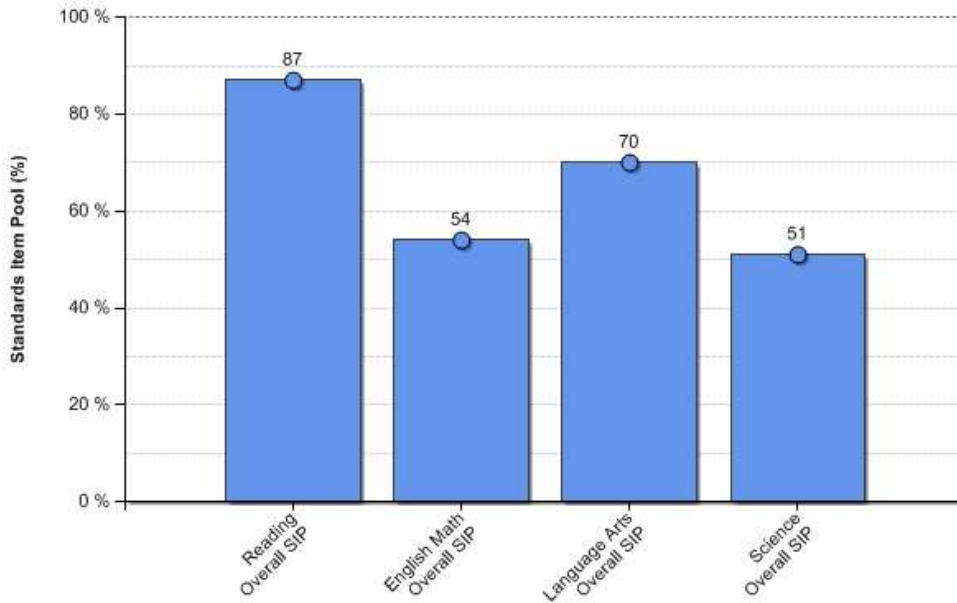
**All Subjects, By Grade Level, Summary 2010 - 2011**



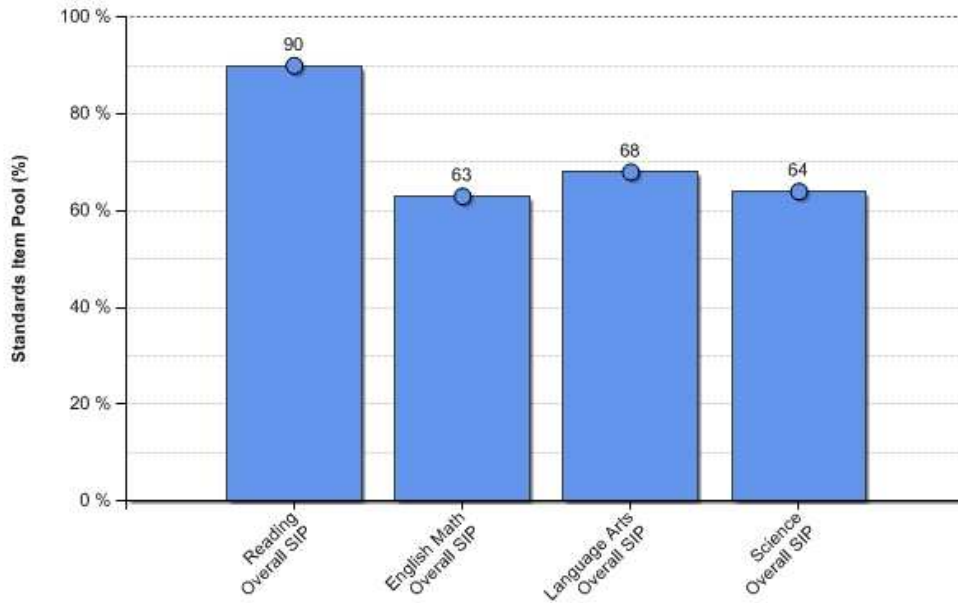
**All Subjects Summary: Rural Virtual Academy, Grade 4**  
**Report Date: 06-06-2011**



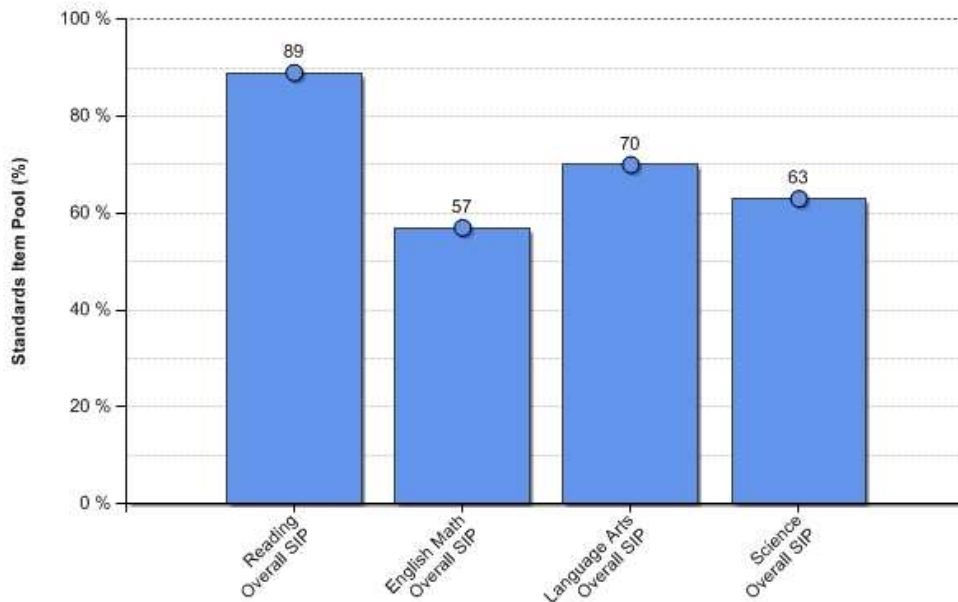
**All Subjects Summary: Rural Virtual Academy, Grade 5**  
**Report Date: 06-06-2011**



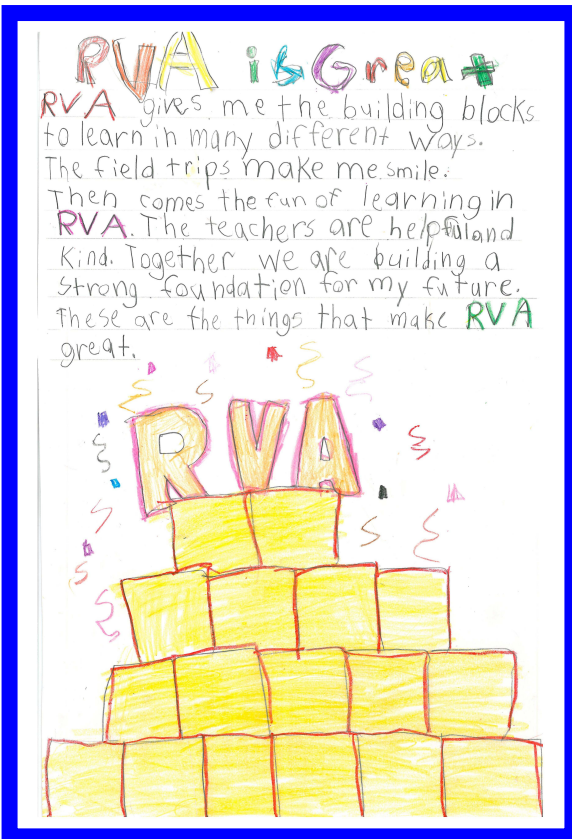
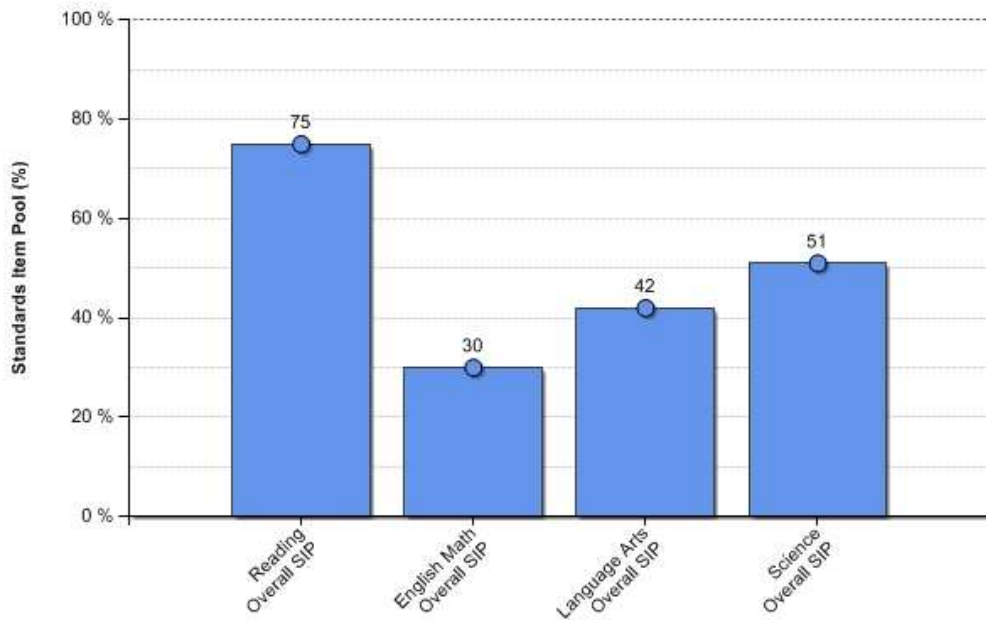
**All Subjects Summary: Rural Virtual Academy, Grade 6**  
**Report Date: 06-06-2011**



**All Subjects Summary: Rural Virtual Academy, Grade 7**  
**Report Date: 06-06-2011**



**All Subjects Summary: Rural Virtual Academy, Grade 8**  
**Report Date: 06-06-2011**



**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 2010 – 2011**

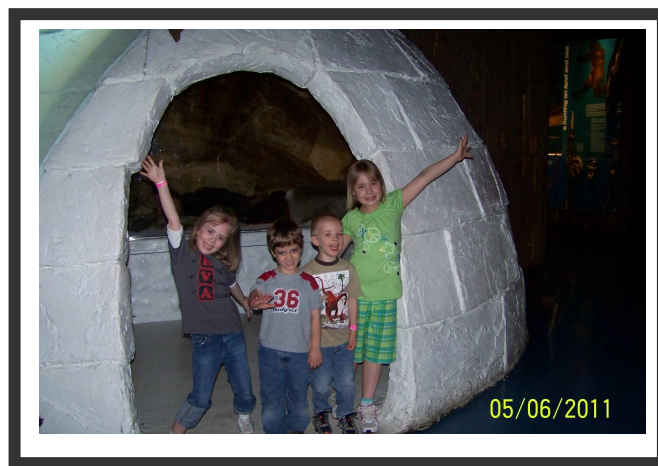
**In the 2010 – 2011, the RVA did not meet the FAY requirements. Therefore, AYP for the RVA for the 2010 – 2011 school year was met by showing individual examples of student growth through meticulous records and demonstrations of learning.**

**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 are proctored in the RVA Office or other area as determined by the RVA Administrator in the presence of the RVA Teacher, Home Mentor, or other assigned designee. Upon receiving the results of the placement tests, the student is then enrolled in the most appropriate grade/ program level.

**Placement Testing Statistics 2010 – 2011**

**In the 2010 – 2011 school year, approximately 95% of families elected to have their children take a placement exam to help determine appropriate grade level programming. All new families to the RVA are strongly encouraged to take the placement exams and then meet with the RVA Specialist and/or Administrator to review the results.**



## 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 provides feedback in the form of a grade or report. Students receive comments on completed work and periodic grade updates. Final grades are determined by averaging the all the work for the year. All grades appear on a formal transcript.

The initial responsibility for deciding whether there is retention or advancement of a student rests 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 are scaled using the classical five point discreet evaluation system using "A-F" as reporting marks. Grades are 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 Pre-K - 2 receive comments on completed work and periodic grade updates with grades being posted a minimum of four times per year. These grades are 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 2010 - 2011**

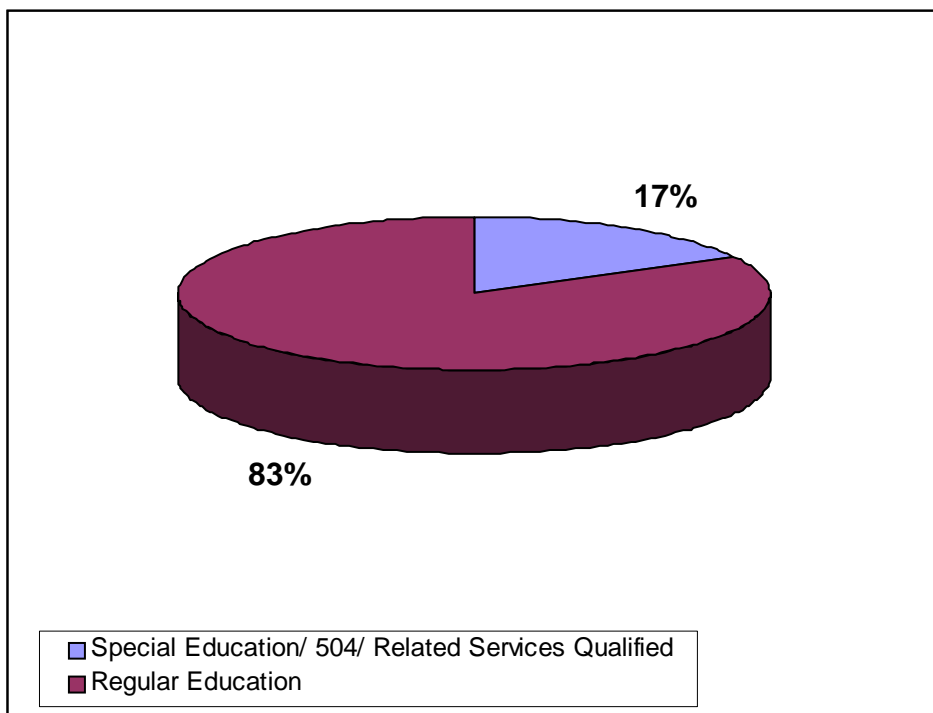
**All students attending the RVA in 2010 – 2011 have either successfully completed their grade level course work or will be completing course work over the summer for promotion to the next grade level.**



## 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 2010 - 2011



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

## **Financial Commitment**

The Rural Virtual Academy Governance Board, in support of fiscal responsibility, focusing on long-term growth and sustainability, resolved the following financial commitment in the 2006 – 2007 school year. This commitment was adjusted in 2008 – 2009. No adjustment to the formula was made in 2009 – 2010. In 2010 – 2011, the financial commitment was turned into policy titled RVA-DB (R)- “Fiscal Management” and adjustments were made to accommodate the addition of Pre-K offerings beginning in the 2011 – 2012 school year.

The following reports outline the expenditures (“Actual”) and budgets (“Budget”) for the RVA. Also included are the “Total Cost Calculation” for the consortium districts and graphs outlining the “Per Pupil Costs” and “Pupils Served.” Together, these documents are intended to openly show the public how tax dollars are being spent in support of the RVA.

## Rural Virtual Academy Expenditure Budget Report (5/11/11)

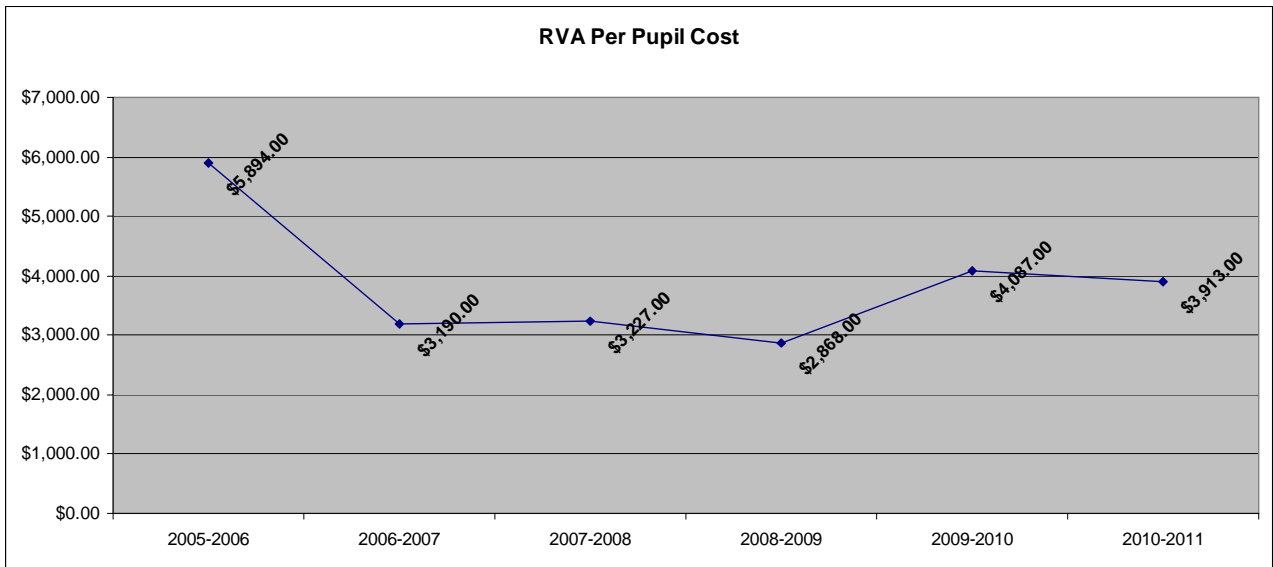
Description	Account Coding	2010/11 Budget	2010/11 Actual	2011/12 Budget
Field trips	99-800-__-110000-360	\$2,000.00	\$977.61	\$5,000.00
General supplies (library, rewards, consumables)	99-800-411-110000-360	\$2,500.00	\$2,426.93	\$3,500.00
Curriculum (Calvert, software, etc.)	99-800-__-110000-360	\$100,000.00	\$85,855.46	\$120,000.00
Computer supplies (batteries, mice, flash drives, bags)	99-800-411-110000-360	\$3,500.00	\$1,324.78	\$3,500.00
Salaries (RVA staff)	99-800-__-221000-360	\$111,983.00	\$111,982.79	\$124,514.00
Personal services (teachers)	99-800-310-221000-360	\$20,000.00	\$18,960.00	\$45,000.00
Personal services (addtl. staff)	99-800-310-221000-360	\$0.00	\$0.00	\$30,000.00
Personal services (assistant)	99-800-310-221000-360	\$10,000.00	\$7,875.64	\$15,000.00
Personal services (substitutes)	99-800-310-221000-360	\$0.00	\$703.18	\$2,000.00
Personal services (curriculum writing, website)	99-800-310-221000-360	\$7,000.00	\$6,552.50	\$14,000.00
Heat/electricity (RVA Office)	99-800-__-221000-360	\$0.00	\$0.00	\$300.00
Mileage	99-800-342-221000-360	\$2,000.00	\$1,207.66	\$2,000.00
Advertising	99-800-351-221000-360	\$6,000.00	\$12,827.11	\$14,000.00
Postage	99-800-353-221000-360	\$0.00	\$2,774.34	\$4,000.00
Telephone	99-800-355-221000-360	\$0.00	\$1,990.32	\$3,000.00
Internet reimbursements	99-800-358-221000-360	\$10,000.00	\$8,265.57	\$20,000.00
Office supplies (includes PAC mtgs.)	99-800-411-221000-360	\$1,500.00	\$2,532.61	\$2,500.00
Capital equipment	99-800-551-221000-360	\$30,000.00	\$21,789.44	\$45,000.00
Dues & professional development	99-800-940-221000-360	\$500.00	\$383.94	\$2,000.00
		\$306,983.00	\$288,429.88	\$455,314.00

**Rural Virtual Academy  
Total Cost Calculation 2010-2011**

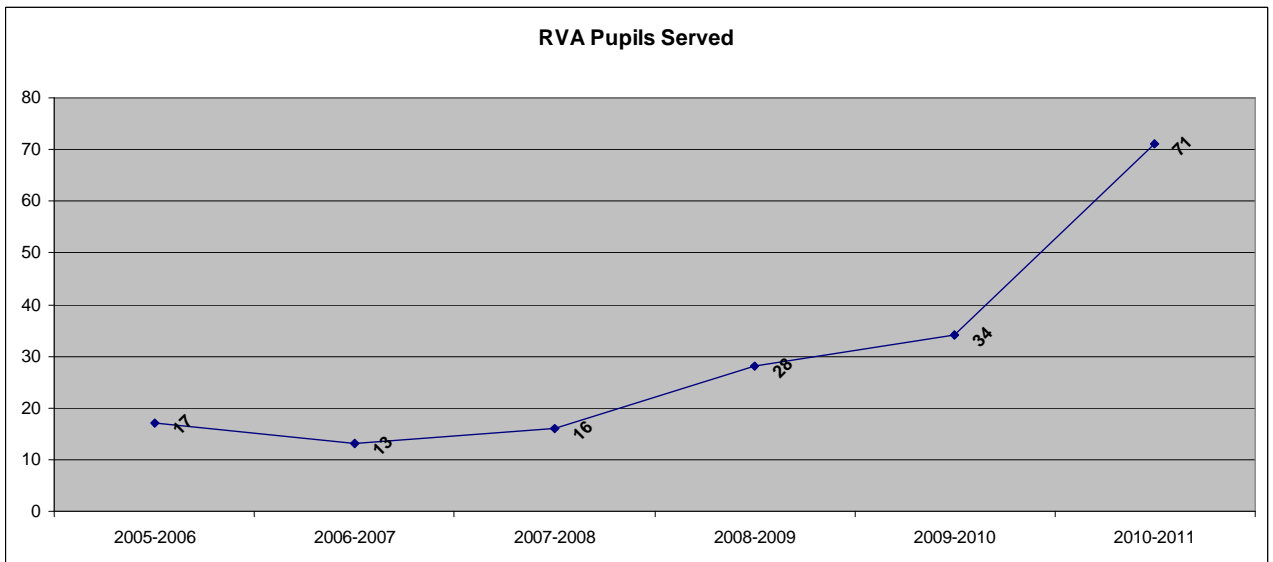
Operational Expenses	<b>288,430</b>	
		(306983 TOTAL BUDGET)
Open enrollment revenue (23 students: 17 remain)	125,577	
Net expenses	162,853	
Per school membership fee	3,000	
Number of schools	7	
Total from membership fee	21,000	
Remaining budget responsibility	141,853	
Number of Consortium Students	36.25	(71 STUDENTS SERVED)
Per Pupil Cost	3,913	

	<b>Students</b>	<b>Per Pupil Cost</b>	<b>Total Pupil Cost</b>	<b>Total Pupil + Fee Assessment</b>
Abbotsford	0.50	3,913	1,957	4,957
Antigo	15.50	3,913	*60,654	*60,654
Colby	1.25	3,913	4,891	7,891
Medford	4.75	3,913	18,588	21,588
Merrill	4.75	3,913	18,588	21,588
Prentice	2.75	3,913	10,761	13,761
Rib Lake	6.75	3,913	26,414	29,414
	36.25		141,853	
Total from membership fee			21,000	
Operational Expenses less Open enrollment			<b>162,853</b>	<b>159,853</b>

### RVA Per Pupil Cost 2010-2011



### RVA Pupils Served 2005-2011



## **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 2010 - 2011 school year.

# Contacts

## RVA Teachers

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Jan Farmer	Special Ed./ Counseling	715.748.2516	farmeja@medford.k12.wi.us
Mark Mann	K-8 Regular Ed.	715.748.2516	manma@medford.k12.wi.us

## RVA Administration

Charles Heckel	Administrator	715.748.2516	heckech@medford.k12.wi.us
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Rebecca Hopkins	RVA Assistant	888.801.2666	hopkire@medford.k12.wi.us
Nikki Clements	RVA Accounting	715.748.4620	clemeni@medford.k12.wi.us

## RVA Governance

Rebecca Hopkins	RVA Governance Board	888.801.2666	hopkire@medford.k12.wi.us
Heidi Mann	Parent Advisory Council	715.427.0796	markheidi6@hotmail.com



Amanda



Jessica



Sara



Jan



Mark



Charlie



Sandy



Nikki



Rebecca



Heidi

## **School Board Policies**

RVA-BBA	Governance Board
RVA-BBAB	Charter Education
RVA-BDDH	Public Participation at RVA Governance Board Meetings
RVA-DB (R)	Fiscal Management
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)**

**FILE: RVA-BBAB**

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

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

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

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

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

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

**CROSS REFERENCE:**

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

**FILE: RVA-BDDH**

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

**DATE ADOPTED: March 20, 1979      FILE SECTOR: RURAL VIRTUAL ACADEMY**  
**DATE REVISED: March 15, 2007      POLICY TITLE: PUBLIC PARTICIPATION**

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**

**DATE ADOPTED:** January 13, 2011

**FILE SECTOR:** FISCAL MANAGEMENT

**DATE REVISED:**

**POLICY TITLE: OPERATIONAL BUDGET AND AGREEMENTS**

Through exercise of State statute, the Rural Virtual Academy Public Charter School shall operate in consortia with participating school districts through developed and agreed upon shared virtual learning service agreements. These agreements are to provide both equitable and unique solutions to meet the needs of both parties. Shared service agreements between the Rural Virtual Academy and a participating school district can be developed up to the maximum length of the charter contract period.

**Multi-Year Consortium Agreements**

A participating school district agrees to remain in the Rural Virtual Academy consortium, under commitment both financially and in participation through the RVA Administrative Advisory Council and/or Governance Board, for no less than 5 fiscal years. Any member consortium school district may apply to terminate membership from the consortium for the succeeding year provided the written request is made prior to the RVA Governance Board's regular January/ February meeting. If the majority of RVA Governance Board members veto the request of termination, the request shall be denied and membership shall continue until June 30<sup>th</sup> of the succeeding/ following year. After this time, the district requesting termination may withdraw from future membership.

For those districts operating under a multi-year agreement with the RVA the following financial formula will be used in determining individual districts cost.

1. A 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, lease agreements, and/or other identified RVA expenditures.
2. The RVA Governance Board will establish a membership (participation) fee. This fee will be paid by the schools in the consortium.
3. The RVA Governance Board will establish a per student fee, based on the 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 students.

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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), (4K=0.6), student. A student enrolling after the second quarter, but prior to the start of the third quarter will be calculated as a .75 (FTE), (4K=0.45), student. Any student enrolled after the start of the third quarter, but prior to the fourth quarter will be calculated as a .50 (FTE), (4K=0.3),

student. Any student enrolled after the start of the fourth quarter, but prior to the fourth quarter billing date will be calculated as a .25 (FTE), (4K=0.15). Any student enrolling at the request of the member district past the fourth quarter 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 single year consortium agreement will be used to offset the current fiscal year costs.

Each consortium district will receive annual notification of this agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and any necessary 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.

Any district wishing to belong to the Rural Virtual Academy consortium under a multi-year commitment must first have approval from RVA Governance Board, requesting district's board of education, with final approvals made by the Medford Area Public School District's Board of Education.

### **Single Year Consortium Agreements**

A participating school district can join the Rural Virtual Academy by utilizing a shared virtual learning services agreement of 1 year or less. This is to give those districts wishing to having students within their resident district receive virtual educational services for a short-term the opportunity to do so without a long-term commitment. Individual consortium agreements are to be developed cooperatively between the requesting district and the Rural Virtual Academy Administrator. A single year agreement shall consider and describe the following:

**Program Description [PI-14.02(b)]:** Including a program description of the services the Rural Virtual Academy agrees to provide to the requesting district.

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**Fiscal Agent [PI-14.02( c)1, 2, 3]:** The Rural Virtual Academy under the authorization of the Medford Area Public School District will be the fiscal agent. As fiscal agent, the RVA will establish and maintain records in accordance with the uniform accounting system prescribed by the Department of Public Instruction under §115.28(13); file all required financial reports with the Department of Public Instruction; and, upon request of the Department, file a copy of the contract and the plan of operation with the Department.

**Budget Reconciliation [PI-14.02(f)(h)]:** Including a fair and equitable costing model with actual and final reconciliation prior to end of the fiscal year.

**Program Contacts:** Including the person(s) responsible for carrying out such agreed upon articles within the single year agreement

**Renewal:** Including language to determine when the agreement will be revisited for possible renewal.

The Rural Virtual Academy Administrator may enter into negotiations and development of single year contracts with requesting districts in the representative best interest of the Rural Virtual Academy and its Governance Board. Upon drafting a satisfactory agreement, any district still wishing to belong to the Rural Virtual Academy consortium, under a single year commitment, must have final approval from both requesting district's board of education and Medford Area Public School District's Board of Education.

**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:**

**FILE: RVA-EEA**

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

**DATE ADOPTED:** FILE SECTOR: **RURAL VIRTUAL ACADEMY**  
**DATE REVISED:** POLICY TITLE: **STUDENT TRANSPORTATION**

Transportation to and from the Rural Virtual Academy offices, or required locations for academic participation off campus, 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 state and federal law.

**CROSS REFERENCE:**  
**LEGAL REFERENCE:** §121.54(10); Wisconsin Statutes; *Racine Charter One vs.*

**FILE: RVA-IIBB**

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

**DATE ADOPTED:** March 15, 2007 FILE SECTOR: **RURAL VIRTUAL ACADEMY**  
**DATE REVISED:** POLICY TITLE: **INSTRUCTIONAL RESOURCES  
MATERIALS**

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

**CROSS REFERENCE:**  
**LEGAL REFERENCE:**

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

**DATE ADOPTED:  
ACADEMY  
DATE REVISED:**

**FILE SECTOR:  
POLICY TITLE:**

**RURAL VIRTUAL  
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.



**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 21<sup>st</sup> century
- utilize a personalized, motivational learning opportunity
- differentiate and assess available resources

**Policy Statements**

1. Access to the electronic network and resources within the RVA is a privilege, not a right. This privilege will be revoked at any time for deliberate use not consistent with the "Telecommunication Code of Conduct" of the academy. Furthermore, unacceptable use may result in suspension or revocation of network privileges and possibly other disciplinary action up to and including possible suspension or expulsion from school.
2. Student(s) shall not access or use electronic mail or other computerized communication systems to relay threatening, intimidating, abusive, or harassing measures. Such use may result in criminal sanctions consistent with Wisconsin Statutes §947.0125.
3. Student(s) shall not impose their choices on others, access private files, attempt to break the security systems, copy software illegally, or use computer supplies that are not for school-related activities.
4. Student(s) accessing district telecommunications systems may not corrupt network integrity by deliberately allowing inappropriate and/or dangerous files (i.e., viruses) to enter the system.
5. Any use of the network to facilitate illegal activity is prohibited and will be reported to the appropriate authorities.
6. Copyrighted material may not be placed on the network without the copyright owner's permission.
7. Student(s) are responsible for the ethical and educational use of their own accounts. These accounts are to be used only by the authorized owner of the account for the authorized purposes.

Student(s) shall not intentionally obtain copies of and/or modify the files or passwords belonging to other users.

8. The academy is not responsible for the accuracy or quality of information obtained through its telecommunications services. The academy is also not responsible for any damages the student(s) suffers, including loss of data resulting from delays, non-deliveries, mis-deliveries, hardware system problems, or service interruptions. Use of any information obtained via district technology is at the user's risk.
9. The RVA Principal may establish additional rules and procedures that he/she deems necessary to insure proper use of the telecommunications in the academy.
10. The staff has the responsibility of making the educational goal clearly understood by the student. In addition, it is the responsibility of the staff to inform the student of his/her responsibilities when accessing the networks and the proper etiquette for their use.

### **TELECOMMUNICATIONS CODE OF CONDUCT**

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

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

### **RULES FOR TELECOMMUNICATIONS USE**

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

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

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

#### **Unacceptable Use - Responsible users:**

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

- Shall NOT use the network to violate behavior standards or academy policies including, but not limited to, policies regarding sexual harassment or discrimination
- Shall NOT assist others in violating the Code of Conduct

**FILE: RVA-IKE**

**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**

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

**DATE ADOPTED: October 29, 1987**  
**DATE REVISED: March 15, 2007**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**  
**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.

**FILE: RVA-JECBE**

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

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

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

FILE SECTOR: RURAL VIRTUAL ACADEMY

DATE REVISED:

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 policies 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

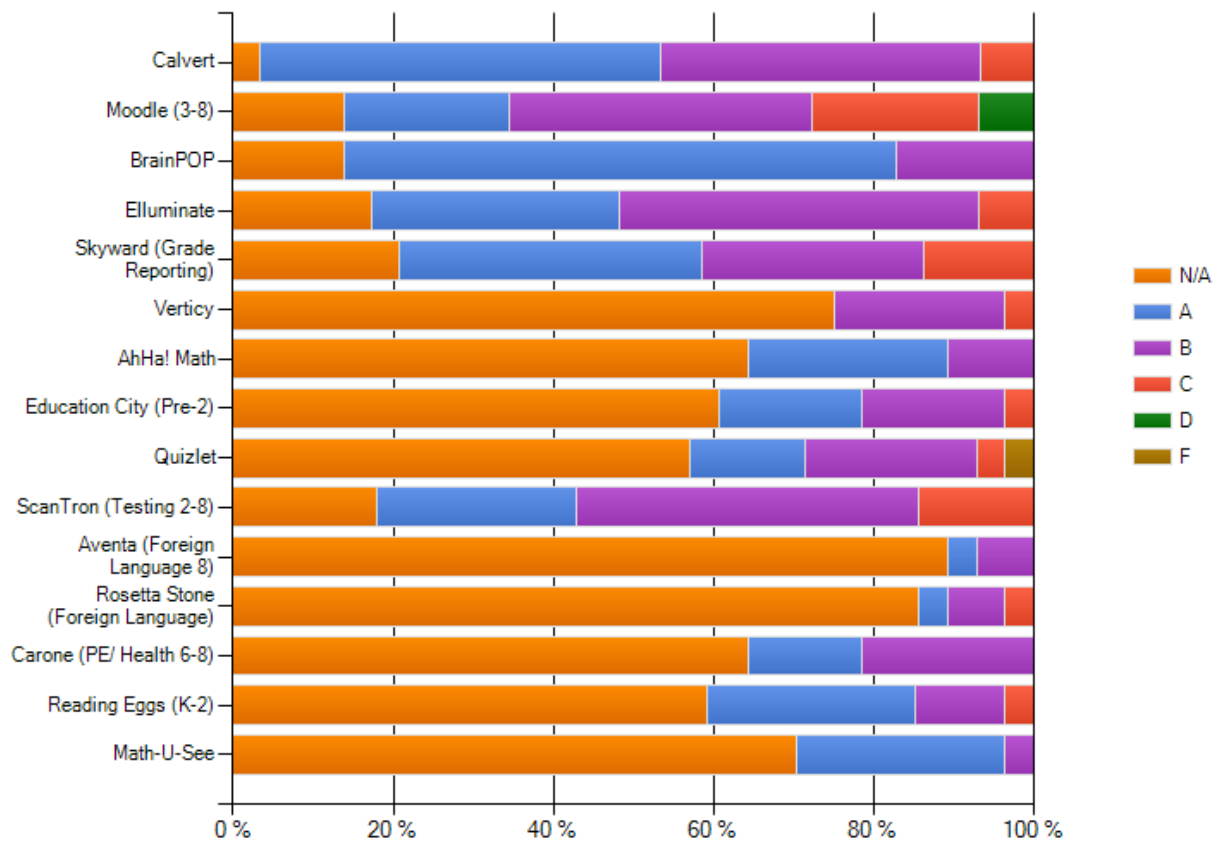
**\*Please provide a completed copy to the RVA Office to remain with the student's records.**

## Student/ Parent Satisfaction Surveys

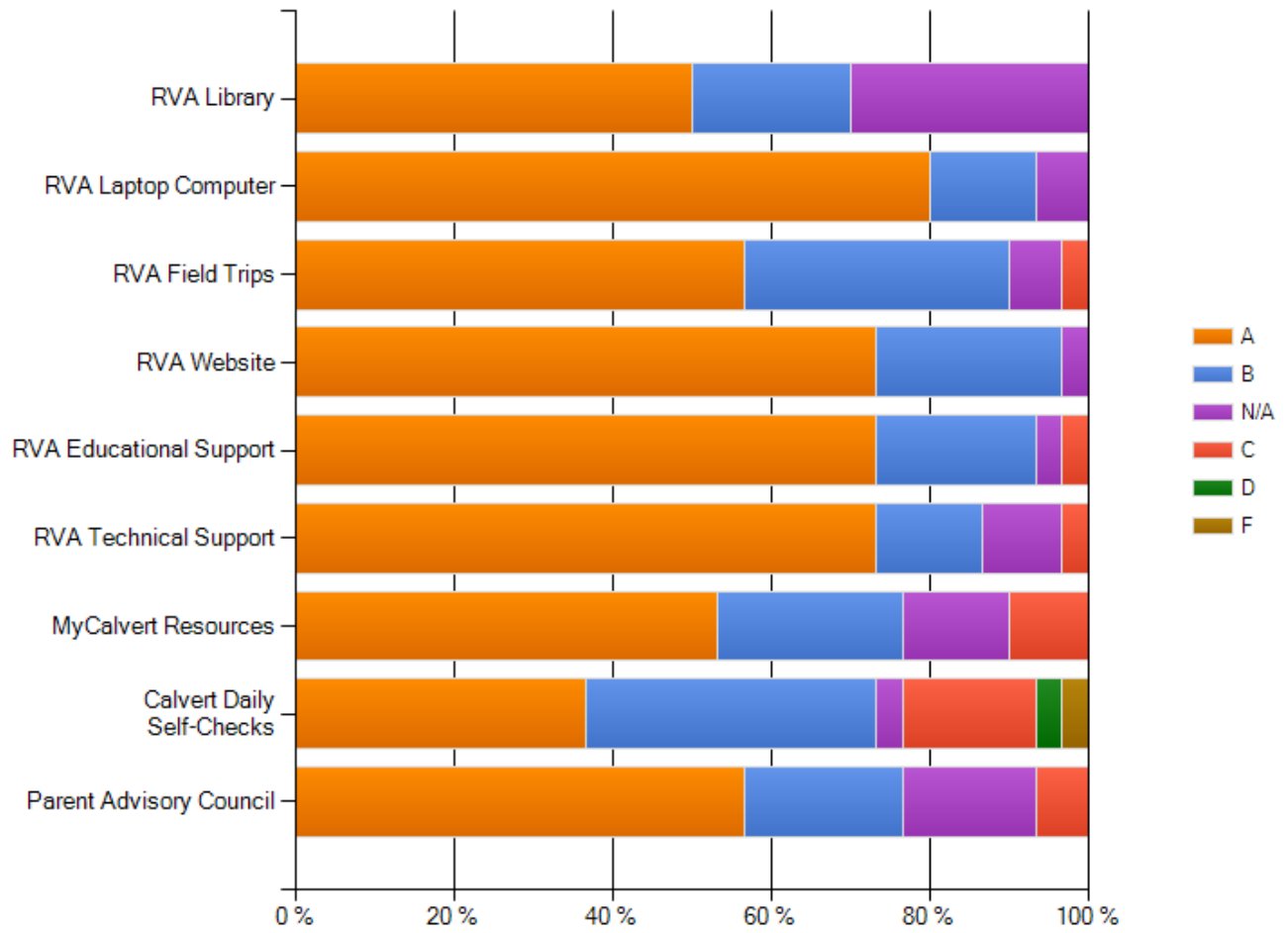
The RVA has built a school based upon the belief that it is in the best interest of all to have strong family, student, staff, and community involvement and support of the schools services, resources, and academic excellence. Annually, all parents and students are given the opportunity to provide feedback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

### Academic Excellence Survey 2010 – 2011

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".

