



© RURAL VIRTUAL ACADEMY

# Annual School Performance Report



**2011-2012**

®RURAL VIRTUAL ACADEMY

---

# Annual School Performance Report

---

## School Year 2011 – 2012

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 • Mosinee • Prentice • Rib Lake

®Rural Virtual Academy  
509 Clark Street  
Medford, WI 54451  
Phone 888.801.2666 • Fax 715.748.1213  
[www.ruralvirtual.org](http://www.ruralvirtual.org)

---



To the Community,

Through all measures, our 7th 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.

This past year presented new and unique challenges to the school. With average annual growth of over 56%, maintaining the personal connection to each child and family, while still delivering the highest-quality education offerings, remained at the forefront of our attention. Utilizing more community outreach activities and well as increasing our faculty were both results of our continued growth. The RVA showed large fluctuations in enrollments throughout the year with more than the average number of families transitioning between the traditional school and the RVA. This year's fluctuations were for a combination of reasons but mainly resulting from attendance issues. This year, as in the past, we worked closely with our families and communities in order to ensure that those who made the choice to publically home school did it for the right reasons. Regardless of these and other challenges this year, you can see from the results of our recent satisfaction survey that families found the attending school through RVA was an overwhelmingly positive experience.

The landscape of public education continues to evolve with greater emphasis and focus turning towards mastery of competencies and recognition of developmental stages regardless of grade or age. We intrinsically and through research know that we each learn differently and at different rates. Some of us learn one subject faster while needing more time on another. The idea that every student should be on page 72 during week 5 of the course is simply not borne out by what we know about learning. Even with this knowledge about how we all learn best, we find change in education burdened by aged infrastructure, bureaucracy, and reluctance to change. However even in the face of these challenges, we in the RVA continue to embrace these changes in public educational policy as we believe they are in the best interest of our children. These changes provide a pathway to appropriate challenge each student to master his or her own personal best. I believe a true model school is a place that matches a learner's ability with natural affinities and then finds a way to connect those with related experiences and ventures. This year the RVA continued to forward these beliefs and changes.

It is an exciting time to be in education. It is a time when we can learn both from the wisdom and experience of our elders, and from the innate intuition and instincts of the young as they respond to their rapidly changing future. It is a time when our own knowledge and wisdom are of worth and value to our children. It is a time when we each have the opportunity to be an active participant in the creation of this new and unnamed and unformed educational system. With optimism I believe this century, like last century, will be better than the previous for most. Most of our children will have a higher quality of life and better standard

of living then we have experienced. That is good. That is the purpose of education and the challenge to which we in education should all aspire.

In closing, I want to thank 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 7 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 and we look with great anticipation to the challenges of our next school 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

Jeff Albers  
*Director of Finance; Medford Schools*

Charles Heckel  
*Administrator*

Dennis Hinderliter  
*Technology Engineer; Medford Schools*

### Support Staff

Nikki Clements  
*Administrative Assistant  
Business & Daily Operations  
RVA Board Recording Secretary  
Medford Schools*

Sandy Pope  
*RVA Specialist  
Office Manager  
Medford Schools*

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

Rebecca Hopkins  
*RVA Assistant  
Consultant*

Buck Lemke  
*RVA Web Programmer  
Consultant*

Jessica Martin  
*School Psychologist  
Director of SPED  
RVA*

Nancy Gibson  
*Program Manager  
Calvert*

Kelli Ray  
*RVA 1-8  
Teacher*

Mark Mann  
*RVA 1-8  
Teacher*

Jill Chasteen  
*RVA SPED  
Teacher*

Jill Fortin  
*RVA Art  
Teacher*

Sara Holewinski  
*RVA 1-8  
Teacher*

Amanda Langdon  
*RVA Pre-K / K  
Teacher*

Jessica Haanel  
*RVA Phy. Ed.  
Teacher*

### Parent Advisory Council

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*

**Mosinee Schools:** Cheryl Polster, *Director of Curriculum & Instruction*; Shelly Borchardt, *parent*

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

**Rib Lake Schools:** Angela Woyak, *Rib Lake Principal*; Rebecca Hopkins, *parent*

# Table of Contents

Charter .....	ii
Rural Virtual Academy & Medford Area Public School District	
Charter Agreement.....	ii
Definitions .....	2
<b>Section 1.01 Certain Definitions .....</b>	<b>2</b>
Name of Person/Organization Establishing Charter School.....	2
Person in Charge and Manner of Administration .....	2
<b>Section 3.01 Administrator.....</b>	<b>2</b>
<b>Section 3.02 Administrative Services.....</b>	<b>2</b>
<b>Section 3.03 Teacher.....</b>	<b>2</b>
<b>Section 3.03 Instrumentality.....</b>	<b>2</b>
Description of Educational Program.....	3
School Goals and Measures .....	3
<b>Section 5.01 RVA School Goals and Methodology .....</b>	<b>3</b>
<b>Section 5.02 Student Academic Engagement .....</b>	<b>3</b>
<b>Section 5.03 Student Academic Achievement .....</b>	<b>3</b>
<b>Section 5.04 Parental Engagement and Satisfaction.....</b>	<b>3</b>
<b>Section 5.05 Means of Measuring Pupil Progress and Goals.....</b>	<b>3</b>
Rural Virtual Academy Governance Board .....	4
<b>Section 6.01 Membership By-Laws and Terms .....</b>	<b>4</b>
<b>Section 6.03 Qualifications to be Met by Individuals Employed in</b>	
<b>the Charter School.....</b>	<b>4</b>
Means of Maintaining Student Health and Safety .....	5
Means of Achieving Racial and Ethnic Balance .....	5
Requirements for Admission .....	5
<b>Section 9.01 Consortium Districts Participation.....</b>	<b>5</b>
<b>Section 9.02 Consortium Students.....</b>	<b>5</b>
<b>Section 9.03 Non-Consortium Students.....</b>	<b>5</b>
<b>Section 9.04 Out-of-State Resident Pupils.....</b>	<b>5</b>
<b>Section 9.05 Shared Enrollment for Consortium Students.....</b>	<b>5</b>
<b>Section 9.06 Other Admission Conditions.....</b>	<b>5</b>

Annual Audits .....	6
Discipline Procedures .....	6
Public School Alternatives.....	6
School Facilities and Liability Insurance.....	6
Effect of Charter School on Liability .....	6
<b>Section 14.01 Term</b> .....	<b>6</b>
Exchange of Funds .....	6
Budget Responsibilities.....	6
Nondiscrimination .....	7
Transportation.....	7
Regulation Variations.....	7
<b>Section 19.01 Wisconsin State Statute Exemptions</b> .....	<b>7</b>
<b>Section 19.02 Medford Area Public School District Board of</b>	
<b>Education policy exemptions</b> .....	<b>8</b>
Allocation of Federal Funding .....	8
Non-Sectarian Status .....	8
School Administration Involvement .....	9
Parental Involvement .....	9
Term and Termination of This Contract.....	9
<b>Section 24.01 Mutual Agreement</b> .....	<b>9</b>
<b>Section 24.02 Contract Violation</b> .....	<b>9</b>
<b>Section 24.03 Academic Progress</b> .....	<b>9</b>
<b>Section 24.04 Fiscal Management</b> .....	<b>9</b>
<b>Section 24.05 Violation of Wisconsin Statute 118.40</b> .....	<b>9</b>
<b>Section 24.06 Sponsors</b> .....	<b>9</b>
<b>Charter Amendment 2010-2011</b> .....	<b>10</b>
Rural Virtual Academy Mission Statement.....	11
Focus and Direction .....	11
Initiatives and Goals 2011 - 2012.....	11
Application Process.....	12
Enrollment.....	12
Enrollment Options for Consortium Schools .....	12
Enrollment Options for Non-Consortium Schools.....	12
Shared Enrollment .....	12
Shared Enrollment Statistics 2011-2012 .....	12
RVA School Enrollment Statistics 2011-2012 .....	12
RVA Grade Level Enrollment Statistics 2011 - 2012.....	14
Student Demographics 2011 – 2012.....	14
RVA Administrator.....	17

RVA Teacher.....	17
Home Mentor .....	18
Home Mentor Statistics 2011 - 2012.....	18
Parent Advisory Council.....	18
Parent Advisory Council Statistics 2011 - 2012 .....	18
Governance Board.....	19
Governance Board Statistics 2011 - 2012.....	19
Curriculum.....	20
Lesson Completion .....	20
Curricula Stream 2011 - 2012.....	20
RVA Resource Library.....	21
Extra-Curricular Participation & Field Trips.....	21
Field Trip Statistics 2011– 2012.....	21
Community Service .....	24
Communications/ Attendance.....	24
Attendance Rates 2011 – 2012.....	24
Discipline Procedures.....	25
Reasons.....	25
Dispositions.....	25
Academic Honesty .....	26
Discipline Statistics 2011- 2012 .....	26
Academic Testing.....	26
Subject Area Testing.....	26
Performance-Based Alternative Assessment.....	26
Standardized Testing .....	26
Standardized Testing Statistics 2011 - 2012.....	26
All Subjects, By Grade Level, Summary 2011 - 2012 .....	27
State Testing.....	30
Schools with Small Numbers of Students or No Tested Grades:..	30
WKCE Results 2011 – 2012 .....	30
Placement Testing .....	31
Placement Testing Statistics 2011 – 2012 .....	31
Grade Advancement .....	32
Grade Advancement Statistics 2011 - 2012.....	32
Special Education or Related Services.....	33
Special Education or Related Services Statistics 2011 - 2012.....	33
Financial Commitment.....	34
RVA Budget/ Expenditures Reports 2011– 2012 .....	35
RVA Per Pupil Cost 2011-2012.....	37



RVA Pupils Served 2005-2012 .....	37
Challenges to Online Learning .....	38
Disclaimer .....	38
Contacts.....	38
Student/ Parent Satisfaction Surveys .....	39
Academic Excellence 2011 - 2012.....	39
School Resources 2011 - 2012.....	41
School Services 2011 - 2012 .....	42
Survey Summary 2011 - 2012 .....	45

# 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 polices, 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

# 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 2011 - 2012

#### Curriculum

- ✚ Piloted *Accelerated Education*®; Curriculum
- ✚ Piloted *BrainHoney*®; Curriculum
- ✚ Expanded *Reading Eggs/ Eggspress*® (Pre-K / 2 Reading); Curriculum
- ✚ Added *Bookshare.org*® for *SPED*; Curriculum
- ✚ Added *VMath Live*®; Curriculum
- ✚ Added *Achieve3000*®; Curriculum
- ✚ Expanded *Education City*® (Pre-K / 2 Math & Science); Curriculum
- ✚ Calvert Winter In-service; Professional Development
- ✚ Expanded webpage; [www.ruralvirtual.org](http://www.ruralvirtual.org); Reporting
- ✚ *Flag Page*® Study; Professional Development
- ✚ Expanded *Illuminate*®; Instruction
- ✚ Disseminated *Aventa*® Algebra, Algebra II, and Geometry to MAMS
- ✚ Added new [ruralvirtual.org](http://ruralvirtual.org) domain; Reporting



#### Policy & Procedure

- ✚ Created RVA-JFC Code of Conduct
- ✚ Updated RVA-DB Fiscal
- ✚ Updated RVA-IIB School & Class Size
- ✚ Updated RVA-JECBD Open Enrollment
- ✚ Consideration of Preferred Calvert Partnership
- ✚ Added Mosinee School District to Consortium
- ✚ 66.0301 Agreement with Luck School District
- ✚ 66.0301 Agreement with Tomah School District
- ✚ Utilized Television Ads; WAOW; Marketing
- ✚ Utilized Radio Ads; WATK; Marketing
- ✚ Incorporated ManPower® payroll services; Management



#### Staffing

- ✚ 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 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.

### **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, Mosinee, 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.

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**

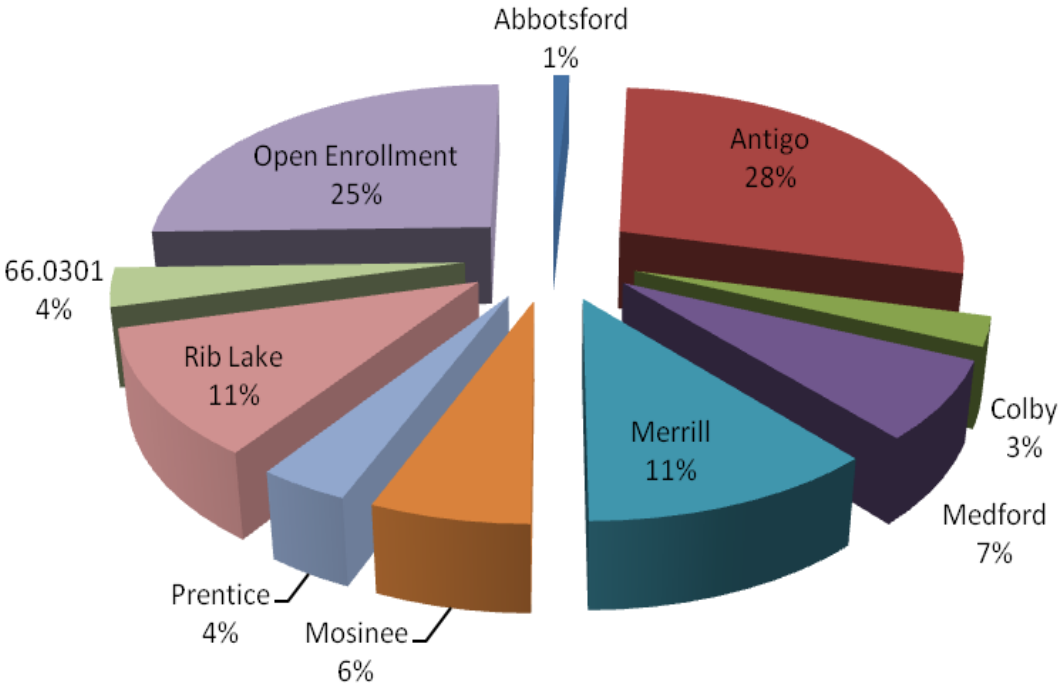
Rural Virtual Academy students are allowed to enroll in regular school day courses in the school district in which they reside. In order to enroll in a regular school day course, conditions must be met outlined in policy RVA-JECBE.

### **Shared Enrollment Statistics 2011-2012**

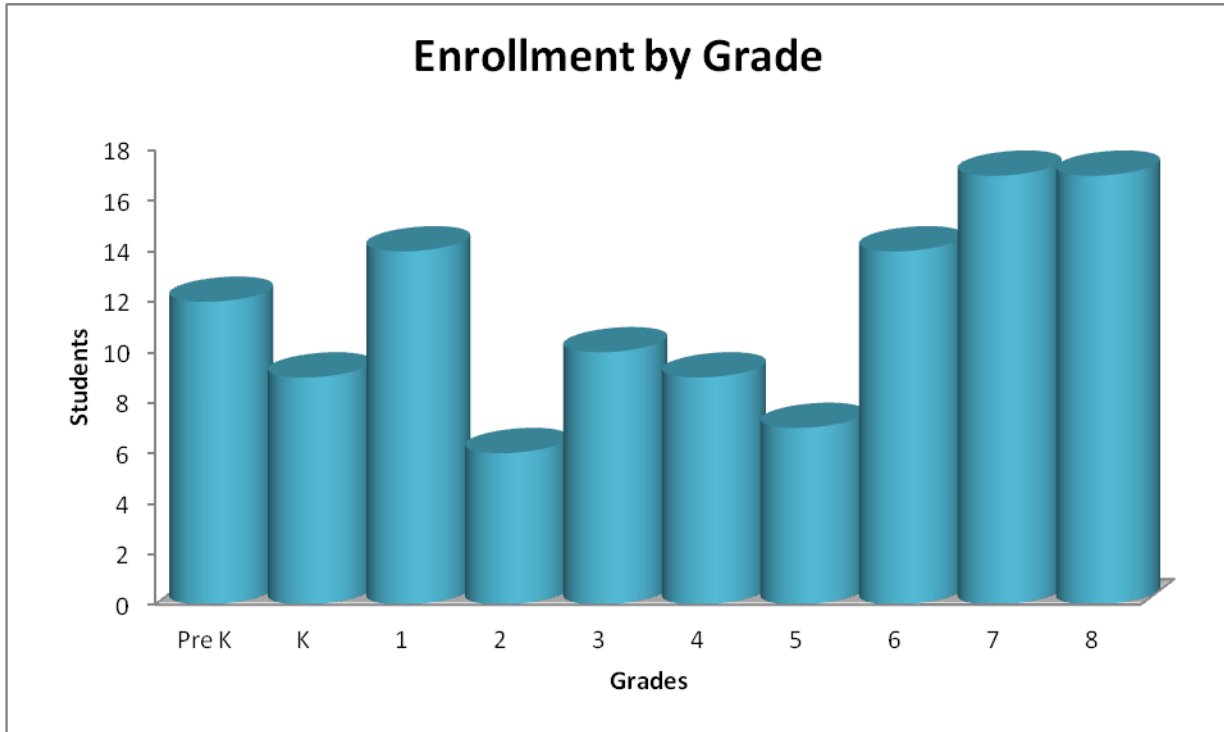
**In the 2011 - 2012 school year, consortium districts shared enrollment with no less than 6 students. These students participated in various academic classes, extra, and co-curricular activities.**

### **RVA School Enrollment Statistics 2011-2012**

# Enrollment by District

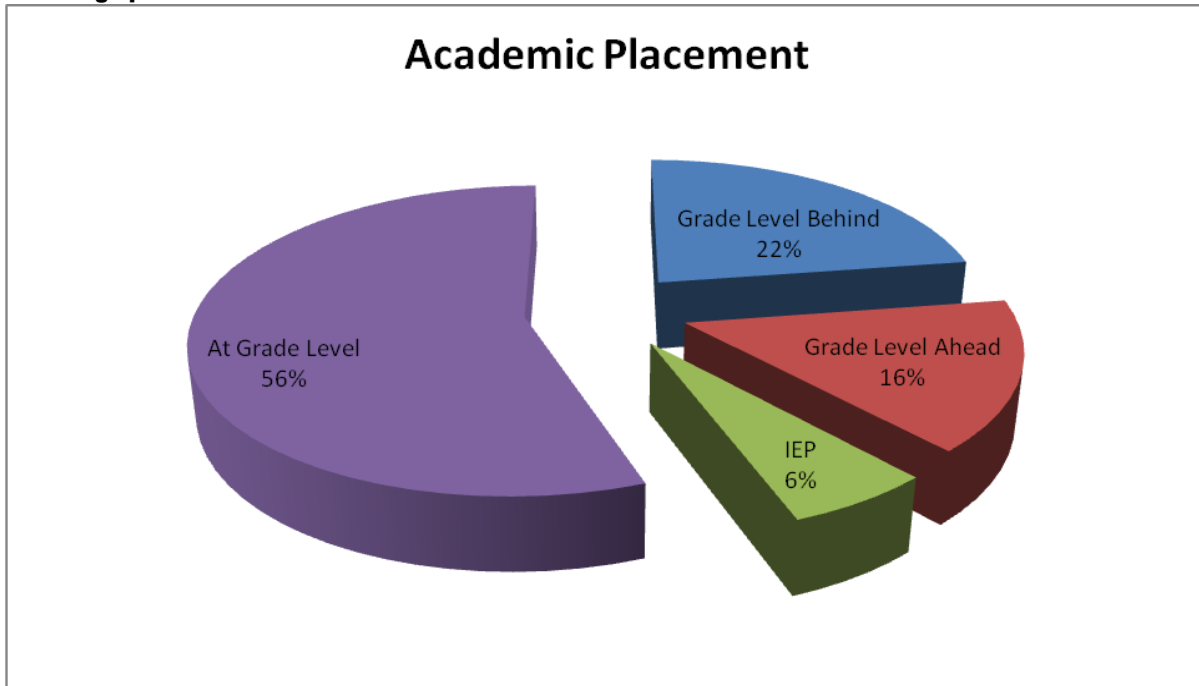


**RVA Grade Level Enrollment Statistics 2011 - 2012**



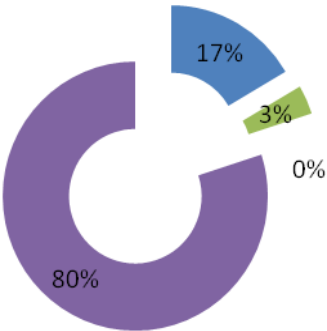
**\*117 Students were enrolled in the RVA this year**

**Student Demographics 2011 - 2012**

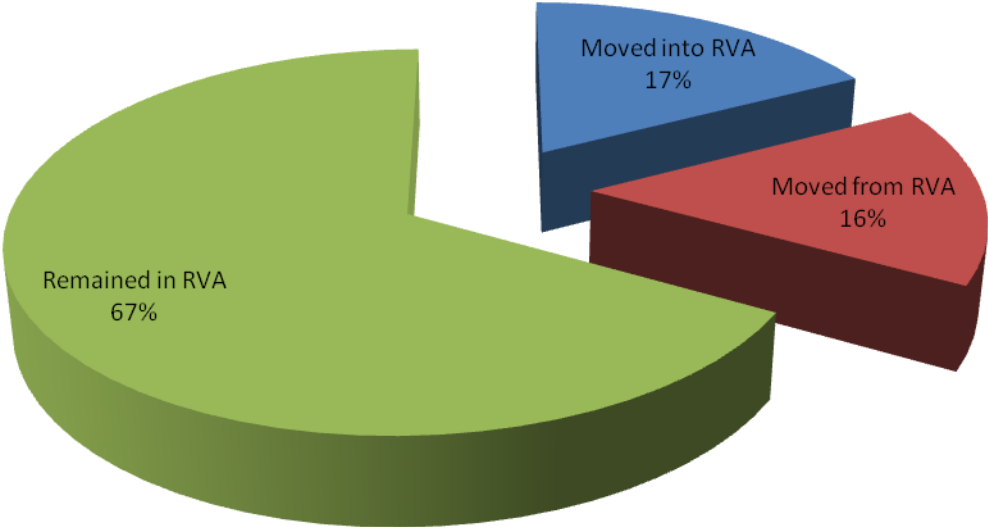


# Special Considerations

- Habitually Truant, Expelled, Incarcerated Youth, or otherwise At-Risk
- ESL
- Gifted & Talented; Accelerated Options
- No Special Considerations



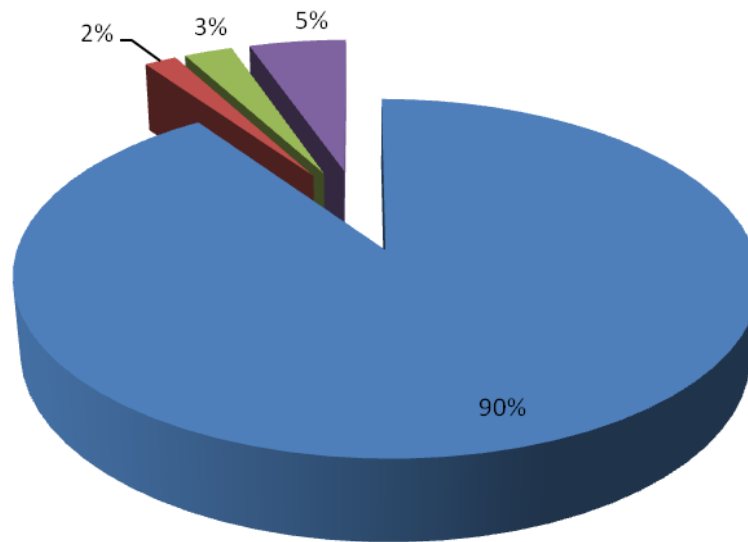
# In-Year Enrollment Changes



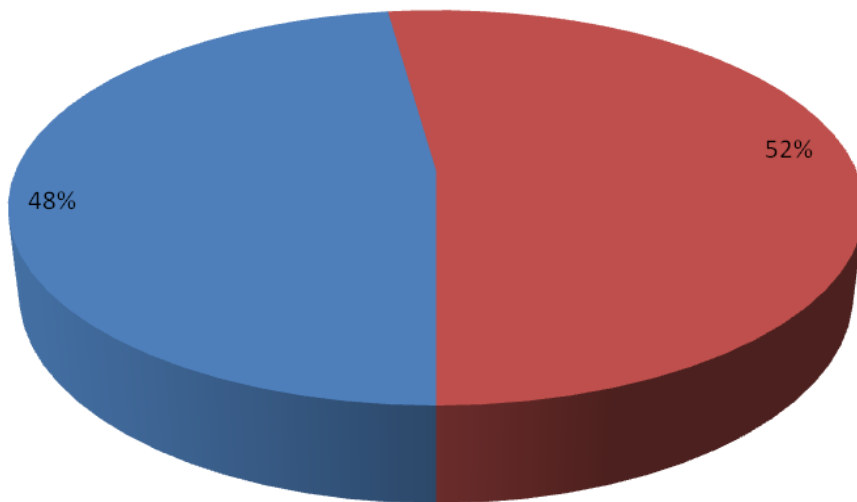


## Student Location

■ Wisconsin ■ Nicaragua ■ India ■ Transient



■ Male ■ Female



## **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 2011 - 2012 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 2011 - 2012 school year, Mark Mann, Sara Holewinski, Jessica Haenel, Kelli Ray, Jill Chasteen, and Amanda Langdon served as the primary RVA Teachers. Sandy Pope served as the RVA Office Manager, Rebeccah Hopkins served as an Educational Assistant, Jessica Martin began her service as the school's psychologist and director of special education services.**



## 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 2011 - 2012

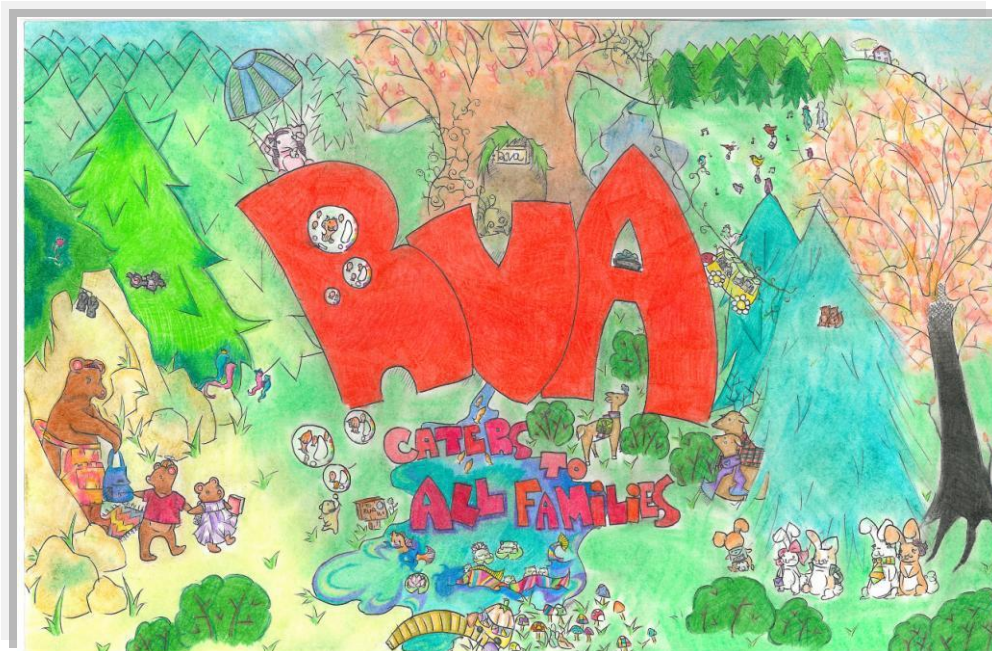
In the 2011 - 2012 school year, all of the RVA students were mentored by parents.

## 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 2011 - 2012

The Council met 5 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 2011 - 2012**

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 and 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:

- ✦ 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



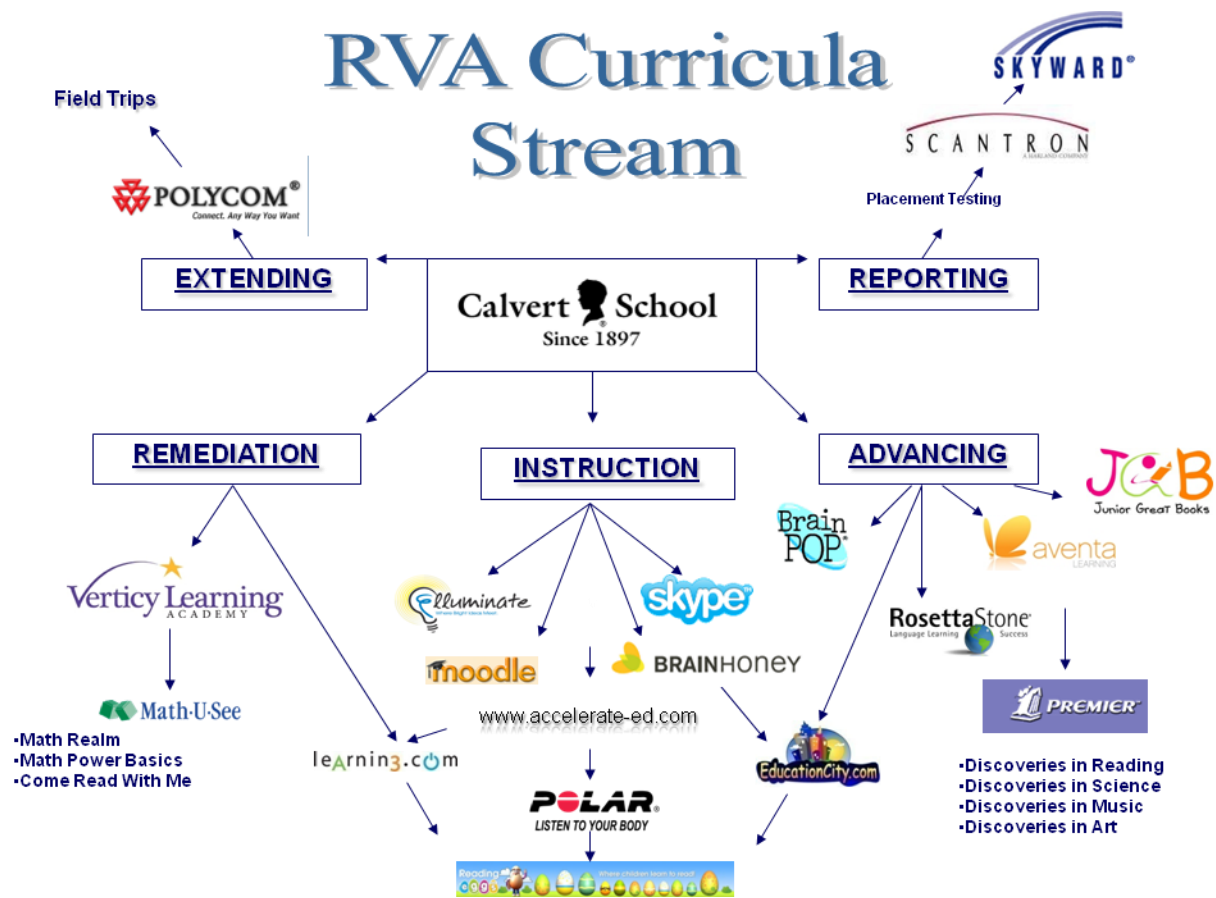
# Curriculum

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-levelled 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 stature (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 2011 - 2012



## RVA Resource Library

The RVA Resource Library has continued to grow over the 2011 -2012 school year and now includes numerous books and novels on audio recordings to assist some of our struggling readers. We look to continue adding more materials to the library in years to come.

## Extra-Curricular Participation & Field Trips

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.

### Field Trip Statistics 2011- 2012

In the 2011 – 2012 school year, the RVA sponsored 41 school events.

Mo.	Day	Event	(People)\$Cost	CPP
July	Mon 18	Bay Beach (\$5 tickets for each fam member)	(13)\$65	\$5
Sept	Fri 16	Outdoor Education CFS	(80)\$767	\$9.58
	Tues 27	Cranberry Bog	(22)\$64	\$2.90
Oct	Mon 3	Helene's Hilltop Orchard	(85)\$430	\$5.05
	Fri 7	Medford Helping House PM	-	-
	Fri 14	We the People Wausau Grand Theatre	(65)\$310	\$4.76
Nov	Fri 4	Virtual (Music in Movies)	(8)	-
		WKCE testing/climbing wall MAMS	(42)	-
		Venison Recipe/Hunting Legend Online Event Subway Certificates sent to participants	(8?)	-
	Thurs 10	PAC Meeting Medford		
	Fri 18	Antigo Swim/Meeting room	(39)	-
Jan	Fri 6	Virtual (Puppetry in other cultures) @ Antigo HS	(44)\$145	\$3.29

	Mon 9	PAC Meeting Medford		
	Fri 20	Antigo Swim/Meeting room (cancelled- boiler prob)		
	Thur 26	CFS Winter Fun Day	(61)\$376	\$6.16
Feb	5-19	Winter E-vents		
		Kelli- Lattice Math		
		Mark- Simple Machines		
		Sara- February Fun		
	Mon 20	Simek Recreation Center Ice Skating	(23)\$32.75	\$1.42
Mar	Fri 2	Antigo Swim/Meeting room	(17)	-
	Wed 14	National Pi Day E-Vent	(1)	
	Thur 15	Bowling Sports Page Medford	(46)\$272	\$5.91
	Tues 20	PAC Meeting Medford	(12ish)	
	Tues 28	Community Day @ Ogema Public Library	(4)	
		Community Day @ Rib Lake Public Library	(6)	
		Community Day @ Rib Lake RVA Home	(6)	
April	Sun 1	Billboard Art Contest Deadline: Subway and certs. of part. sent to all	(8?)	
	Thurs 5	Online Spelling Bee sent Subway to all	(11)	
	Thur 12	Community Day Mosinee	(6)	
		Open House @ High School	(0)	
	Fri 13	Community Day Antigo @ Library	(8)	
	Tues 17	Community Day @ Stratford	(4)	
		Community Day @ Oppermann home Spencer	(5)	
		Virtual (About Animals, Zoo)	(21)\$100	\$4.76
	Thurs 26	Leigh Yawkey Woodson Art Museum Wausau- NASA exh	(39)	-
May	14-20	Spring Scantron Testing		
	Mon 21	Harvest Home Farm	(64)\$761	\$11.89
	Thur 10	PAC End-of-Year Dinner	(20)	

		Service Learning Project Day in Medford	(4)\$53.80	
Thur 31		End-of-Year Picnic at WildWood Park, Marshfield	(72)\$280.10	\$3.89



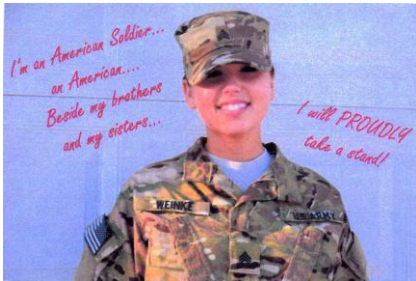
**In 2011 – 2012 over 840 RVA students and parents participated in our 41 events.**



## 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.



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

## 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.

### **Attendance Rates 2011 – 2012**

**In the 2011 – 2012 school year, 9 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. "School" includes all activities sanctioned and supervised by Rural Virtual Academy faculty or property thereof owned, maintained, and/or operated by the Rural Virtual Academy.

### Reasons

Examples of behavior which would constitute some form of school discipline would include:

- Not Participating in school (lack of communication/ attendance)
- Academic Dishonesty (Plagiarism/ Cheating)
- Inappropriate Behavior or actions during online sessions (Collaborate, Skype, virtual field trips)
- Inappropriate Behavior or actions during school event (Field trips, social events)
- Disrespectful, Inappropriate conduct, and/or Insubordination (Not following reasonable directives in a timely manner)
- Possession of Weapons (At school events)
- Possession of Illegal Drugs (At school events)
- Vulgar/ Obscene Language, Gestures, and/or Displays (Online or off)
- Sexual Harassment
- Discriminatory Harassment
- Damage of School Property
- Maintaining or Posting Inappropriate material on the internet
- Any behavior 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.

### Dispositions

Discipline referrals to school administration will be reviewed on an individual basis consistent with the Student Code of Conduct policy RVA-JFC. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. It is recognized that discipline problems are best resolved with minimal administrative interventions. In the best interests of the student and the school, several disciplinary options are available.

- In-School Suspension (ISS): A student may be required to spend time at the RVA Office with school administration. The student would not be allowed to participate in any school sanctioned event during the time the suspension was being served.
- External/ Out of School Suspension (OSS): Student access to online programming can be shut-off resulting in the student's inability to participate academically. In addition, the student would not be allowed to participate in any school sanctioned events during the time the suspension was being served.
- Removal/ Withdrawal: A student with chronic or severe behavior problems may be removed from school and remanded back to the resident school district.

- **Specific consequence:** A specific consequence may be issued by administration upon review of the infraction. As examples, student computer use could be suspended, participation in an specific school event could be suspended, letter of apologies, or other forms of restorative justice may be required.

#### **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.

#### **Discipline Statistics 2011- 2012**

**In the 2011 – 2012 school year, there were 9 formal disciplinary actions taken against students.**

## **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 2011 – 2012 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 2011 - 2012**

**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.**

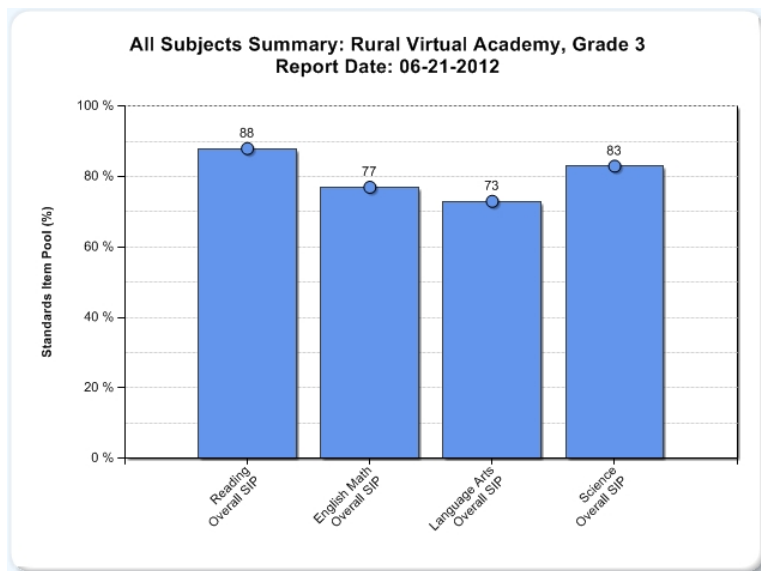
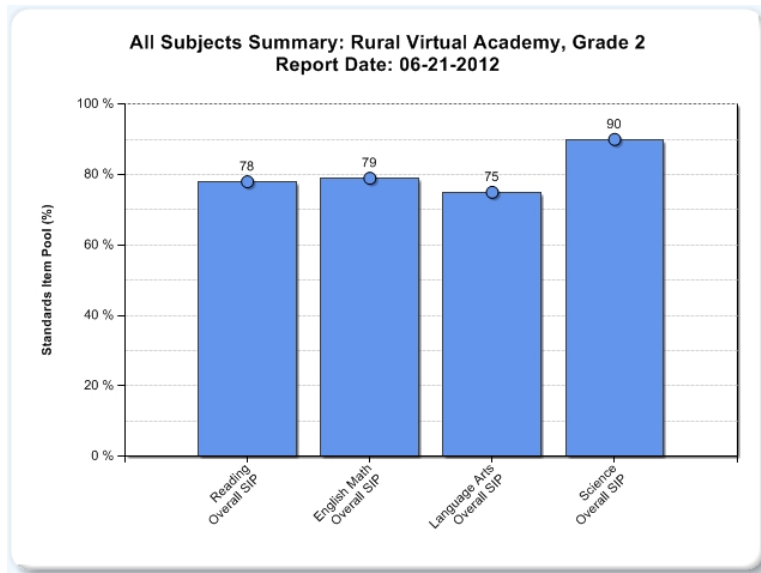
In 2011-2012, 76 RVA students were enrolled in grades 2-8 during the times when the Scantron tests were given in the Fall and Spring.

**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.

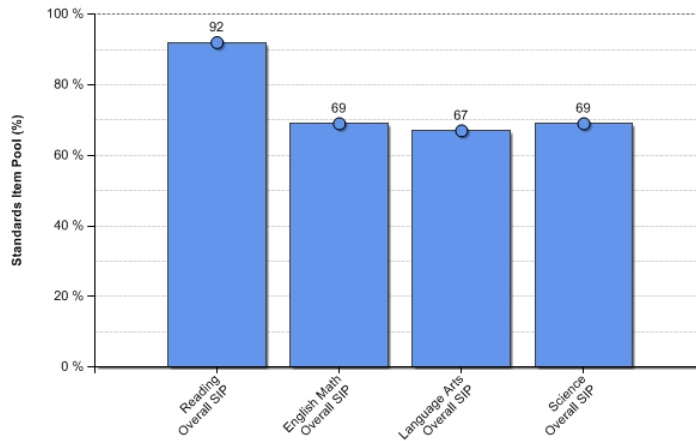
**\*The RVA is a year-round school and therefore “year-end” gains are difficult to determine in the Spring as many students have not yet completed their curriculum.**

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

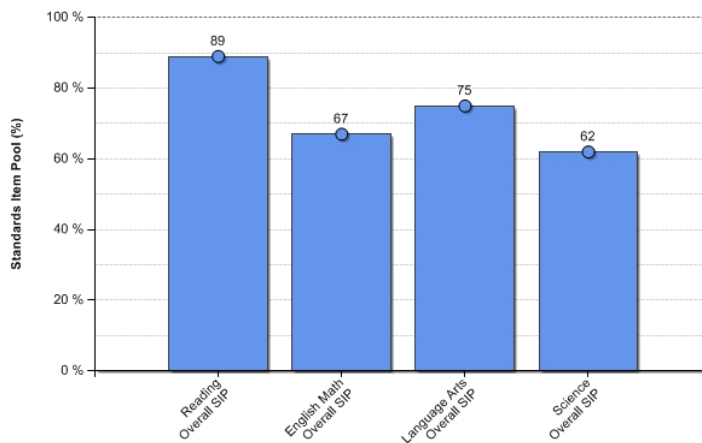
**All Subjects, By Grade Level, Summary 2011 - 2012**



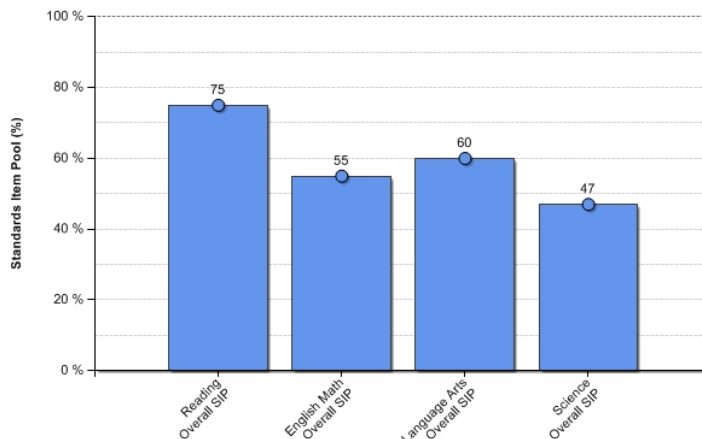
**All Subjects Summary: Rural Virtual Academy, Grade 4**  
Report Date: 06-21-2012



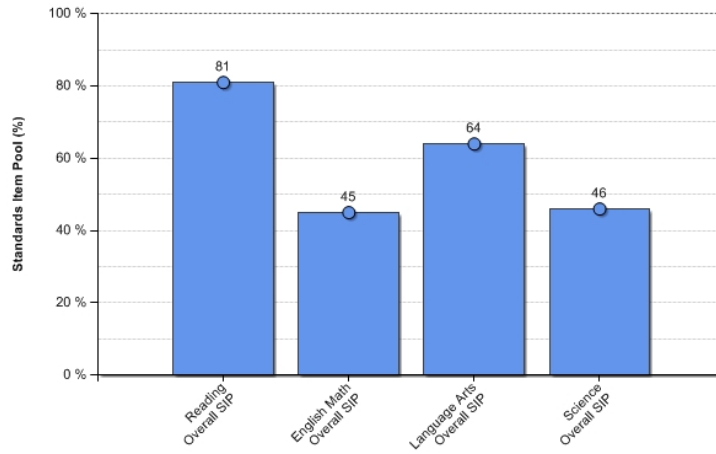
**All Subjects Summary: Rural Virtual Academy, Grade 5**  
Report Date: 06-21-2012



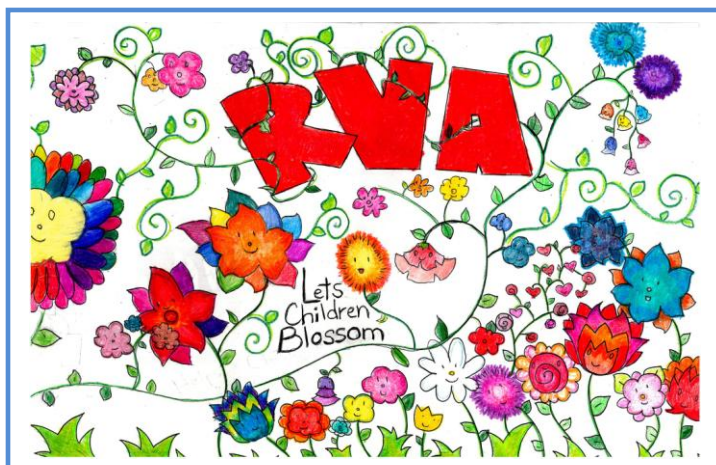
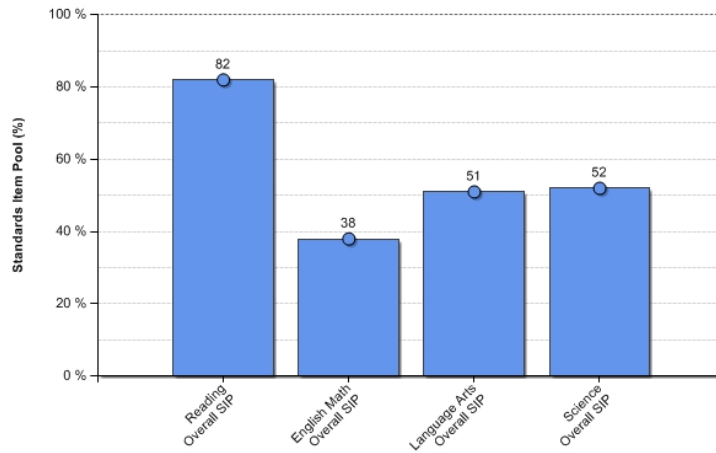
**All Subjects Summary: Rural Virtual Academy, Grade 6**  
Report Date: 06-21-2012



**All Subjects Summary: Rural Virtual Academy, Grade 7**  
Report Date: 06-21-2012



**All Subjects Summary: Rural Virtual Academy, Grade 8**  
Report Date: 06-21-2012



**State Testing**

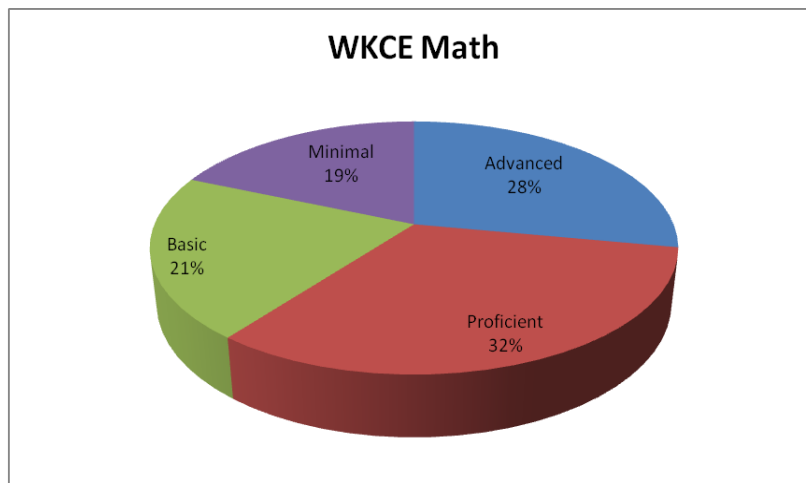
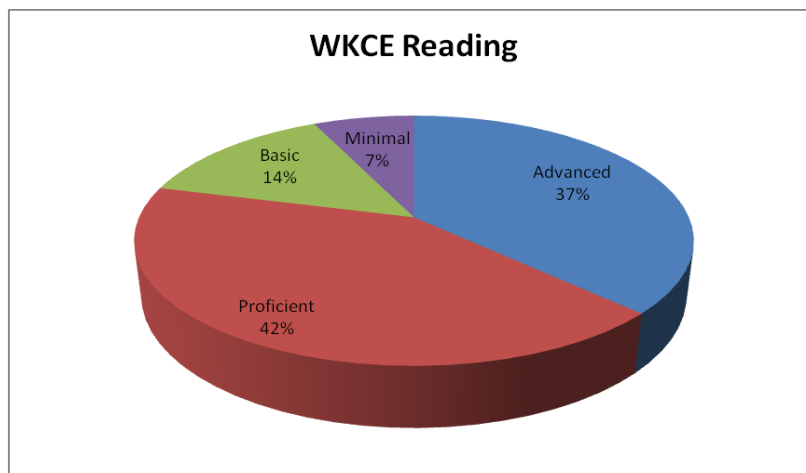
The State of Wisconsin requires testing of all public education students in grades 3-8 and 10. The tests take place in a specific time frame designated by the State of Wisconsin each year. In accordance with state law, it is required that state tests be administered by the RVA Teacher or other proctor 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 2011 – 2012**

**In the 2011 – 2012, the RVA did not meet the FAY requirements. Therefore, AYP for the RVA for the 2011 – 2012 school year was met by showing individual examples of student growth through meticulous records and demonstrations of learning. Regardless of this exemption, these are the results of the RVA WKCE test scores for those who did participate:**



**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 2011 – 2012**

In the 2011 – 2012 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 Teachers 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.

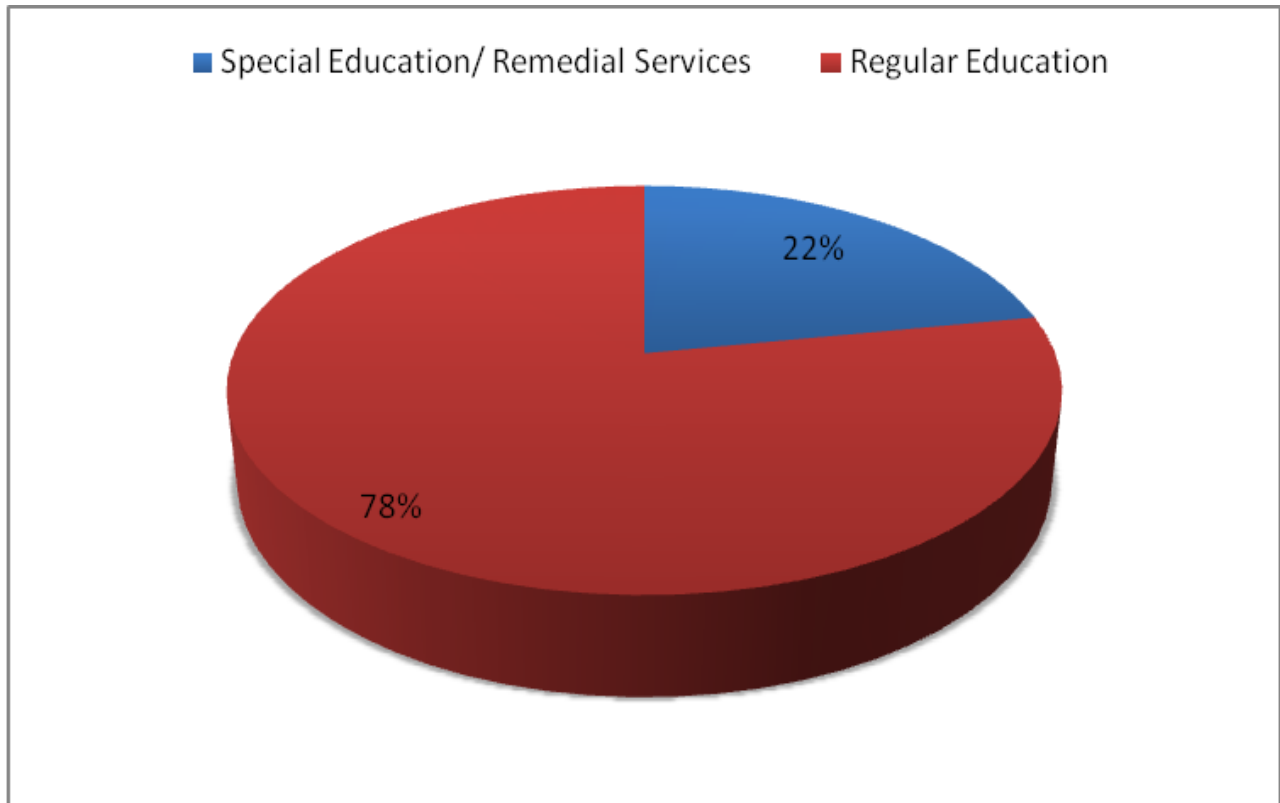
### **Grade Advancement Statistics 2011 - 2012**

**All students attending the RVA in 2011 – 2012 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 2011 - 2012



*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. Throughout the 2011 – 2012 school year further changes to the fiscal policy were made to include bi-annual payments to the RVA by consortium districts beginning in the 2012 – 2013 school year to help alleviate or prevent any short-term borrowing from the authorizing district for operating the RVA. In addition, membership fees were increased for districts which had over 15 students to reflect the expense of the attention given to these more populated enrollment consortium districts.

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 (5/14/12)

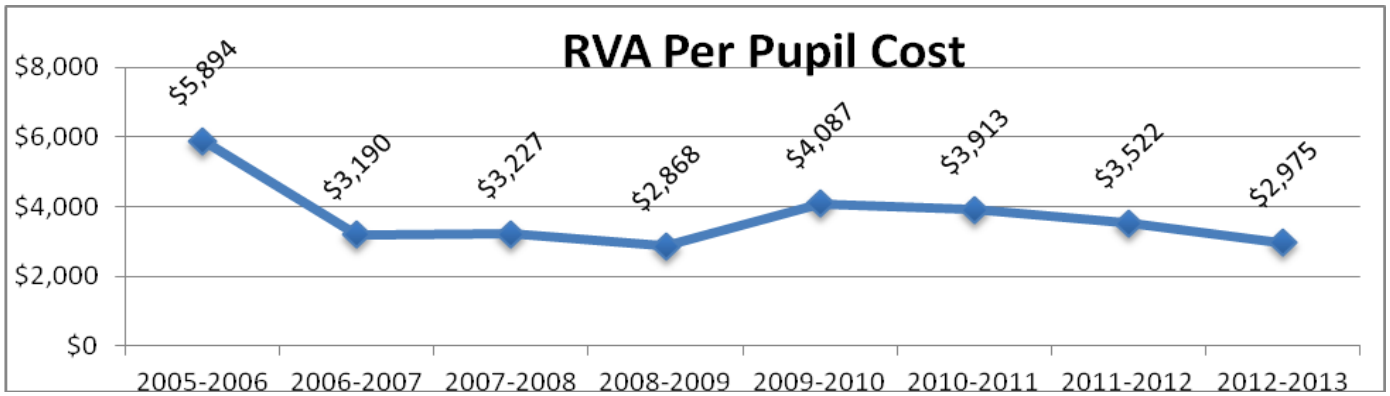
Description	Account Coding	2010/11 Budget	2010/11 Actual	2011/12 Budget	2011/12 Actual	2012/13 Budget
Field trips	99-800-___-110000-360	\$2,000.00	\$977.61	\$5,000.00	\$5,727.58	\$7,000.00
General supplies	99-800-411-110000-360	\$2,500.00	\$2,426.93	\$3,500.00	\$3,731.56	\$3,500.00
Curriculum	99-800-___-110000-360	\$100,000.00	\$85,855.46	\$120,000.00	\$148,214.03	\$276,250.00
Computer supplies	99-800-411-110000-360	\$3,500.00	\$1,324.78	\$3,500.00	\$280.35	\$2,000.00
Salaries (RVA staff)	99-800-___-221000-360	\$111,983.00	\$111,982.79	\$124,514.00	\$124,764.20	\$183,034.00
Personal services	99-800-310-221000-360	\$20,000.00	\$18,960.00	\$45,000.00	\$36,151.37	\$104,869.45
Personal services	99-800-310-221000-360	\$0.00	\$0.00	\$30,000.00	\$21,529.89	\$15,000.00
Personal services	99-800-310-221000-360	\$10,000.00	\$7,875.64	\$15,000.00	\$11,039.22	Added to "hourly" 2012
Personal services	99-800-310-221000-360	\$0.00	\$703.18	\$2,000.00	\$524.30	\$2,000.00
Personal services	99-800-310-221000-360	\$7,000.00	\$6,552.50	\$14,000.00	\$10,562.50	\$32,000.00
Professional development	99-800-___-221000-360				\$4,575.00	\$10,000.00
Heat/electricity	99-800-___-221000-360	\$0.00	\$0.00	\$300.00	\$300.00	\$3,600.00
Mileage	99-800-342-221000-360	\$2,000.00	\$1,207.66	\$2,000.00	\$1,662.42	\$2,000.00
Advertising	99-800-351-221000-360	\$6,000.00	\$12,827.11	\$14,000.00	\$26,976.34	\$31,000.00
Postage	99-800-353-221000-360	\$0.00	\$2,774.34	\$4,000.00	\$4,180.70	\$5,000.00
Telephone	99-800-355-221000-360	\$0.00	\$1,990.32	\$3,000.00	\$669.94	\$1,000.00
Internet reimbursements	99-800-358-221000-360	\$10,000.00	\$8,265.57	\$20,000.00	\$15,463.93	\$25,000.00
Office supplies	99-800-411-221000-360	\$1,500.00	\$2,532.61	\$2,500.00	\$6,502.46	\$4,000.00
Capital equipment	99-800-551-221000-360	\$30,000.00	\$21,789.44	\$45,000.00	\$45,445.17	\$21,000.00
Dues	99-800-940-221000-360	\$500.00	\$383.94	\$2,000.00	\$246.94	\$1,500.00
		\$306,983.00	\$288,429.88	\$455,314.00	\$468,547.90	\$729,753.45

**Rural Virtual Academy  
Total Cost Calculation 2011-2012**

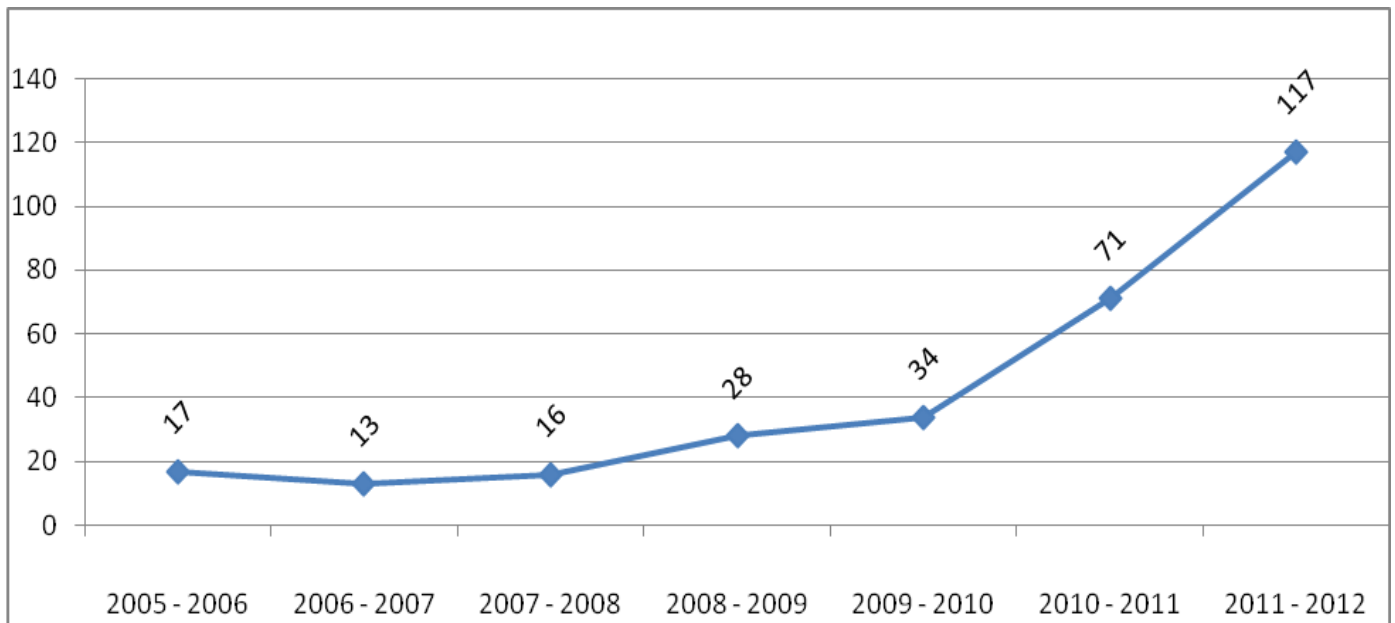
Operational Expenses	<b>468,547</b>	5/14/2012	<b>Membership Fee Table</b>	
			0	\$1,500
			1	\$3,000
			5	\$5,500
Open enrollment/ 66.0301 revenue	<u>222,061</u>		10	\$7,000
			15	\$9,500
Net expenses	246,486		20	\$12,000
			25	\$14,500
Total from membership fee	<u>41,500</u>		30	\$17,000
			35	\$19,500
Remaining budget responsibility	204,986		40	\$22,000
Number of Consortium Students	<u>58.20</u>			
Per Pupil Cost	<u>3,522</u>			

	<u>Students</u>	<u>Per Pupil Cost</u>	<u>Total Pupil Cost</u>	<u>Per School Membership Fee</u>	<u>Grand Total</u>	<u>Fall Payment</u>	<u>Spring Payment</u>
Abbotsford	1.00	3,522	3,522	3,000	6,522	0	6,522
Antigo	24.10	3,522	84,882	12,000	96,882	0	96,882
Colby	2.25	3,522	7,925	3,000	10,925	0	10,925
Medford	5.25	3,522	18,491	5,500	23,991	0	23,991
Merrill	8.95	3,522	31,523	5,500	37,023	0	37,023
Prentice	5.10	3,522	17,963	5,500	23,463	0	23,463
Rib Lake	11.55	3,522	40,680	7,000	47,680	0	47,680
	<b>58.20</b>		<b>204,986</b>	<b>41,500</b>	<b>246,486</b>	0	246,486

**RVA Per Pupil Cost 2011-2012**



**RVA Pupils Served 2005-2012**



## 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 2011 - 2012 school year.

## Contacts

### RVA Teachers

<b>Mark Mann</b>	1-8 Regular Education	<a href="mailto:mark.mann@ruralvirtual.org">mark.mann@ruralvirtual.org</a>
<b>Sara Holewinski</b>	1-8 Regular Education	<a href="mailto:sara.holewinski@ruralvirtual.org">sara.holewinski@ruralvirtual.org</a>
<b>Kelli Ray</b>	1-8 Regular Education	<a href="mailto:kelli.ray@ruralvirtual.org">kelli.ray@ruralvirtual.org</a>
<b>Amanda Langdon</b>	Pre-School & Kindergarten	<a href="mailto:amanda.langdon@ruralvirtual.org">amanda.langdon@ruralvirtual.org</a>
<b>Jessica Haenel</b>	7 <sup>th</sup> & 8 <sup>th</sup> Grade Health & Phy. Ed	<a href="mailto:jessica.haenel@ruralvirtual.org">jessica.haenel@ruralvirtual.org</a>
<b>Jill Chasteen</b>	1-8 Special Education	<a href="mailto:jill.chasteen@ruralvirtual.org">jill.chasteen@ruralvirtual.org</a>
<b>Jill Fortin</b>	1-8 Art	<a href="mailto:jill.fortin@ruralvirtual.org">jill.fortin@ruralvirtual.org</a>

### RVA Administration

<b>Charlie Heckel</b>	Principal	<a href="mailto:charles.heckel@ruralvirtual.org">charles.heckel@ruralvirtual.org</a>
<b>Sandy Pope</b>	RVA Specialist & Office Manager	<a href="mailto:sandy.pope@ruralvirtual.org">sandy.pope@ruralvirtual.org</a>
<b>Rebecca Hopkins</b>	RVA Assistant & Activities Director	<a href="mailto:rebecca.hopkins@ruralvirtual.org">rebecca.hopkins@ruralvirtual.org</a>
<b>Nikki Clements</b>	RVA Accountant	<a href="mailto:nikki.clements@ruralvirtual.org">nikki.clements@ruralvirtual.org</a>
<b>Jessica Martin</b>	Director of Special Education	<a href="mailto:jessica.martin@ruralvirtual.org">jessica.martin@ruralvirtual.org</a>
	Pupil Services	
	Psychologist	
<b>Wesley Lemke</b>	RVA Web Programming	<a href="mailto:utopia@ruralvirtual.org">utopia@ruralvirtual.org</a>
	Domain Management	

### RVA Governance

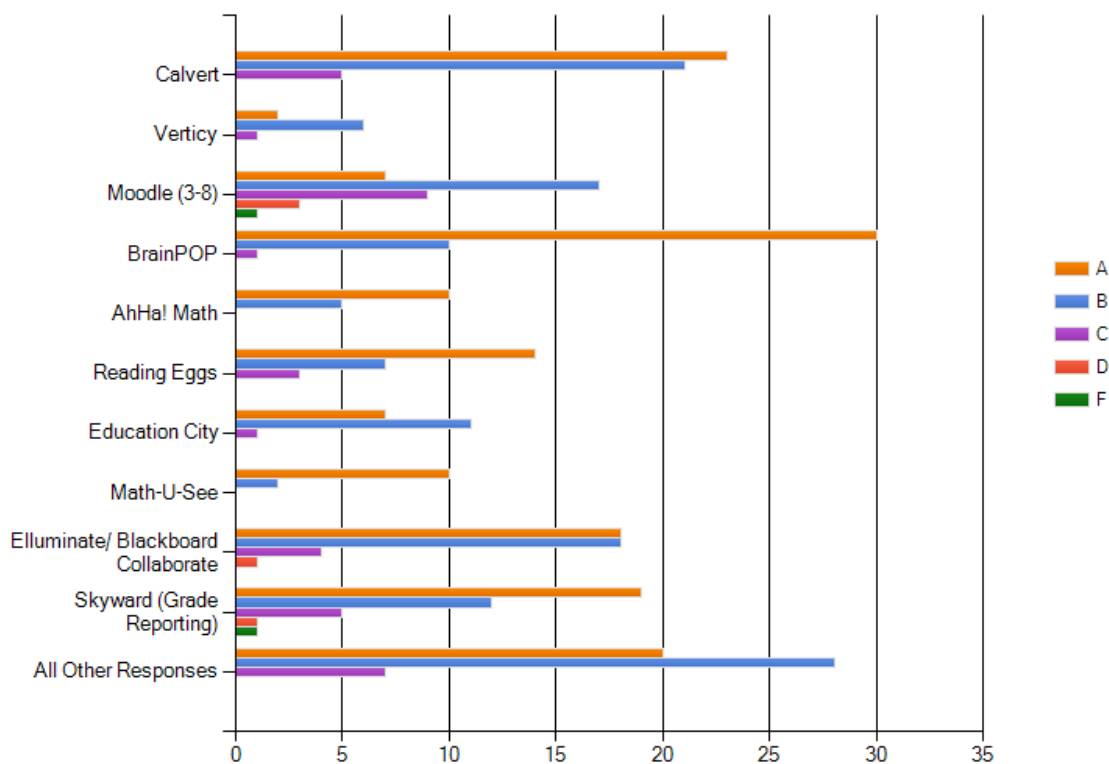
<b>Rebecca Hopkins</b>	RVA Governance Board	<a href="mailto:rebecca.hopkins@ruralvirtual.org">rebecca.hopkins@ruralvirtual.org</a>
<b>Heidi Mann</b>	RVA Parent Advisory Council	<a href="mailto:markheidi6@hotmail.com">markheidi6@hotmail.com</a>

## 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 2011 - 2012

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.



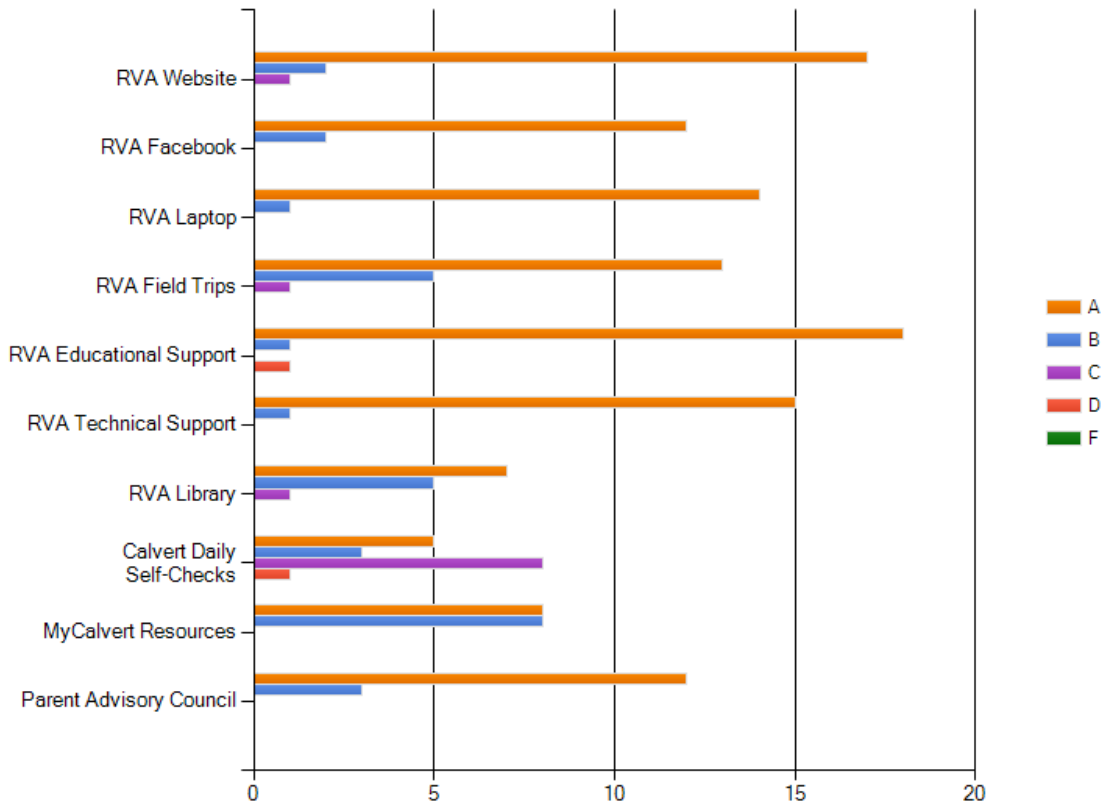
- Even though [redacted] had trouble with her carone watch, [redacted] was very communicative and supportive. [redacted] enjoyed the program very much. [redacted] was just top-notch as a teacher for [redacted] this year. We would like to give her a huge A+. [redacted], has proved himself to be in a category all by himself when it comes to educators with a vision of the future. We have been blessed and honored to be a part of the RVA for 3 years. Thank you. [redacted] has really blossomed in your program!
- Was not happy with Calvert Kindergarten. I think Calvert is stronger in Grades 3 and up. Reading Eggs were OK, but still not enough phonics. I prefer a phonics based foundation over a sight word method.
- When I finally got to the Reading Eggs my password did not work and then I went a different way in and found that I was only allowed to use it for two weeks. I decided it wasn't worth the trouble. I found much of Calverts material to be a bit out of date.



- Skyward is very hard to read and does not reflect progress for younger grades very accurately. Calvert has great content but is set up like a school and requires more parent work to help it flow more easily in the home. Whenever the BrainPOP song was heard in our house, kids came running and sat there exploring even more than the lesson that was expected- loved much by all!
- skyward is ok for us, I would prefer a mailed copy of grades
- calvert 8th grade English-needs more support/resources for English, or a new book-better laid out program. Elluminate picture quality needs improvement. Carone website is too overwhelming! Not sure where to go once there and is easy to get lost in. The Polar program and the Carone program do not always interface successfully resulting in inconsistencies and lost data.
- Moodle was generally easy to use, but got a little time consuming and complicated as the year went by, especially in the 3rd quarter 6th grade. We wanted to use quizlet, but could never get it to work properly for us. Carone is a great idea, but once again, it seems to include a bit of busywork (writing jingles, etc) that just adds to stress and not necessarily accomplishing the goal of fitness and health awareness. Overall, we had a great experience with RVA for our first year homeschooling in this area and look forward to another year. We appreciate especially the personal care [REDACTED] gets from [REDACTED] and the field trips that are arranged on our behalf.
- Moodle is too much work and Skyward is vague.
- I appreciate the solid curricular foundation of the RVA while still allowing for wiggle room where Calvert just doesn't seem to do the job for some kids.
- For the most part, I love the Calvert curriculum. However, the geography and history courses could definitely be improved upon. I like the Moodle assignments that you put together, but I don't understand why that has to be included along with the curriculum----why not INSTEAD of some of the history and science lessons? The kids seem to really like BrainPop, although there is alot of evolutionary ideas taught. Carone PE has been a bit confusing for my daughter, although she is having a hard time focusing on all of her other subjects as well. We probably shouldnt have volunteered for that this year. I'm kind of illiterate in anything electronic, so I have not been much of a help to her.
- We love the RVA and everything about it!
- We love the RVA. I do not like how the self checks are set up. It makes it to hard to pick and chose how and what you are teaching your child on a given day. I was thinking it may be better to have a short form for the parents to fill out weekly to help with accountability. I like the online features that Calvert has. It would be nice to have even more online lesson type choices that are easy to use.
- my 2nd grader found reading eggs to be boring. Elluminate is good but we would like to see more of it. Skyward I rated a c because I was not aware of it and did not access our grades until recently. I would like a hard copy of grades not just online.

**School Resources 2011 - 2012**

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



- RVA staff equals excellence! After 3 years, I understand that equation.:)
- I am marking N/A when I could not use it or did not use it.
- Although we enjoyed the field trips, I would have liked to see more interaction facilitated during the existing field trips as well as more field trips planned for the sole purpose of academic interaction.

**School Services 2011 - 2012**

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".



- Now that you all have become so BIG, (successful!!!) my only concern is that you are all working too hard. keep up the good work! Please accept our gratitude for a great 3 years.... [REDACTED] are you sure you can't do high school? We really feel like we made some great friends at the Medford Middle School.
- I am a little concerned about the school's growth and how it affects the teacher's and administrations ability to be in touch with where the students/families are at. I am beginning to question whether the school can continue to have staff that are dividing their time btw. a full time job and part time RVA. It seems to be too much for them to keep track of at times. It is alot to juggle with so many RVA families now, and all the staff (except [REDACTED]) either part time or also maintaining full, traditional classrooms and jobs.
- The RVA could use other parents as resources in the form of mentoring, message board or chat room type format to offer support and encouragement to one another...or even a once a week connecting time in communities(no staff needed). Times of connecting with other RVA parents in our area have been the most beneficial and encouraging for our family in the day to day issues that arise with schooling our kids at home. [REDACTED] and [REDACTED] are always available for questions during the day, on field trips, community days, etc. however, how their roles differ from the teachers is not clear(ie. what types of questions should be directed to whom). Finally, as a parent, knowing that the teachers are in classrooms during the day, I am more hesitant to ask questions- not wanting to "bother" them or give them more work to do during time that they could be with their families. Thanks for ALL that you do and how great you do it!
- I gave Moodle a C. Its not that I don't think its a good tool, it is, but I have a child who has major issues with "alot". Moodle is viewed as "alot", or "too much writing". When fighting to get through the regular lessons, Moodle is a big added stress.
- I have thoroughly enjoyed our experience with the RVA. Please do not read my additional comments as negative. But, if I were to say areas that I think the RVA experience could improve, I would say that I think facilitation of academic interaction would be the only area needing improvement. I would love to see more opportunities for our daughter to interact academically. We get plenty of social interaction. Yet, academic interaction is different. What I mean when I say academic interaction is a time and an activity where students spur one another on to learning and achievement. The spelling bee is a great example of this. I think field trips could be planned with this as the sole purpose. These field trips would be free, essentially, and could be as simple as bringing some fun word games for different ability levels to a public library and facilitating the games with the children. Even something as easy as BINGO would work (sight word bingo, number bingo, addition bingo, country bingo...) well. I would also appreciate during the already planned excursion field trips (Helene's orchard, Camp Forest Springs, Harvest Home Farm, bowling) that interaction is facilitated among the students and their families. Any student can go to any one of these places with their families and have the exact same experience they have with the RVA. What is the point of traveling to a certain bowling alley to bowl with your family? Does that make sense? Like I mentioned, our children get plenty of social interaction in other venues that we purposefully involve them in (church group, library story hour, neighborhood play dates) and this tends to be one of the biggest claims AGAINST homeschooling that there is "out there." I have been convinced for years that it is not a lack of social interaction that homeschool families have but rather a lack of exposure to opportunities to learn with other children/students. I was just talking with a dear friend who was traditionally homeschooled all the way from kindergarten to 12th grade and as she considers what homeschooling option to take with her own children (I recommended the RVA!) her biggest complaints about her own experience were not being exposed to other teachers/not learning how to learn from someone besides her mom and not learning how to learn and work with other students. I look forward to another year with the RVA and I am more than willing to help in whatever way I can to help make this suggestion come to fruition.
- loved the spelling bee. We would like to see more activities on line that bring the kids together. math bee, history bee etc!
- Although MOST of the students at the RVA are fairly local, those of us who are not sometimes feel disconnected from the other students at the RVA. It would be better if there were more opportunities for the students to connect to each other through the school year. Maybe through Skype or other programs. Education for the parents in these programs would be helpful.
- You need a 9-12th grade program.....pronto!!

- I would like a better video feed on the illuminate field trips.
- I do have to say the program is well structured. I jumped into the program in Dec with my son, we had a lot of struggles with him going to school, out of desperation I had to do something for my child, but as a full time business owner it was very difficult to keep him on track on a daily basis. This program does require, a 100% parent involvement. I feel in order to make sure your child is on track and understanding his daily lesson plan. The daily lesson plans are a lot more work ,compared to the daily work at school per my son, and a lot more writing assignments . So it was hard for us personally, but we never have done homeschooling before or by the internet, so I don't know how those programs would compare to Calvert. The moodel information is educational but I don't think it should be required to do, especially if your child attends regular school for any classes or sports. I feel though if it's through the Antigo Unified School District that when you are struggling with your child and need him to get back on track and you would like him to sit at the RVA office and do homework or take a test or get extra help when we are struggling with English for example, and give them some personal encouragement to them and us, as to why they are doing this, that would be helpful to the parents who struggle with children for other reasons than just wanting to be home schooled, we all know our children get sick of us nagging at them 24/7 and hearing our voice, and. Medford is an hour away for us. I never called the actual Calvert school for help, we just sought it from the Medford RVA teachers, who were always willing to help us out, but it;s hard to go over certain lesson plans when they don't have there books in from of them so they can see what we are talking about, I think that would have to change as the RVA expands. Overall is has been quite an experience for me and I Thank God for teachers, for he will be going to the high school for the next four years or face the consequence.
- Hours of operation: If homeschooling during the day, (which most parents probably do?), all the teachers are at work at their other jobs... It's difficult to ask questions or set up times to talk if you don't want to do it in the evening. I find it easier to work through stuff on our own than to utilize the "teacher" resource. Perhaps the teaching staff could have regular weekly hours posted when they will be available for consultation in the RVA room at the middle school; Just one hour a week when you could count on them being available during school hours in "our" room.
- I think overall, the RVA is doing a great job! There are definitely limitations with virtual schooling, however. Ideally, if we had a charter school like we did in Antigo a few years back, where the kids did a lot of hands-on projects, lots of educational field trips, integrated learning in all subject areas----that is where I would have my children in school. But this is definitely a better choice than the traditional brick and mortar schools that we have available. One of the areas that still remains a struggle throughout the year was how the Antigo School District did not provide a good go-between when it came to informing us how our children could be involved on the local levels of academics and sports. When it came to what our role in the RVA Governance Board was, we were lost. We were asked to be a part of the RVA GB yet no one knew what our role was. In attending online meetings, we didn't know if we were able to make input or whether we had a vote or not on school issues.
- I think it would be fun to offer an educational hands on classes. It would be a chance for kids to get together and also to learn. Topics could be science,art,social studies,writing or even healthy living principles. Maybe parents would even volunteer to teach something they are good at. The classes could be held at differant locations and geared for differant aged groups. Our Family thinks the RVA rocks!
- Calvert has too many unclear directions, incomplete directions, and errors in it's curriculum. It can be a good program but it had it's issues.
- I would like to see improvement in receiving feedback on homework sooner. It seems like we are working on a final test segment, like 100 and that same week get feedback on test 80. We have found out we were doing some things wrong and it would have helped a lot to know sooner.

## Survey Summary 2011 - 2012

As a result of the 2011 – 2012 survey and corresponding comments, the following summary was created by the RVA administrator. Solutions noted are to be implemented for the 2012 – 2013 school year:

1. **Our staff is doing a fantastic job.** They all work long and hard hours to do what it best for children. I am very glad that they were justly recognized. The faculty of the RVA don't have to work here, but they all *want* to. I personally can not thank them all enough for what they do. We will continue to work on building and maintaining personal relationships with our families and we believe this is what makes our school the best virtual school in the State.
2. "*Less Moodle*". We are eliminating it from our core curriculum for next year. It will remain for assessments, Pre-K/ K, and Carone.
3. "*Teacher help during the day.*" We will have a teacher available 5 days a week during daylight hours.
4. "*More academic outreach*". We will utilize our new daytime teacher and existing activities director to build more academic outreach activities both online and face-to-face.
5. "*Calvert K (& Pre-K) weak*". We are piloting "Little Lincoln" next year.
6. "*Self-Checks*" low score. We will allow families who find self-checks unhelpful to not have to do them as long as their other forms of contact and work submission remains regular and acceptable to the teachers.
7. "*Carone stuff*". Carone was our Phy. Ed. pilot. It was overall very successful but we recognize the need to revamp and "de-clutter" its offerings. We are working on building our own P.E. curriculum this summer.