



© RURAL VIRTUAL ACADEMY

Annual School Performance Report



School Year
2013 - 2014

®RURAL VIRTUAL ACADEMY

Annual School Performance Report

School Year 2013 – 2014

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

Consortium:

Abbotsford • Auburndale • Antigo • Colby • Medford • Merrill • Mosinee • Prentice • Rib Lake • Stratford • Spencer

Single-Year 66.0301 Agreements:

Gilman • Pittsville • Tomah

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To the Community,

In its 9th year of serving children, the Rural Virtual Academy, is proud to report that it has had another successful year serving nearly 230 Pre-school through grade 8 children from throughout the State of Wisconsin. In reflecting back on recent years, and on this one in particular, it is certain that we live in a time of dynamic change in American education. From certain perspectives there appears to be a deep-rooted belief that our American children are somehow being short-changed by our public education systems. We hear of new accountability tests and measures. Legislation continues to forward policies that connect teacher performance upon student test data and learning outcomes. The bureaucracy of governing schools and the mandates which are required by our students and staffs continue to grow. Students today are tested and measured at historically high rates and the data which is collected from these assessments is used to not only drive academic decisions but to show the public a measure of how our schools are doing.

A historical look back finds the roots of this accountability push in public schools as far back as 1958, when our federal government passed the first “National Defense Education Bill” following the launch of “Sputnik” by the Soviets. A seed was planted then than our children were no longer competitive in the world when it came to subjects like Math and Science. This idea has flourished as comparative measures have continually been given to the American public proclaiming these supposed deficits. In 1964 “FIMS” (First International Mathematical Study) was released and showed that American students rank second from last in comparison to all other first world countries. The “Nation At-Risk” report that came out in 1983 reported that we were *“raising a generation of children who were technologically and scientifically illiterate.”* In 1995, the “TIMSS” (Third International Mathematical Standard Score) showed American children ranked in the middle of the pack with all other participating countries in the world. A push for greater educational standardization and more rigorous grade level requirements steadily began to influence policy-makers. Professional Learning Communities (PLC’s), common exams, common goals, common curricula, are all existing offshoots of this feeling the public has been molded to believe that public schools need to improve. This educational revolution of nearly 60 years has today culminated into is now known as the “Common Core”. Although it can be argued, the Common Core initiative brings with it a larger good for many of our schools and children. The standards push schools and the content they provide to become more rigorous- harder. It asks of students to become problem-solvers and analytic thinkers by requiring teachers to incorporate the instruction of these skills. The Common Core’s underlying mission, which is to ensure that all students receive a quality public education equal to all others regardless of their home State, is also good. But others question at what cost are we choosing this path?

What I find most curious in this push to American standardization is to look at the countries who have performed so well on international studies and exams in the past are see how they are doing now. Since those are the countries in which the United States has

been measured against for so long, with reportedly lackluster results, it would only seem to make sense that we would want to pursue the design of educational systems that proven to historically work. In June of 2013, the Washington Post reported,

“China just began a major education reform effort that is aimed at reducing the importance of standardized testing in determining school quality and including such factors such as student engagement, boredom, anxiety, and happiness... Chinese documents explain the reasons for the reform are remarkable, noting that the obsession with test scores, ‘severely hamper student development as a whole person, student their healthy growth, and limit opportunities to cultivate social responsibilities, creative spirit, and practical abilities in students’.”

A look at Korean education reform notes that Byong-man Ahn, Korea’s own Minister of Education called it countries current system of using the “College Scholastic Ability Test” as broken and the countries system of standardization as the “nation’s biggest problem”. In an effort to promote creativity, the administration has worked over the past 2 years to reduce the amount of material students are required to study and to reorganize education programs so students are able to lead more varied academic lives. The Korean government has also instituted a college-entrance officer system that now considers factors such as student talent, creativity, and growth potential instead of just test scores.

A third look at Japanese reform shows that school hours have been reduced, (primarily by getting rid of Saturday school), adding courses called “integrated studies” whose purpose is to allow schools the, *“freedom to create a learning space outside the traditional bounds of the curriculum that would not be closely associated with entrance tests or tightly defined learning outcomes.”* Dr. Robert Fish, the Director of Education at Japan Society of New York, notes that Japan respects its previous “TIMMS” ranking but also sees the integration of more “experiential learning” in the Japanese classroom.

So what does this all mean? It seems clear that while the United States focuses on reform which increases standardization, those countries that have gone down that path before us are changing course. It is clear that the course those countries are choosing, none more so than China, is to reduce standardization and increase creativity. What is the name we give people who are “creative” as adults? Often times, those are who becomes our greatest entrepreneurs.

A closer look at the “FIMS” scores, by researches such as Yong Zhao at Michigan State University, show that “FIMS” test scores as predictor of a nations success 40 years later, was actually opposite. In other words, those countries that tested the highest on “FIMS” had the reverse correlation come true when measured against individual wealth, rate of growth (productivity), and increased democracy in government. Those individual children who scored the *lowest* on “FIMS” were the wealthiest, most productive, and lived in the most democratic nations on the Earth as adults. We need to look past standardization and come to realize that schools need to be places that serve the individual creativeness in our children. As Zhao said, “Life, liberty, and the pursuit of happiness is how American’s should measure success, not in test scores.”

Charter schools, like the RVA, help secure this avenue for families who still want choice for their children. Although initiatives like “Common Core” do provide rigorous standards, not all children can be forced to learn things in a common way. It was once said that, “children were like popcorn- they pop at different times,” and we cannot forget this axiom. Even in the face of State and district driven testing with names like: “Smarter-Balanced”, “PALS”, “MAPS”, “Dynamic Learning Maps”, “WKCE”, “AIMSweb”, and “ACT’s” we have an obligation and must respect what truly matters in education. We must respect high level of tolerance for talents and abilities. We must foster this tolerance to allow for innovators to be able to adapt to a changing world. The globalization of education must provide our learners to opportunities to personalized learning. We are growing in this direction in the RVA every day. With all of our offerings, we provide ample flexibility to families that seek differentiated pace, leveled curriculum, and access to technology.

Along these lines, the RVA has spent the past 2 years in preparation for the launch of a new high school offering. This offering is unique in the State as it incorporates the use of shared staff among our growing consortium of school districts. This model shares the cost of education and keeps any single district from having to shoulder the burden of staffing costs. In this model, consortium districts can have teachers delivering online instruction to the children in their classrooms while simultaneously teaching to other RVA students throughout the State. It is a cooperative partnership that is best for the students and the participating districts. Not only does this allow us to share staff but it does so in a more fiscally responsible manner than purchasing instruction for online content from other providers. In the end, we will have a blended high school option that will be taught by local school teachers, and done so less expensively than any other option that is currently available.

As you will see later in this report, the RVA chooses to measure its performance not in test score results or other forms of mandated accountability decrees. Instead we ask those who know us best in both who we are and how we serve. We ask the student’s and the parents to grade our school. They are the taxpayers who fund our operations and in the end are the recipients of our faculty’s labors. These parents who choose to have their children enrolled in our school should have the greatest say in how the school is performing. Parents of children who struggle with learning despise the continued reporting of how poor their child is doing on standardized tests. For these children and families, standardized testing results are nothing more than another gut-wrenching punch of how poor their child is at reading and/or math. It is in the root of these tests that we see children and families become more disenfranchised with public schooling, not more connected. All parents deserve to have their children feel successful, valued, and important. We all know that a child’s talents cannot be simply measured through tests. In the RVA, we make the promise to all of our families that we will continually help all children learn and focus upon strengths. It is for these reasons that I believe our parent’s satisfaction of our school are again high. Our local taxpayer’s opinions matter- especially those who have children enrolled in our schools. These are the truest measure of any school’s true performance.

In closing, I am proud to present to you this year's Annual Performance Report. Thank you to all parents, administrators, educational service providers, and community members who have served and supported this school through its governance board, advisory committees, and countless consultations over the past 9 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.

Sincerely,

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

Charles Heckel
RVA Principal

RVA

Governance & Staff

Governance Board

Abbotsford Schools: Reed Welsh, *District Administrator*; Gary Gunderson, *Principal*
Auburndale Schools: Andy Place, *Principal*; Kelly Strupp, *Teacher*
Antigo Schools: Ashely Darr, *Teacher (Admin)*; Jana Beaber, *Parent*
Colby Schools: Jim Hagen, *Principal*
Medford Schools: Charles Heckel, *RVA Administrator*; Pat Sullivan, *District Administrator*; Keith Wrage, *Community Member*
Merrill Schools: Wally Leipart *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, *Principal*; Rebecca Hopkins, *Parent & Board President*
Spencer Schools: Mike Endreas, *Superintendent*; Laurie Anderson; *Teacher*
Stratford Schools: Scott Winch, *Superintendent*; John Brostowitz; *Parent*

Support Staff

Sandy Pope
*RVA Specialist
Office Manager
Medford Schools*

Stephanie Hoffman
RVA Assistant

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

Rebecca Hopkins
RVA Activities Director

Buck Lemke
*RVA Web Programmer
Consultant*

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

Jessica Martin
*School Psychologist
Director of SPED
RVA*

Instructional Staff

Mark Mann
*RVA 3-8
Teacher*

Amanda Langdon
*RVA Pre-K / 2
Teacher*

Jill Fortin
*RVA Art
Teacher*

Sara Holewinski
*RVA 3-8
Teacher*

Kristyn Brown
*RVA Pre-K / 2
Teacher*

Jill Chasteen
*RVA SPED
Teacher*

Kelli Ray
*RVA 3-8
Teacher*

Jessica Haenel
*RVA Phy. Ed.
Teacher*

Leatha Hopperdietzel
*RVA SPED
Teacher*

Regional Event Coordinators

School Administration

Charles Heckel
Administrator

Jeff Albers
Director of Finance; Medford Schools

Dennis Hinderliter
Technology Engineer; Medford Schools

Jana Beaber
Antigo

Leatha Hopperdietzel
Colby

Tena Gnewuch
Merrill

Jennifer Wright
Milwaukee

Jen Ashburn
Tomah

Kristina Duran
Wausau

Parent Advisory Council

Lisa Beels
*Council President
Spencer*

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Charter

Rural Virtual Academy & Medford Area Public School District Charter Agreement

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

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

RECITALS

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

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

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

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

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

NOW, THEREFORE,

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

Definitions

Section 1.01 Certain Definitions

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

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

Name of Person/Organization Establishing Charter School

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

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

Person in Charge and Manner of Administration

Section 3.01 Administrator

As the authorizer, Medford Area Public School District (MAPSD) shall have administrative oversight of the Rural Virtual Academy. MAPSD will appoint an administrator to supervise and coordinate the daily operation of the RVA. This administrator will supervise all school staff and will work closely with and report to both the Board of Education and RVA Governance Board to ensure the educational goals of the school are met. The RVA Administrator serves as the supervisor of the RVA Teacher and support staff and provides leadership and direction for the RVA. Autonomy and accountability of the RVA charter will be sustained and controlled by the RVA Administrator and governance board. Missions, methods, and management systems will be under the control of the RVA administrator, as well as providing periodic updates of financial reports, school activities, and home contacts to the RVA Governance Board and parents of enrolled students. The administrator will hold a current Wisconsin DPI administrative license. The RVA Administrator's duties are set forth by the MAPSD and maintained in writing as the "RVA Administrator Job Description". (Refer to Appendix A).

Section 3.02 Administrative Services

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

Section 3.03 Teacher

The RVA Teacher will be an employee of the MAPSD and therefore part of the Master Agreement between the Board of Education and the Medford Education Association. The teacher will hold current Wisconsin DPI licenses that are appropriate to teach in the RVA. The RVA Teacher serves as the local education guide for the student. It is the RVA Teacher's responsibility to: improve learning by planned instruction, diagnose learning needs, prescribe content delivery through class activities, assess learning, evaluate the effects on instruction, assign grades, take attendance, and provide educational feedback on the progress of the student to the parents/ mentors/ learning guides and administration. It is the expectation of the RVA Teacher to make every reasonable effort to reply to a student and parent / Home Mentor inquiry within 24 hours. The teacher will also maintain compliance of requirements set forth in §118.40(8)(b) *Licensure* & (c) *Staff Duties; Wisconsin Statutes*. Specific and unique job related working conditions for the RVA Teacher that differ from other traditional MEA teachers, may be determined appropriate through a memorandum of understanding between the MEA, Board of Education, and Governance Board. The RVA Teacher's duties are set forth by the MAPSD and maintained in writing as the "RVA Teacher Job Description". (Refer to Appendix A).

Section 3.03 Instrumentality

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

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

Description of Educational Program

The educational program of the Rural Virtual Academy is designed to serve students grades K-8 who are at-risk of not achieving their fullest potential in a comprehensive and traditional school setting. It is the mission of the Rural Virtual Academy to provide student access to a challenging, high-quality, standards driven curriculum, in a flexible home environment. The focus and direction of the RVA is to provide instructional programming to non-traditional K-8 students who may be homebound, medically fragile, home-schooled, or do not benefit from the regular classroom environment. The RVA provides a self-paced instructional program with remediation and acceleration options, students' and parents' communication and organization of youth, social, and educational events, and an evaluation of its program effectiveness. Curriculum will be aligned to Wisconsin State Standards.

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

School Goals and Measures

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

Section 5.01 RVA School Goals and Methodology

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

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

Section 5.02 Student Academic Engagement

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

Section 5.03 Student Academic Achievement

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

Section 5.04 Parental Engagement and Satisfaction

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

Section 5.05 Means of Measuring Pupil Progress and Goals

- (a) Academic Engagement will be compiled and measured using a variety of tools not limited or held to: annual parent and student survey information, logged parent and student communications including: e-mail, phone, meeting, and written correspondences, and ongoing teacher evaluations.
- (b) Academic Achievement will be compiled and measured using a variety of tools not limited or held to: existing state, district, school, and student records reviewed for baseline data, customized performance-based assessments, value-added consideration of testing results, common daily check-points, subject area written common examinations, common daily work, bi-annual SIP scores and gains,

(currently being provided by Scantron), state assessment data, (currently being provided by the Wisconsin Knowledge and Concepts Examination), and individual student portfolios, and progress made in individual learning plans. Data will be tracked by individual students, grades, and subgroups. Online grade book access, (currently provided by Skyward); will be provided to families for review of progress. In addition, students with Individual Education Plans (IEP's) will be progress monitored by ways and means determined appropriate by the IEP Team. All other student data and records will be maintained and held in the RVA Office. Annual performance reports will be prepared annually by the RVA Administrator and shared with the RVA Governance Board, MAPSD Board of Education, Department of Public Instruction, and all other interests as required by law.

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

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

Rural Virtual Academy Governance Board

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

Section 6.01 Membership By-Laws and Terms

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

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

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

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

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

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

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

(g) Should the RVA operate autonomously under the direction of the authorizing body of the MAPSD, without the aid 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, Auburndale, Antigo, Colby, Medford, Merrill, Mosinee, Prentice, Rib Lake, Stratford, and Spencer. This consortia is in compliance with §66.031; *Wisconsin Statutes*. Consortium participation will be considered on an annual basis. Each consortium district will receive notification of an annual commitment agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and appointments to the RVA Governance Board. This notification will take place during the regular November/ December RVA Governing Board meeting and be in effect for the proceeding school year. These commitment agreements are to be determined by the consortium district no later than the regular January/ February RVA Governance Board meeting. New districts wishing to become consortium members may petition their request to the RVA Governance Board by contacting the RVA Administrator.

Section 9.02 Consortium Students

Students currently residing within the RVA consortium may enroll in the RVA by contacting the RVA Office to attain enrollment papers. Completing open enrollment applications is not necessary for students residing within the consortium districts. Students in the consortium school districts are still required to register in their resident school districts for purposes of pupil counting mandated by the Department of Public Instruction. Registering your address of residency can be completed by contacting the district office within your resident district. Enrolled consortium students who receive special education services will receive those services and maintain that IEP Team within the resident district. The RVA Administrator, Teacher, or other designee from the RVA will become a member of the child's IEP team during the time the child is enrolled in the RVA.

Section 9.03 Non-Consortium Students

Students wishing to enroll in the RVA from outside the consortium school districts must follow the full-time open enrollment timelines and forms provided by the Department of Public Instruction. Another enrollment option is establishing a §66.0301 – Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a §66.0301 agreement can take place at any time throughout the school year in compliance with §66.0301; *Wisconsin Statutes*. The aid amount will be equal to the open enrollment transfer amount and will be prorated dependent upon the actual enrollment date.

Section 9.04 Out-of-State Resident Pupils

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

Section 9.05 Shared Enrollment for Consortium Students

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

Section 9.06 Other Admission Conditions

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

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

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

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

Annual Audits

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

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

Discipline Procedures

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

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

Public School Alternatives

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

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

School Facilities and Liability Insurance

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

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

Effect of Charter School on Liability

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

Section 14.01 Term

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

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

Exchange of Funds

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

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

Budget Responsibilities

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

1. 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 (3rd) Wednesday of January in any given year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, or delivery of such letter in person to the MAPSD District Administrator shall be provided. This letter shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the MAPSD Board of Education shall recover all funds advanced to RVA under this contract to which the RVA is not entitled. Material and equipment purchased during the current year with MAPSD and/or federal grant funds will remain the property of the MAPSD. Materials previously purchased by multiple consortium districts through shared costing will be divided in an equitable manner.

Article XXIV fulfills Wisconsin §118.40(5)

Charter Amendments

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

SECOND 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 IX "Requirements of Admission", Section 9.01 "Consortium District Participation", does not include language prohibiting consortium member districts from operating in competition another virtual school in its membership by-laws and terms. The proposed amendment is to be adopted with regard and fulfillment of Wisconsin §118.40(1m)(b)10, §118.40(6), §118.40(4)(b)1, §5210(1)(h) of the ESEA

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

1. Article IX; Section 9.01: *"By participating in the RVA consortium all member districts agree to non-compete for the duration of the current charter. No member district shall operate a virtual school which competes for student enrollments from other non-resident or member districts. Consortium districts which enter into competition shall relinquish their consortium membership at the end of the current fiscal year."* Paragraph 1, Sentence 8 & 9
2. All other terms and conditions of said Agreement not expressly amended herein shall remain in full effect.

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

Medford Area Public School District
Board of Education President

Date

Rural Virtual Academy
Governance Board President

Date

THIRD 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 I “Definitions”, Section 1.01(k) “Certain Definitions”, “Consortium” includes a listing of participating consortium districts and

WHEREAS the current contractual agreement, under Article IV “Description of Educational Program” does not include grade 9 and

WHEREAS the current contractual agreement, under Article V “School Goals and Measures”, Section 5.01 “RVA School Goals and Methodology”, does not include neither the current ratios of 1:35 nor the inclusion of all grades PreK – 9 and does not reflect current methodologies and

WHEREAS the current contractual agreement, under Article V “School Goals and Measures”, Section 5.02(c) “Student Academic Engagement” no longer pertains with the creation of grade 9

WHEREAS the current contractual agreement, under Article V “School Goals and Measures”, Section 5.05(b) “Means of Measuring Pupil Progress and Goals” states “SIP scores and gains” provided by “Scantron”, recognizes the “WKCE” as the State assessment, and that “Skyward” is delineated as the current gradebook and

WHEREAS the current contractual agreement, under Article VI “Membership By-Laws and Terms”, Section 6.03 “Qualifications to be Met by Individuals Employed in the Charter School” states the existence of a master agreement with the Medford Education Association and

WHEREAS the current contractual agreement, under Article IX “Requirements for Admission”, Definition does not include all grades PreK – 9 and

WHEREAS the current contractual agreement, under Article IX “Requirements for Admission”, Section 9.01 “Consortium District Participation”, lists and inaccurate membership list and

WHEREAS the current contractual agreement, under Article IX “Requirements for Admission”, Section 9.03 “Non-consortium Students” establishes enrollment options under §66.0.01 and

WHEREAS the current contractual agreement, under Article XII “Public School Alternatives” Definition, includes options of attending local elementary and middle schools and

WHEREAS the current contractual agreement, under Article XXIII “Parental Involvement” Definition states the RVA Administrator as the head of the Parent Advisory Council and

WHEREAS the current contractual agreement, under Article XXIV “Term and Termination of This Contract”, Section 24.06 “Sponsors” states the RVA Governance Board as notifying the authorizing District of desire to terminate contract,

THESE PROPOSED AMENDMENTS to the agreement are to be adopted with regard and fulfillment of Wisconsin §118.40 §5210(1)(h) of the ESEA

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

1. Article I; Section 1.01(k): “) *“Consortium” refers to those districts participating under a 66.0301 shared services agreement. ~~currently established as the School Districts of: Abbotsford, Colby, Medford, Prentice, and Rib Lake~~*” Paragraph 2, Sentence (k)

2. Article IV; Definition: *“The educational program of the Rural Virtual Academy is designed to serve students grades ~~K-8~~ PreK thru 9 who are at-risk of not achieving their fullest potential in a comprehensive and traditional school setting.”* Paragraph 1, Sentence 1 ; *“The focus and direction of the RVA is to provide instructional programming to non-traditional ~~K-8~~ Pre-K thru 9 students who may be homebound, medically fragile, home-schooled, or do not benefit from the regular classroom environment.”* Paragraph 1, Sentence 3

3. Article V; Section 5.01 Restated to read: “

- a. *Multi-age grouping based upon academic placement*
- b. *Highly trained and qualified state licensed instructors*
- c. *Class ratio of 1 teacher to 35 students*
- d. *Formal or informal Individual Instruction Plan for each student*
- e. *Thematic Academic Approach in certain core areas*
- f. *Hands-on programming and learning*
- g. *Year-round schooling*
- h. *Youth Service learning*
- i. *Community networking*
- j. *Mental health support – staffing or networking abilities*
- k. *Developmentally appropriate instructional activities*
- l. *Individualized Instruction*
- m. *Acceptance of At-Risk and Expelled Youth*
- n. *Volunteer opportunities*
- o. *E-vents, Clubs, Field Trips, and other extension activities*
- p. *Curricular practices that reflect high expectations for students*
- q. *Curricular opportunities that blend technology, independent study, and direct instruction with local schools.”*

Paragraph 2; List

4. Article V; Section 5.02 (c) “~~(c) 95% of RVA students will enter a public high school upon exiting 8th grade.~~” Paragraph 3; Sentence 1

5. Article V; Section 5.05(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, 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.*” Paragraph 2; Sentences 1-3

6. Article VI; Section 6.03 “~~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.”~~” Paragraph 1; Sentences 1-2

7. Article IX; Definition “*Students in kindergarten through grade 8 **PreK thru grade 9** are eligible to enroll into the RVA.*” Paragraph 1; Sentence 4

8. Article IX; Section 9.01 “~~The Rural Virtual Academy operates as a consortium of school districts. currently representing the districts of: Abbotsford, Colby, Medford, Rib Lake, and Prentice.~~” Paragraph 1; Sentence 1

9. Article IX; Section 9.03 “*Another enrollment option is establishing a **single-year** §66.0301 – Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a **single-year** 66.0301 agreement can take place at any time throughout the school year in compliance with §66.0301; Wisconsin Statutes.*” Paragraph 1; Sentences 1-2

10. Article XII; Definition “*Students who are residents of the Consortium may attend their local traditional public school elementary ~~and~~, middle, **and high** schools as per individual Consortium district policy.*” Paragraph 1; Sentence 2

11. Article XXIII; Definition “~~The council is headed by the RVA Administrator~~ **PAC President** with the goal to meet, at a minimum, quarterly.” Paragraph 1; Sentence 2.

12. Article XXIV; Definition “~~The RVA Governance Board~~ **may notify** ~~notifies~~ the authorizing District Board of Education that they desire to terminate this contract by the third (3rd) Wednesday of January in any given year.” Paragraph 1; Sentence 1

All other terms and conditions of said Agreement not expressly amended herein shall remain in full effect.

The Fourth Amendment to said Agreement is signed and dated below by the authorized members of the RVA Governance Board and Medford Area Public School District.

Medford Area Public School District
Board of Education President

Date

Rural Virtual Academy
Governance Board President

Date

Rural Virtual Academy's Mission

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 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 2013 - 2014

Curriculum

- ✦ Added AIMSweb progress monitoring
- ✦ Added Google Drive implementation for students
- ✦ Added Reading Assistant intervention
- ✦ Added Jolly Phonics
- ✦ Added Go Animate
- ✦ Added Touch Math
- ✦ Piloted Odysseyware
- ✦ Began RVA High Planning Phases



Policy & Procedure

- ✦ Added RVA-IKF Graduation Requirements
- ✦ Added RVA-IFFB Commencement Exercises
- ✦ Updated RVA-JFC Student Code of Conduct
- ✦ Updated RVA-JECBD Open Enrollment
- ✦ Update Faculty Handbook
- ✦ Added Spencer School District to Consortium
- ✦ 66.0301 Agreement with Tomah School District
- ✦ 66.0301 Agreement with Gilman School District
- ✦ "Specific Learning Disability" (SLD) compliance meetings; Legal
- ✦ Created New Public Awareness Campaigns; WJFW Channel 12
- ✦ Created New Public Awareness Campaigns; Charter Media
- ✦ Presented at WASB Convention in Milwaukee
- ✦ Special Education SLD law compliance training
- ✦ Attended Virtual School Symposium in Wausau
- ✦ Presented at Kiwanis Luncheon
- ✦ Presented to Stratford School District Board of Education meeting
- ✦ Development Special Education website



Staffing

- ✦ Added RVA Guidance Counselor
- ✦ Added RVA Teacher; SPED
- ✦ Added RVA Dean of Operations
- ✦ Summer Splash Teacher Professional Development
- ✦ WKCE Proctoring Training
- ✦ Mandatory Reporting Training
- ✦ Added additional Related Services Teletherapists
- ✦ Developed and Implemented new evaluation tool



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, and beginning in the 2014-2015 school year, we will be accepting 9 grade (freshman) enrollments for the first time. 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 complete a set number of minimum lessons each year.

Enrollment Options for Consortium Schools

The RVA provides enrollment opportunities for its consortium school district members different than for students outside of the consortium. Students currently residing within the school districts of Abbotsford, Antigo, Auburndale, Colby, Gilman, Medford, Merrill, Mosinee, Pittsville, Prentice, Rib Lake, Spencer, Stratford, or Tomah 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 or by contacting the Medford School District Office at 715-748-4620.

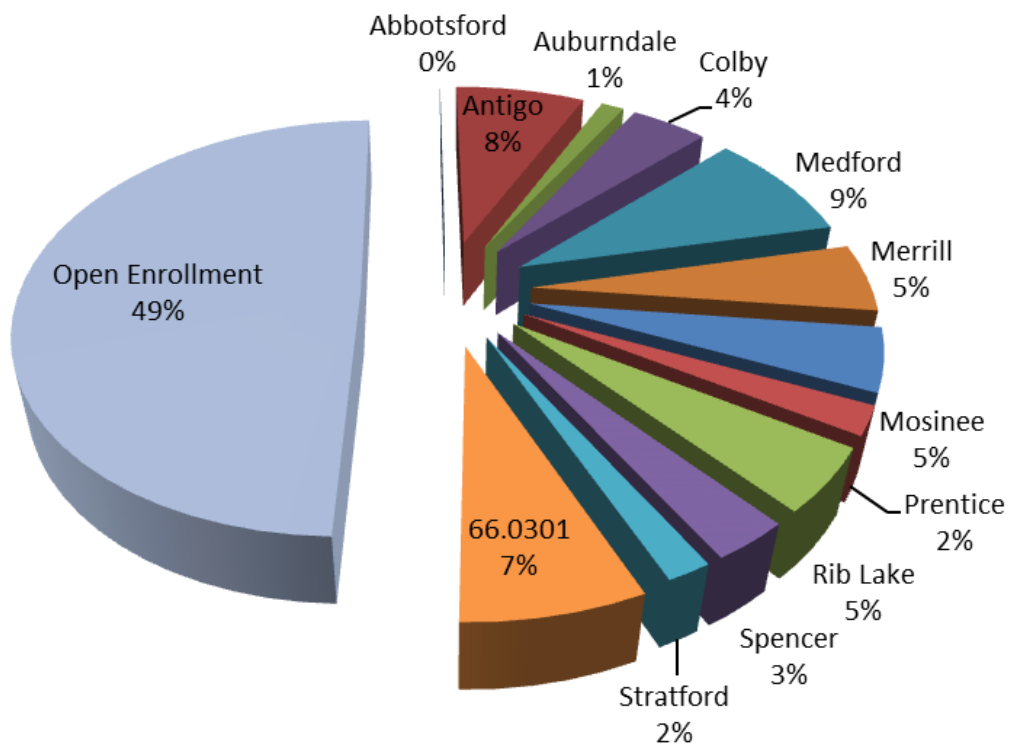
Another enrollment option is establishing a 66.0301 – Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a 66.0301 agreement can take place at any time throughout the school year and is not bound to the restrictions of the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

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 §118.51 (16)(a)3.

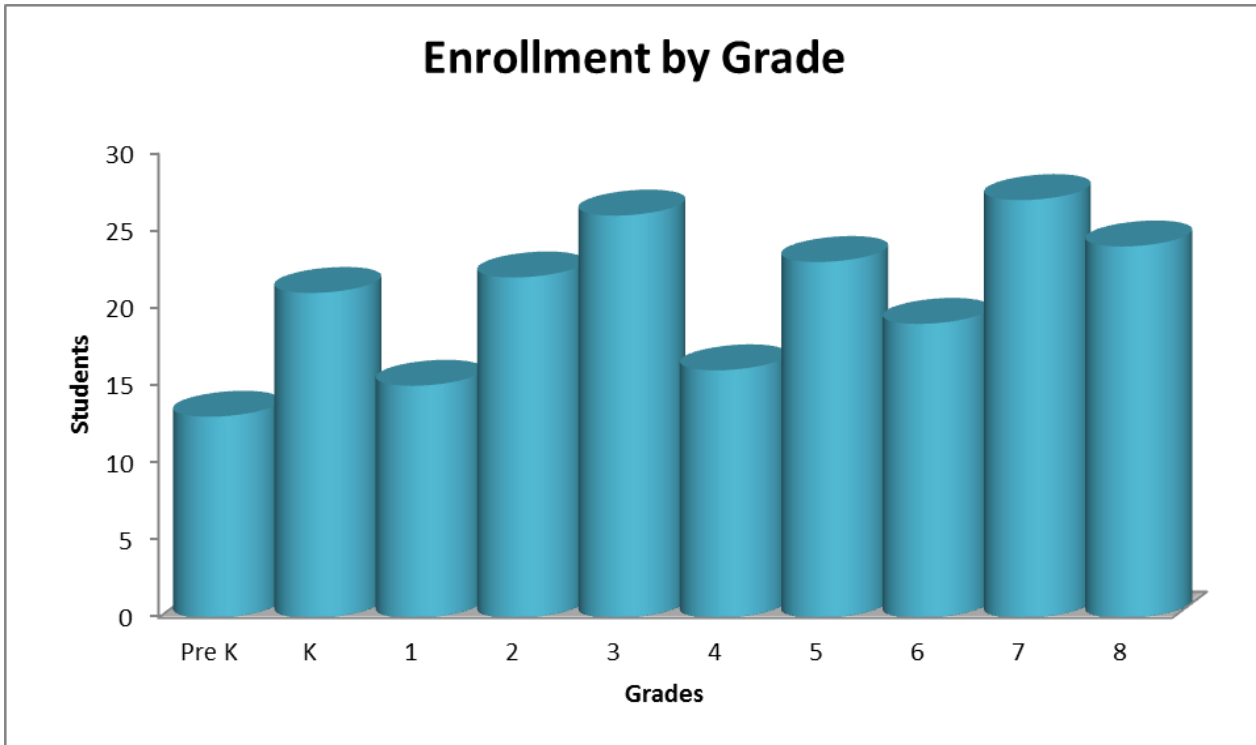
Shared Enrollment

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.

Enrollment by District

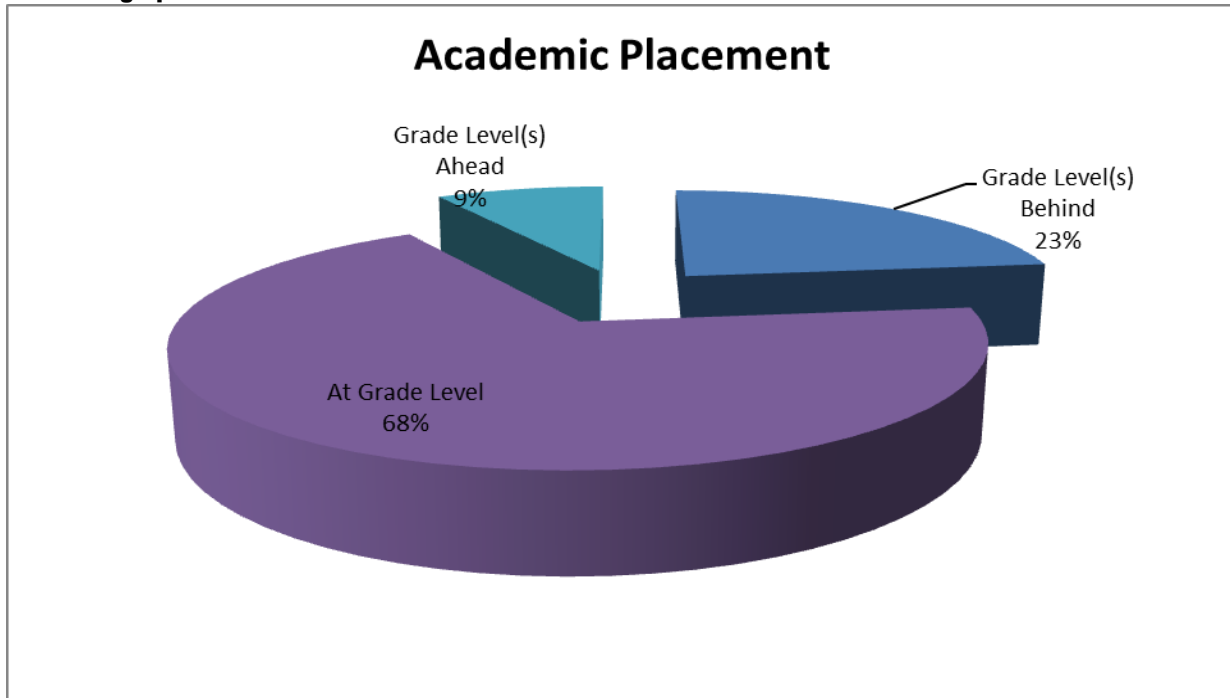


RVA Grade Level Enrollment Statistics 2013 - 2014

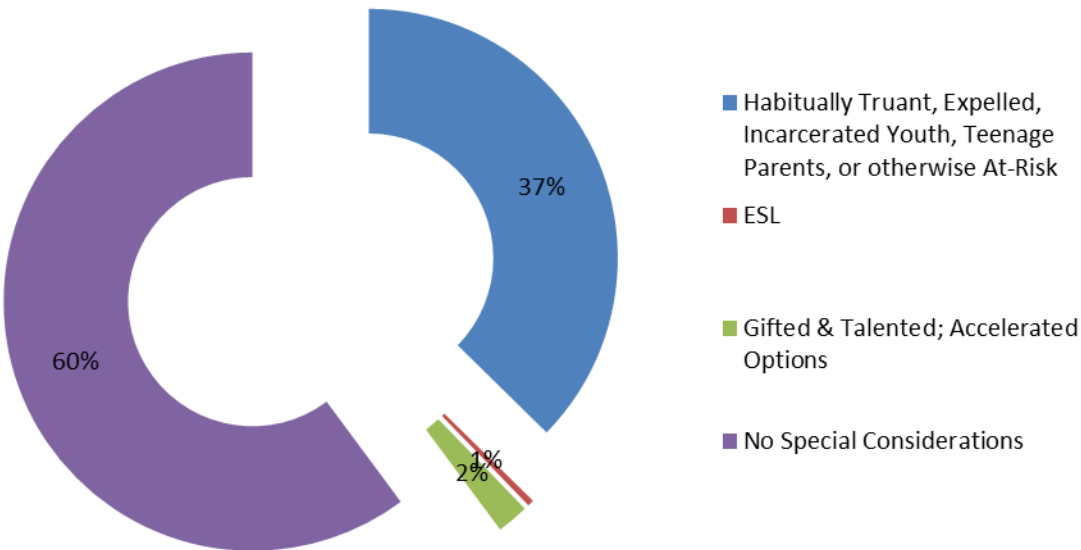


***228 Students were enrolled in the RVA this year**

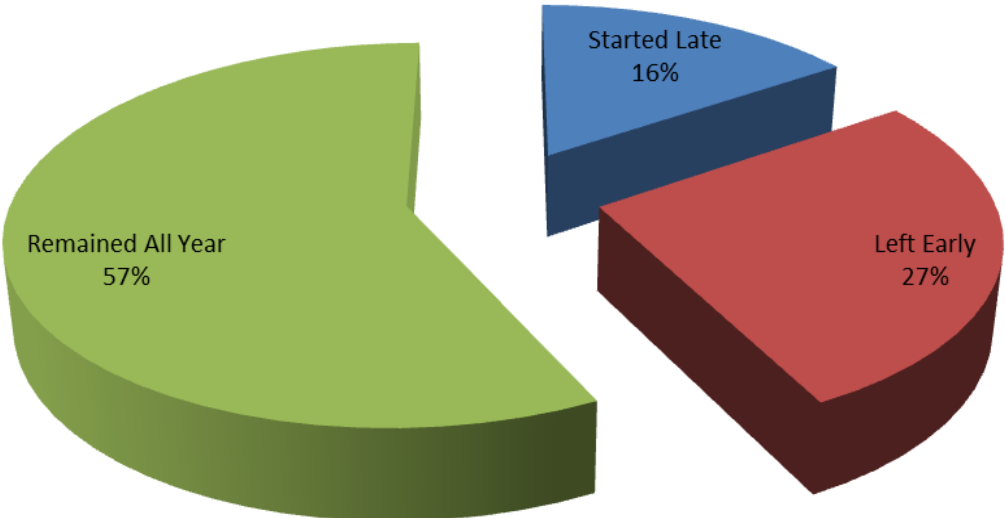
Student Demographics 2013 - 2014



Special Considerations

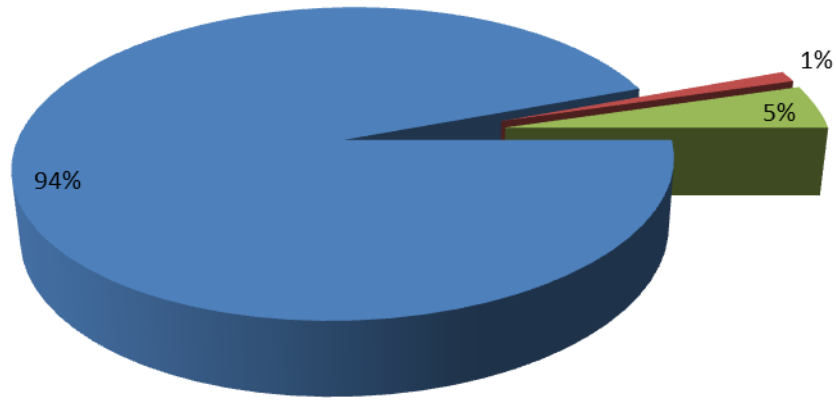


In-Year Enrollment Changes

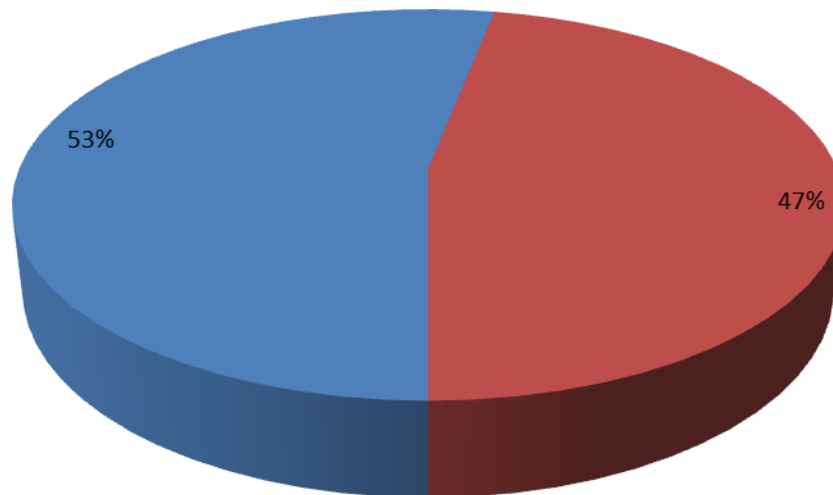


Student Location

■ Wisconsin ■ India ■ Transient



■ Male ■ Female



RVA High School

In the 2014 - 2015 school year, the RVA is piloting a high school option. This option will only be for students entering grade 9. The 2013 – 2014 school year was spent planning and preparing this rollout. Estimates for student enrollments were hoped to be between 20 & 25 students for the first year in order to make the inaugural pilot year as manageable as possible. The following is information regarding the planning of the high school, who it aims to serve, and the basic outlines of both expectations and operations.

Grade 9 – At a Glance

The RVA is excited to offer families a grade 9 option for the 2014-15 school year. We have intentions of expanding to a grades 9 – 12 high school in upcoming years. Each of the topics listed below will be described in detail in the handbook.

- RVA Grade 9 is open to full time, online students.
- Students will be required to complete 23.5 credits of study in order to meet graduation requirements.
- Grade 9 students will need to complete a minimum of six credits in the areas of: math, science, social studies, English/Language Arts, Health/Physical Education, and elective courses.
- Students will be using an online curriculum and are able to meet with their teachers daily.
- **Attendance at daily classes is mandatory for the first three weeks of every course.** Students can earn flexibility in daily attendance by demonstrating mastery of the concepts and the ability to maintain adequate pace.
- Eight hours of community service for every year a student is enrolled in the RVA is a graduation requirement.
- Students in the RVA will not be eligible to participate in WIAA Interscholastic Sports
- Computers will be provided for students and internet costs will be reimbursed by the RVA.
- Students will need to complete State Mandated Testing during the school year.
- A variety of field trips will be held throughout the school year.

High School Requirements

In order for students to graduate from the Rural Virtual Academy, they must complete twenty-three and a half credits of study and at least three years of high school.

English/Language Arts – 4 credits

Social Studies – 3 credits

Mathematics – 3 credits

Science – 3 credits

Physical Education – 1.5 credits

Health Education – 0.5 credits

Electives – 8.5 credits

Total – 23.5 credits

To ensure students are on pace for graduation, in their 9th grade year, students must take a minimum of six credits including one credit in each of the following: English, social studies, mathematics, science, health/physical education, and an elective.

In addition to earning the required credits needed for graduation, all students must complete eight hours of community service every year they are enrolled in the RVA.

Course Work Completion

Students are required to complete daily online lessons, quizzes, activities, and other tasks in all appropriate and assigned subject areas. Completion of all assigned material is required before earning credit for the course taken. Individualized learning plans, designating the pace for which specific content will be 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, as determined by the RVA teacher, will eventually result in the RVA considering the dismissal of a student from school for failure to participate in accordance with State statute (118.40 (8)(f)(g) and RVA policy RVA-JE.**



Grading

RVA students receive grades on assignments similar to students enrolled in traditional schools. Some assignments are graded automatically within the course, some assignments are graded by the RVA Teacher, and where relevant, the online teacher will also provide feedback in the form of a grade or report.

High school credit is earned on a semester basis. Grade level promotions take place once a year. The RVA utilizes a running grade book cumulating progress from the beginning to the end of a term. A final course grade is generated upon the completion of courses taken. All final grades will appear on a formal transcript.

Transcript grades for students in grade 9 will be scaled using the classical five point evaluation system using “A-F” as reporting marks. Grades and grade point averages will be determined using the following scales:

A	100 – 93%	4.0 points
A-	92 – 90%	3.67 points
B+	89 – 87%	3.33 points
B	86 – 83%	3.0 points
B-	82 – 80%	2.67 points
C+	79 – 77%	2.33 points
C	76 – 73%	2.0 points
C-	72 – 70%	1.67 points
D+	69 – 67%	1.33 points
D	66 – 63%	1.0 points
D-	62 – 60%	0.67 points
F	59 – 0%	0 points

Blended Learning Model

For many of the core and elective classes, students will be part of a blended class. In the RVA, a blended class is a combination of classroom and online education. Student will have their course content online and it will be accompanied by daily, live instruction from an RVA teacher. Every student will be assigned to a specific teacher for each subject and will be expected to follow a daily schedule. Students will also be expected to attend classes online with other students in the RVA and the consortium schools. The teacher’s role is to provide direct instruction for daily lessons, monitor student performance, grade all assignments and tests, provide feedback and ongoing support, follow the minimum pacing guide, and be the primary point of contact for both the student and parents. All classes are intended to be recorded and archived.

Earned Flexibility

The RVA believes that fully-online students need to be independent, academically driven, and highly-motivated to be successful.

Attendance in daily classes is mandatory for the first three weeks of every new course a student takes. Students can earn the right to work at their own pace by demonstrating that they are able make adequate progress. Attendance requirements will be gradually decreased for students demonstrating mastery of the concepts and ability to stay on pace. If a student who has earned flexibility starts to fall behind or does not understand the material, the teacher can revoke the student’s earned flexibility and require the student to attend daily classes.

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 2013 - 2014 school year, Charles Heckel served as the RVA Administrator. Nikki Clements served as the Administrative Assistant. Jennifer Kuenne served as the school's open enrollment coordinator. Jeff Albers is the school district's director of finance who also assumes the fiduciary responsibilities over the RVA, and Dennis Hinderliter, the school district's network engineer provide oversight of the RVA's computer and technical operations.

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 2013 - 2014 school year, Mark Mann, Sara Holewinski, Kelli Ray, Jessica Haenel, Jill Chasteen, Leatha Hopperdietzel, Kristyn Brown, and Amanda Langdon served as the primary RVA Teachers. Sandy Pope served as the RVA Office Manager, Rebeccah Hopkins served as the Activities Director. Assisting them in the office and with our computer and technical support was Stephanie Hoffman.

Other services are contracted out and provided by consultants and self-employed contractors. These individuals include all of our Regional Event Coordinators, Lisa Beels the PAC president, Buck Lemke our web manager, Jill Fortin our Art Teacher, and Jessica Martin acting 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 2013 - 2014

In the 2013 - 2014 school year, 97% all of the RVA students were mentored by parents. Other mentors included family tutors, grandparents, and social workers. Generally speaking, mentors who are not parents typically serve only for an interim period of time until the parent reassumes the responsibility.

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 Parent Advisory Council President along with a nominated parent representative and regularly meets. 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 2013 - 2014

The Council met 4 times during the year under the direction of Lisa Beels as the head of the advisory council. Under the charter, the PAC is allowed one vote on the governance board and Lisa Beels represented the council on the board as well. PAC members took new initiatives this year including the recommendation of new pilot curriculums, suggested new field trips, and included the regular attendance of all the Regional Event Coordinators.

Regional Event Coordinators

The RVA employs the use of Regional Event Coordinators to help organize and provide school directed group activities for RVA families in different regions of the State. The number of coordinators in any given year is dependent upon total enrollment and the distribution of students across the State.

Regional Event Coordinators Statistics 2013 - 2014

In the 2013 – 2014 school year, the RVA employed 6 Regional Event Coordinators (REC) throughout the State. For this past school year, coordinators were regionally located in Medford, Merrill, Antigo, Milwaukee, Wausau, and Tomah. These coordinators each planned a minimum of 6 events for RVA families in their area. Furthermore, these REC's attended quarterly Parent Advisory Council meetings and welcomed new ideas from families about what types of activities would be of benefit.

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 2013 - 2014

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:

- + Considered expanding Marketing & Public Awareness
- + Considered Expanding the Consortium and Single Year Partners
- + Considered the Hiring of Additional Staff
- + Considered a New School Location
- + Considered the Removal of a Consortium District for reason of Non-compete
- + Approving Annual Budget and Expenditures
- + Considering Parent/ Student Feedback
- + Monitoring School-wide Programming and Operations
- + Approved Student Handbooks and Expectations
- + Monitored Enrollment Trends
- + Approved Expansion of RVA to include High School Offerings



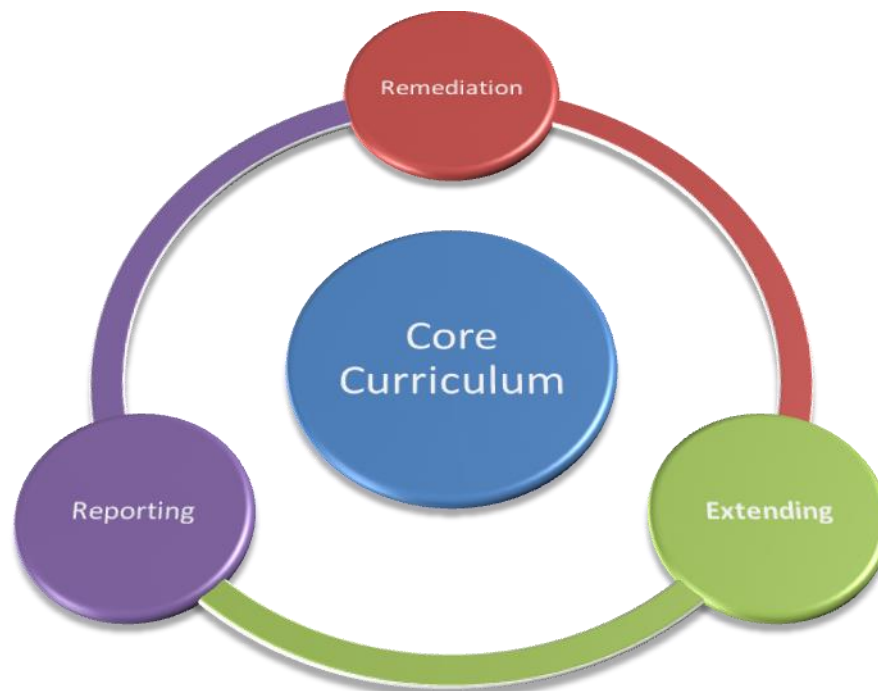
Curriculum

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

Lesson Completion

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

Curricula Stream 2013 - 2014



Core Curriculum

- Calvert®
- Little Lincoln®
- Wisconsin Virtual School®

Remediation

- Verity Learning®
- Odysseyware®
- Achieve 3000®
- All About Reading®
- Reading Assistant®
- Math-U-See®
- Read, Write, Gold®
- Bookshare®
- Saxon®
- Vmath®
- Edmark®

Reporting

- Skyward®
- AIMSweb®

Extending

- Thematic Science®
- Phy Ed.
- Art
- Education City®
- Reading Eggs®



RVA Resource Library

The RVA Resource Library reduced its circulation over the 2013 -2014 school year. Future plans are in place to work on promoting the library and its resources for families to increase use. The RVA Library 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 and expanding the libraries usage. Hopes are to include “book clubs” and greater access to the materials at the school’s new and larger location in 2014-2015.

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-curricula’s 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 2013 – 2014

In the 2013 – 2014 school year, the RVA sponsored over 77 school events.

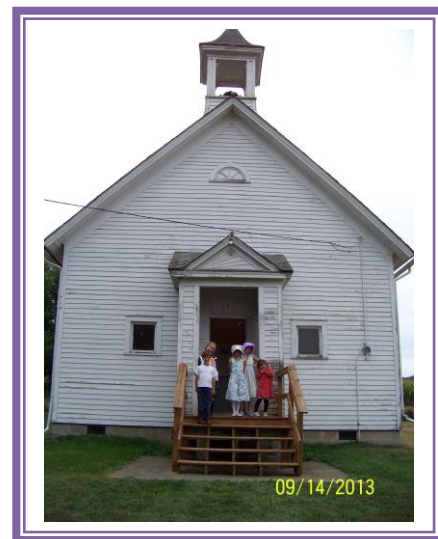
Month		Event	#	\$	\$/Person
JULY	23	Weston Aquatic Park	35	\$91	\$2.60
SEPT	5	Online Orientation	28	\$0	\$0
	6	Online Orientation		\$0	\$0
		Online Bookfair		\$0	\$0
	16, 17	PALS Testing Milwaukee	3	\$0	\$0
	17	Health/PE Class Online		\$0	\$0
	19	PALS Testing Antigo	7	\$0	\$0
	20	CFS Outdoor Education	136	\$1582.	\$11.63
	23	PAC Meeting #1 @MAMS	25	\$154.48	\$6.17
	24	Merrill Community Day	11	\$0	\$0

		PALS Testing Online	13	\$0	\$0
		Health/PE Class Online		\$0	\$0
	26	Notetaking 101		\$0	\$0
	27	Antigo Community Day	1	\$0	\$0
		PALS Testing Medford	19	\$0	\$0
OCT	1	Health/PE Class Online		\$0	\$0
	3	Notetaking 102		\$0	\$0
	8	Health/PE Class Online		\$0	\$0
	9	Lattice Multiplication		\$0	\$0
	10	Health/PE Class Online		\$0	\$0
	11	Grampa's Farm	95	\$312(\$6/c hild)	\$3.28
	12	Fall Family Fun Fest	22	\$0	\$0
	17	Online Girls' Group	4	\$0	\$0
	22	Lambeau Field Tour	134	\$1485.68	\$11.08
	25	Vandergeest Farm	19	\$50	\$2.63
	29	Green Meadows Petting Farm	28	\$252	\$9
NOV	5	Stoney Creek Swim Wausau	13	\$0	\$0
	8	REGI Raptor Presentation	97	\$119	\$1.23
	8	Milwaukee WKCE/Waterpark	48	\$385	\$12.50
	11	Rib Lake WKCE/Community Day	2	\$0	\$0
	18	Virtual Pet Parade (PreK- 4)	8	\$0	\$0
	19	Virtual Pet Parade (5-8 grade)	5	\$0	\$0
	21	Online Girls' Club	3	\$0	\$0
	25	Thanksgiving Gathering Wausau	9	\$92.17	\$10.24
DEC	6	PAC Meeting#2 in Wausau	10	\$36.62	\$3.66
	9	Star Lab	26	\$200	\$7.62

	10	How to Drive Google	23	\$0	\$0
JAN	7	Merrill Ice Skating	9	\$22	\$2.44
	9	Online Girls' Club	3	\$0	\$0
	13	Matthews Bows Factory Tour	26	\$0	\$0
	18	Splash-In Theater in Phillips	0	\$0	\$0
	21	Discovery World	76	\$345	\$4.54
	24	SBR Winter Fun Day	12	\$49	\$4.08
	30	Rollerskating in Marshfield	24	\$78	\$3.25
FEB	6	CFS Winter Fun Day	55	\$424	\$7.70
	11	Very Hungry Caterpillar/The Grande	30	\$310	\$10.33
	13	Valentine Exchange/Ice Skate Simek Center, Medford	49	\$105.72	\$2.16
	25	Medford Open Gym@Youth Center	35	\$28	\$0.80
	28	Hope House Service Project	13	\$0	\$0
MAR	1-?	Online Iditarod Race	21	\$34.97	\$1.67
	5	Simple Machines Part I	13	\$0	\$0
	6	PAC Meeting #3 Medford	14	\$107.45	\$7.68
	7	Bowling@Sports Page	64	\$478.95	\$7.48
	11	Sledding@Lions Park Merrill	6	\$0	\$0
	12	Simple Machines Part II	17	\$0	\$0
	15	Pi Day Online Event	9	\$0	\$0
	27	Paint-a-Plate Wausau	30	\$280	\$9.33
	28	Maple Hollow Tour, Merrill	39	\$50	\$1.28
	28	Pettit National Ice Center	38	\$195	\$5.13
APRIL	1	RVA Billboard Art Contest	8	\$0	\$0
	3	Gym Sport Gymnastics	34	\$100	\$3.40

	25	Movie@Broadway Theater, Medford	58	\$348	\$6
	25	Movie@Palace Twin Theater, Antigo	22	\$132	\$6
	29	Open Swim Marshfield	38	\$190	\$5.00
MAY	1	Necedah Wildlife Refuge	19	\$0	\$0
	6	PAC Meeting#4 Tomah PALS/AIMSweb Testing End-Of-Year Picnic	36	\$84.97	\$2.36
	6	YMCA/Testing	37	\$300	\$8.11
	11	Humane Society Service Project	5	\$0	\$0
	13	Merrill	11	\$93.50	\$8.50
	19	Mather Park Cleanup	3	\$0	\$0
	20	Medford Open Gym (during PALS/AIMSweb testing)	27	\$65.60	\$2.43
	22	Harvest Home Farm	61	\$1193	\$19.56
	22	Ice Cream Social Antigo	17	\$65.79	\$3.87
	28	Online Spelling Bee	14	\$0	\$0
	29	Ronald McDonald House	11	\$0	\$0
	30	End-of-Year Picnic Wildwood Park	112	\$547.42	\$4.88
JUNE	2	Konkel Park End-of-Year Milwaukee	16	\$0	\$0

In 2013 – 2014 over
1,900 RVA students and
parents participated in
70+ 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 student's access to meaningful work that focus upon giving back to their local communities and in an area of particular student interest. Appropriate volunteer opportunities are exemplified by such activities as: work at local libraries, humane societies, hospitals, long-term care facilities, 4-H, Boy's and Girl's Scouts, churches, and the like. Group opportunities are provided through the RVA in order to provide assistance to those students who would prefer not planning their own service project. These school designed service opportunities are led and developed by the RVA's Parent Advisory Council.

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



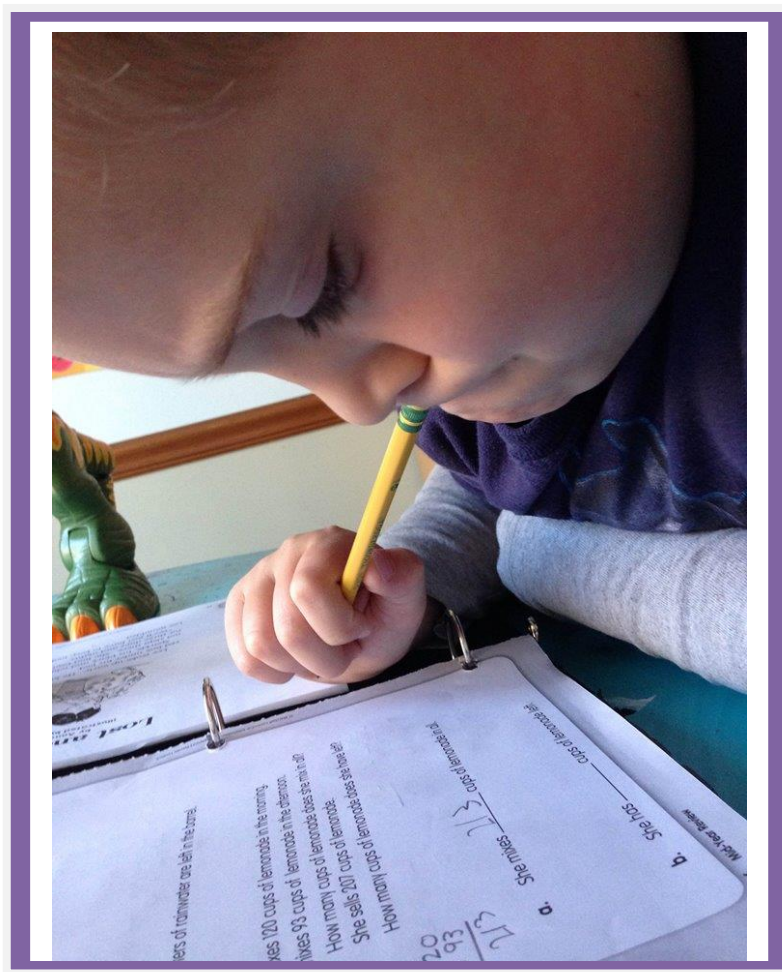
Communications/ Attendance

Each student enrolled in the RVA is required to be in full attendance and communication with the RVA Teacher and/or Administrator. Communication is the key to the success of student achievement in the RVA. It is the inherent responsibility of the student or Home Mentor to contact the RVA Teacher and/or online support teacher to seek additional academic support or to clarify misunderstood information. Frequent communications in the form of one-on-one, on or offsite tutoring, telephone conversations, two-way e-mail correspondence, or interactive online correspondence with the RVA Teacher, Administrator, and/ or assigned online instructor constitutes fulltime enrollment. Home visits are allowed upon request and students can be required to attend the RVA Office for occasional mandatory testing, educational, or technical support unless the absence is excused by the RVA Teacher / Administrator.

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

Attendance Rates 2013 – 2014

In the 2013 – 2014 school year, 22 students were either formally warned or 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
- Inappropriate Behavior or actions during school event
- Disrespectful, Inappropriate conduct, and/or Insubordination (Not following reasonable directives in a timely manner)
- Possession of Weapons (At school events)
- Possession of Illegal Drugs
- Vulgar/ Obscene Language, Gestures, and/or Displays (Online or off)
- Sexual Harassment
- Discriminatory Harassment
- Damage of School Property
- Violating policy RVA- IIBGA's *Condition and Rules for Use* for internet safety and conduct
- 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.

When school discipline is levied, the reason must be consistent with provisions outlined above, reasonable, serve a legitimate educational purpose and be nondiscriminatory.

The Rural Virtual Academy does not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation of physical, mental, emotional or learning disability, or handicap. Any person who believes that student discrimination has occurred may file a complaint in accordance with established district procedures.

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.

- Verbal or Written Warning: A student may be given verbal or written reprimands.

- **Parent/ Faculty Meeting:** A meeting may be scheduled to bring together the student, parents, and RVA Faculty in order to review concerns, determined future course of actions, and find common solutions.
- **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.
- **Expulsion:** A student may be expelled from the Medford Area Public School District or participating consortium district if they exhibited conduct which endangered the property, health, or safety of others at school or other behavior that constitutes grounds for expulsion under §120.13.
- **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 a specific school event could be suspended, or letter of apology or other forms of restorative justice may be required.

Discipline Statistics 2013 - 2014

In the 2013 – 2014 school year, there were 3 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 2013 – 2014 school year, students took part in a number of alternative assessments and projects including creating videos, inventions, and other presentations. Project-based learning was formalized with specific options in both Science and upper grades of Social Studies. Other unique presentations to demonstrate learning incorporated online tools such as “GoAnimate”. Families were again encouraged to pass on paper examinations whenever they wanted in place of demonstrating learning through project-based assessments.

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 2013 - 2014

The RVA suspended the use of standardized testing beyond the use of the WKCE, for the 12-13 school year. The RVA utilized AIMSweb® in the 2013 – 2014 school year to both benchmark all students in reading and math, but to also use this technology to academically probe student progress who are in intervention programs. Data on the results of those tests are included later in this section.

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.

WKCE Results 2013 - 2014

This is the final year of the WKCE examination for testing the Reading and Math abilities of students in grades 3-8 and 10. Beginning in the 2014-2015 school year, the WKCE will only be used to measure growth in Science and Social Studies.

In April of 2014, the RVA was notified that it met the criteria for “Alternate School Accountability Determination”. Page 1 of this form containing the signatures of the RVA Principal and authorizing district superintendent is on the next page. Districts which have schools that do not meet one of the following criteria are allowed to make this determination in lieu of receiving an annual “Report Card”. These criteria include:

- Does not have a grade that is required to administer the WKCE
- Is a K-2 School with less than 75% of its population attend the same school for grade 3
- Is a school with fewer than 20 FAY (full academic year) students enrolled in grades that were assessed using the WKCE
- Is a new school
- Is a school that exclusively serves at-risk youth as defined by statute

Although unsure of the specific reason why, it is believed that the RVA qualified as it did not have 20 FAY students enrolled in grades that were using the WKCE. To qualify as an “FAY” student, it is believed the students taking the test have to have been enrolled continuously for a minimum of 9 months prior to taking the examination.

**On June 16th, 2014 the Department of Public Instruction called and noted that the RVA did in fact have enough FAY student for the year and that the alternative school accountability determination was no longer accurate for the RVA. It was noted that the RVA now would be receiving a “school report card” in place of this alternative accountability. Without knowing for certain, and because the “report card” was not yet completed at the time of this reports submission, the Alternative School Accountability Determination form was left in this report for this year.*



Collection of this information is a requirement of the Elementary and Secondary Education Act and the No Child Left Behind Act of 2001, Public Law 107-110.

Reporting Year
2013-14

GENERAL INFORMATION	
School District Name	District Code
Medford Area Public School District	3409
School Name	School Number
Rural Virtual Academy	9100

Instructions

Districts should submit this form for each school in the district that meets any of the following criteria:

- is a school with students enrolled in grades 1, 2, 9, 11, or 12 and does *not* have a grade that is required to administer the Wisconsin Knowledge and Concepts Examinations (WKCE) or the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in reading and mathematics; or
- is a K-2 school with less than 75 percent of its population attending the same school for 3rd grade; or
- is a school with fewer than twenty (20) full academic year (FAY) students enrolled in grades that were assessed using the WKCE or WAA-SwD;
- is a new school (i.e., a school with a new school ID and with no FAY students); or
- is a school that exclusively serves at-risk youth as defined by Wis. Stat. 118.153. *Note that any school falling into this category, even if it also falls into a different category, should also complete and submit the form PI-9550-ASA-DSE.*

Note that early childhood or kindergarten-only schools do *not* need to complete this form.

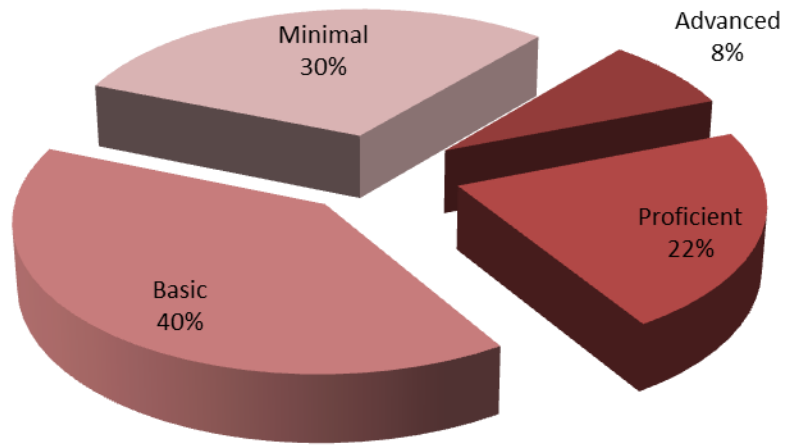
Introduction

Wisconsin's accountability system is focused on ensuring all students graduate ready for college and careers. The Priority Areas shown below are at the foundation of Wisconsin's accountability expectations. To complete this form, schools should describe the evidence and method(s) used to measure outcomes in each area, as well as provide a rating of that performance.

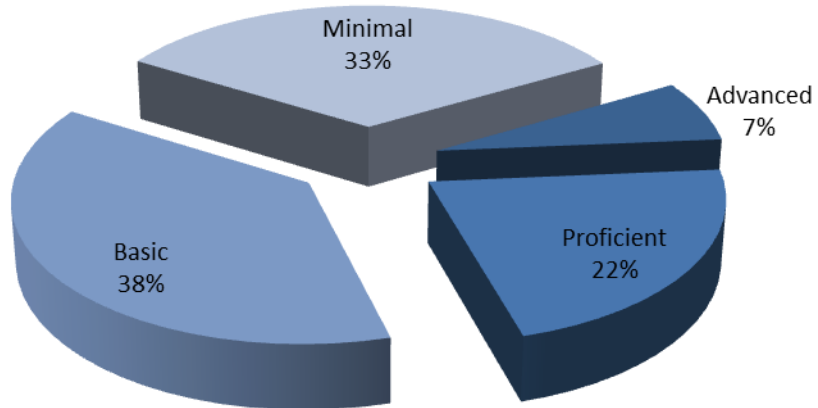
SIGNATURES	
Signature of the District Administrator	Date Signed Mo./Day/Yr.
> <i>[Signature]</i>	4/22/14
Signature of the School Principal	Date Signed Mo./Day/Yr.
> <i>[Signature]</i>	4-21-14

ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS			
Academic Achievement		Performance Rating	
This Priority Area is intended to examine Academic Achievement, Growth, and Closure of Achievement Gaps. Particular focus is given to reading/English language arts and mathematics performance.		Check the appropriate box.	
Evidence	Outcomes	Improving	Maintaining
Describe what local data the school is using to measure student proficiency in reading/English language arts and mathematics.	Describe the student outcomes and how they support the performance rating(s). If you use more than one measure, summarize overall results into a single rating (to the right) for this content area.		
<i>Local Measure(s): Reading/English Language Arts Achievement</i>	We see student outcomes in the areas of Reading and Language Arts typically increase for our students who are with us for multiple and consecutive years. The 1:1 instructional support, flexibility or courses, and instructional time, etc. all benefit the children in need the most of a non-traditional school environments. As a school, our survey and instructional data indicate that we do a great job in helping recover struggling students from traditional public school settings. However, we	<input type="checkbox"/>	<input checked="" type="checkbox"/>
We utilize: annual placement testing, PALS, WKCE, AIMSweb, weekly work submissions, monthly examinations, daily quizzes (self-checks), and 1:1 instruction/ assessments			<input type="checkbox"/>

WKCE Reading



WKCE Math

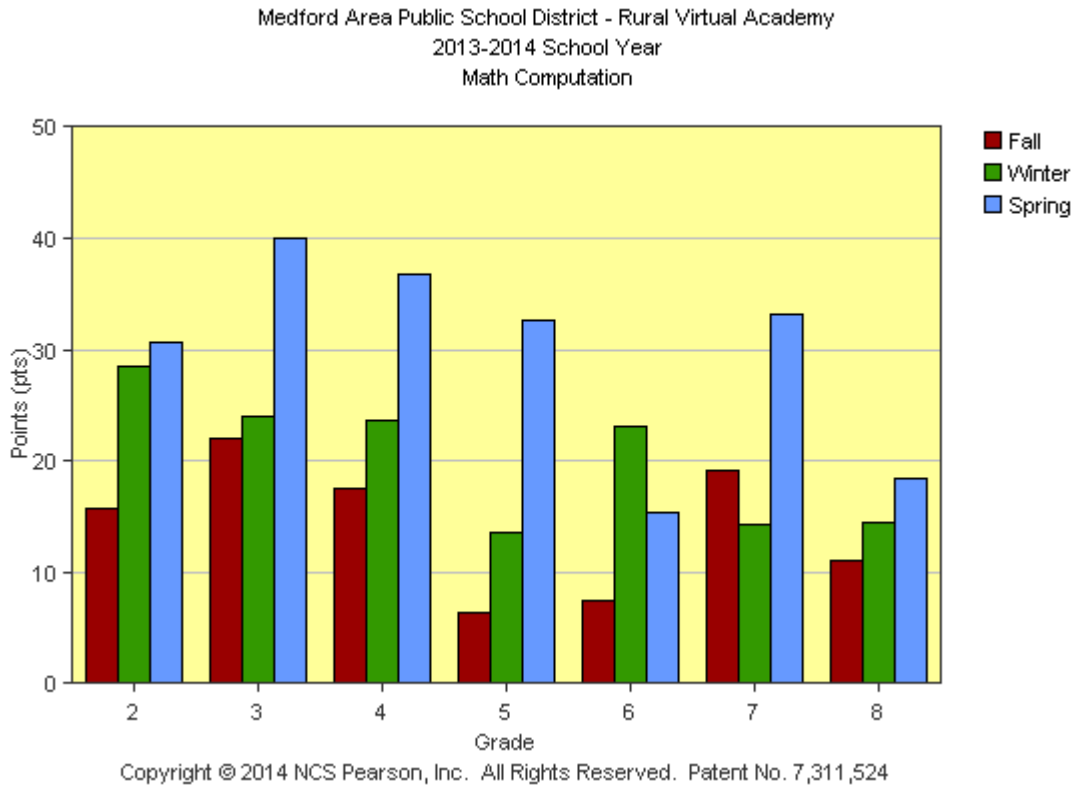


District Testing

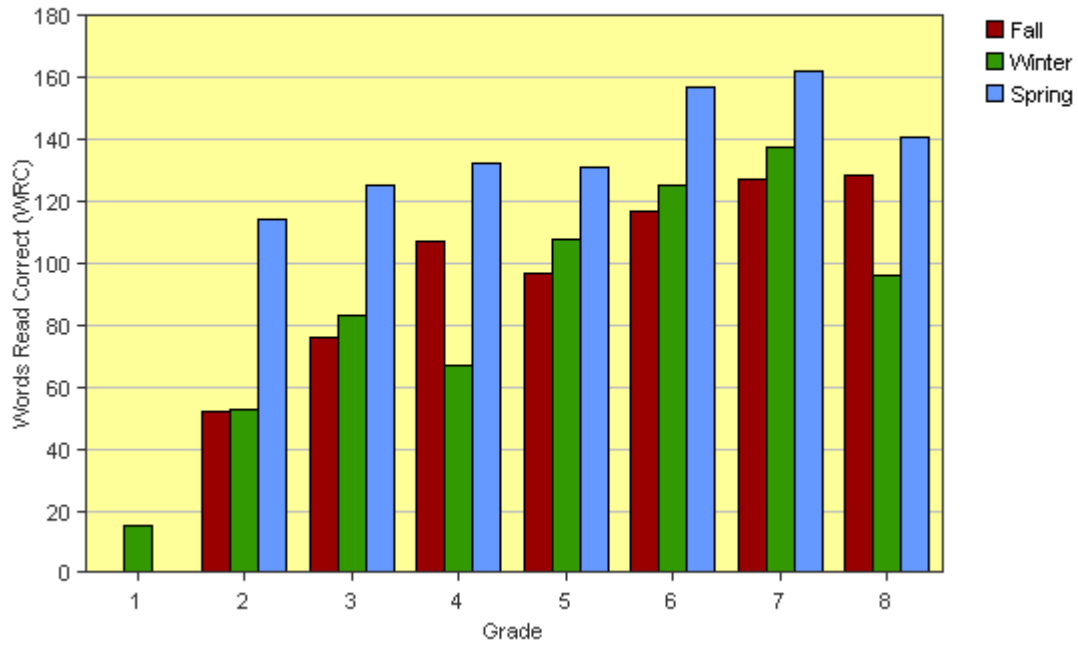
Students in grades 3-8 are asked to participate in some bi-annual “bench-marking” tests. These tests are in both Reading and Math and are checks used to measure a new student’s starting point and a returning student’s growth throughout the year. Data collected in this manner is shared with parents shortly after the testing is completed and only aides teachers in monitoring progress of their students. Children who are identified through this process of testing are sometimes given intervention support in order to improve their academic performance. For these children, these tests become more frequent occurring on a weekly basis. This type of testing is called “progress-monitoring” and is used to determine whether or not a particular intervention program is working.

AIMSweb Statistics 2013-2014

During the 2013-2014 school year, the RVA utilized the benchmarking and progress-monitoring tool called “AIMSweb”. The results of our measured student progress in Reading and Math are below. Indications from these results show that students have improved in both measured areas throughout the year.



Medford Area Public School District - Rural Virtual Academy
2013-2014 School Year
Reading - Curriculum Based Measurement



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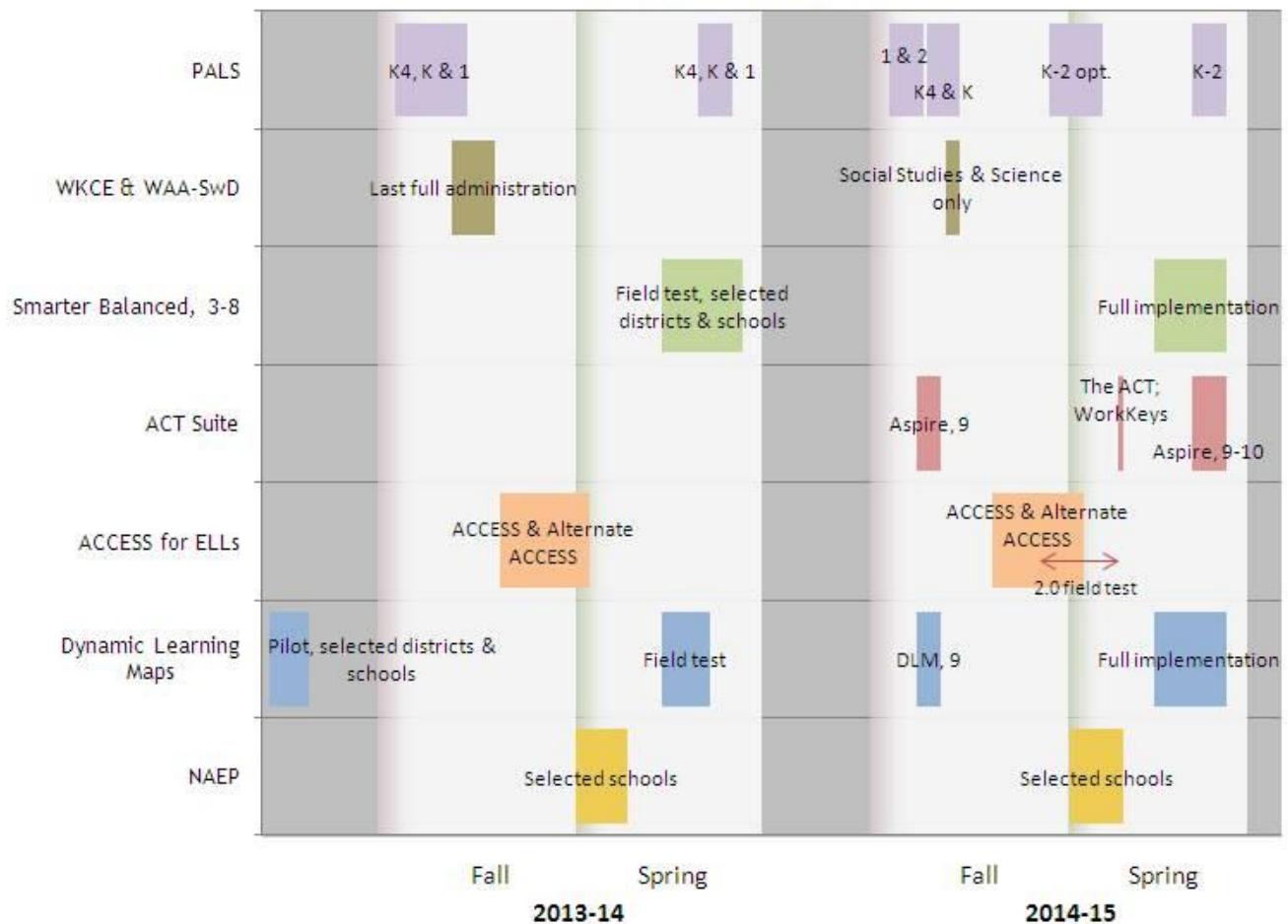
State Testing Timeline

As the RVA expands into high school the demands placed upon it by the State to administer and proctor mandated assessments goes up. Many challenges face the RVA in future years including most centrally: infrastructure and logistics. Future examinations need to be taken online from traditional school settings and over multiple days. Compounding the concerns for the RVA will be the current disbursement of the student population across the State as well as the overlapping of mandated exams. Below is the future timeline which will need to be carried out by the RVA in order to remain in compliance.

The task at hand is complex at best, but the RVA will be working closely with its consortium as well as the DPI to find solutions to these new testing mandates.

Assessments Timeline

(Dates indicated are approximate)



Placement Testing

Placement testing is a free and optional service currently offered by our curriculum provider. All students are asked to take a placement examination unless the child has exceptional needs. 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 2013 – 2014

In the 2013 – 2014 school year, children, (with the exception of children with special needs), took a placement exam to help determine appropriate grade level and 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.

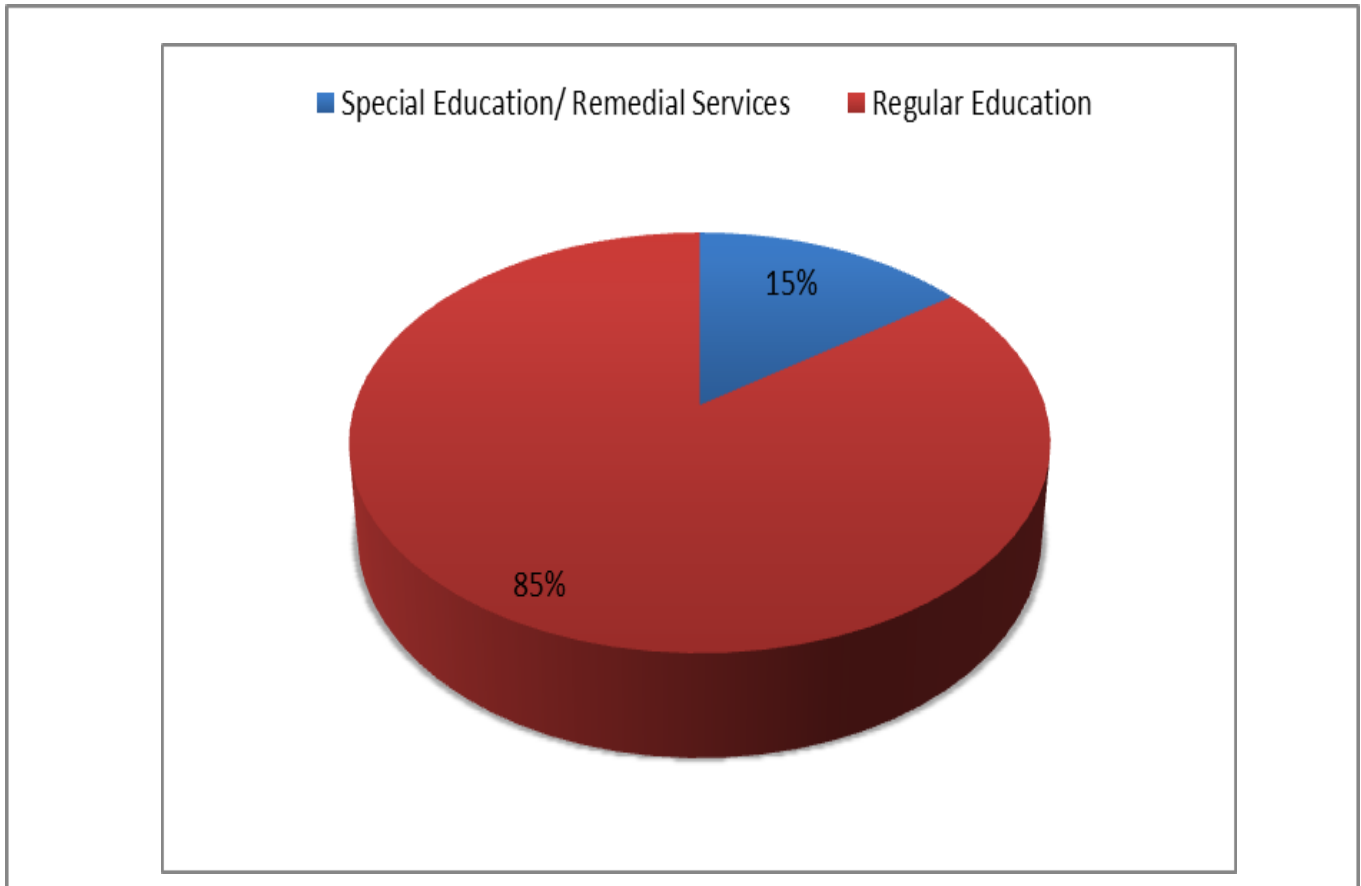
Grade Advancement Statistics 2013- 2014

Almost all students attending the RVA in 2013 – 2014, who were not removed for lack of academic participation, 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. Some retentions were considered for children in the lower elementary grades for parents seeking to have their child repeat basic skills.

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 2013 - 2014

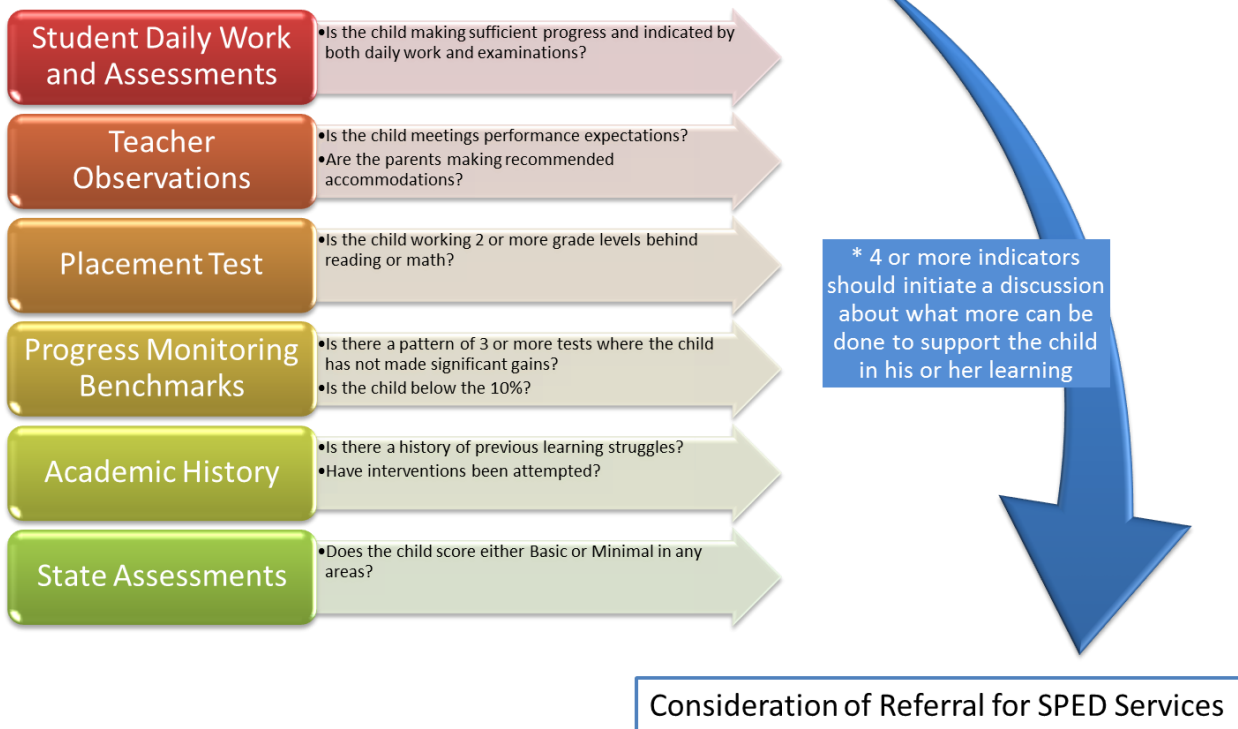


*Approximate State average in
Special Education:*

12%

Prior to children being recommended for special education services in areas relating to a potential “specific learning disability” (SLD) they must be provided the opportunity to have their academic struggles first remediated in regular education. Only through proof of a child’s inability to improve using a research-based intervention, along with other factors of past performance, and psychological examinations can an individualized education plan (IEP) be put into place. The RVA utilized a “pre-referral process” for all children suspected of having a learning disability and the flow-chart below shows the factors consider prior to making a referral for special education.

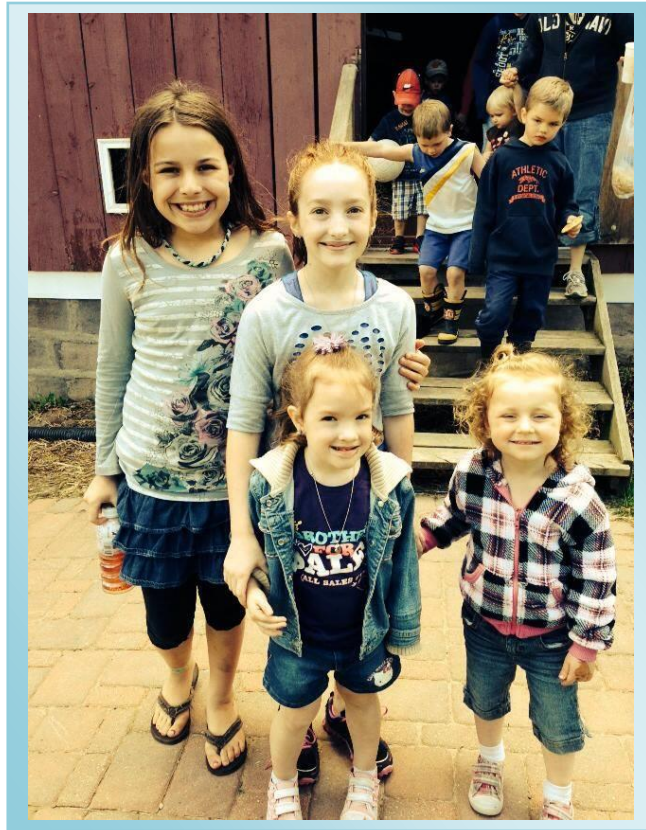
Special Education Pre-Referral Process



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. During the 2012 – 2013 school year, the policy was again modified to make adjustments to the 1st payment formula to exclude revenue into the calculation at that time. The revenue will be added to the formula to the end-of-the-year calculation which may result in the RVA offering a refund in place of recovering more money in the fall to off-set short-term borrowing. In 2013 – 2014, the RVA modified the formula for the 2014 – 2015 school year to include “credits” for districts willing to share high school leveled teaching support. Districts willing to provide instructors for the RVA would receive a credit of \$5,000 per teacher per hour.

The following reports outline the expenditures (“Actual”) and budgets (“Budget”) for the RVA in the 2013 – 2014 school year. 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.



RVA Budget/ Expenditures Reports 2013 – 2014

Description	2011/12 Budget	2011/12 Actual	2012/13 Budget	2012/13 Actual	2013/14 Budget	2013/14 Actual	2014/15 Budget
Field trips	\$5,000.00	\$5,727.58	\$7,000.00	\$5,902.05	\$11,000.00	\$11,260.36	\$11,000.00
General supplies	\$3,500.00	\$3,731.56	\$3,500.00	\$2,993.00	\$7,000.00	\$9,491.29	\$12,000.00
Curriculum	\$120,000.00	\$148,214.03	\$276,250.00	\$202,466.68	\$365,137.00	\$282,335.13	\$404,592.00
Curriculum (Online)						\$0.00	\$45,000.00
Computer supplies	\$3,500.00	\$280.35	\$2,000.00	\$2,489.87	\$2,500.00	\$2,938.71	\$3,000.00
Salaries	\$124,514.00	\$124,764.20	\$183,034.00	\$183,034.00	\$325,401.24	\$325,401.24	\$537,964.00
Personal services (Teaching)	\$45,000.00	\$36,151.37	\$104,869.45	\$85,076.24	\$109,000.00	\$101,209.44	\$120,197.00
Personal services (SPED)				\$19,289.02	\$41,798.44	\$17,777.59	\$0.00
Personal services (addtl. staff)	\$30,000.00	\$21,529.89	\$15,000.00	\$6,477.56	\$15,000.00	\$0.00	\$0.00
Personal services (substitutes)	\$2,000.00	\$524.30	\$2,000.00	\$889.44	\$1,500.00	\$1,227.22	\$1,500.00
Personal services	\$14,000.00	\$10,562.50	\$32,000.00	\$41,607.25	\$44,000.00	\$66,520.78	\$70,800.00
Professional development		\$4,575.00	\$10,000.00	\$1,290.00	\$9,000.00	\$964.00	\$5,000.00
Professional Merits						\$1,308.80	\$3,000.00
Rent/Heat/electricity	\$300.00	\$300.00	\$3,600.00	\$3,600.00	\$4,000.00	\$3,600.00	\$12,000.00
Property Services (Copier)			\$0.00	\$608.05	\$1,500.00	\$2,246.39	\$3,000.00
Travel Expenses	\$2,000.00	\$1,662.42	\$2,000.00	\$6,884.89	\$5,000.00	\$8,175.60	\$10,000.00
Advertising	\$14,000.00	\$26,976.34	\$31,000.00	\$45,752.36	\$50,000.00	\$66,872.50	\$70,000.00
Postage	\$4,000.00	\$4,180.70	\$5,000.00	\$7,735.41	\$8,250.00	\$10,782.30	\$12,000.00
Telephone	\$3,000.00	\$669.94	\$1,000.00	\$673.28	\$1,000.00	\$670.32	\$1,000.00
Internet reimbursements	\$20,000.00	\$15,463.93	\$25,000.00	\$22,875.61	\$29,500.00	\$35,428.98	\$30,000.00
Office supplies	\$2,500.00	\$6,502.46	\$4,000.00	\$6,571.36	\$4,000.00	\$5,024.97	\$4,000.00
PAC Meetings						\$248.55	\$2,000.00
Capital equipment	\$45,000.00	\$45,445.17	\$21,000.00	\$30,278.43	\$38,000.00	\$33,789.36	\$45,000.00
Dues	\$2,000.00	\$246.94	\$1,500.00	\$515.00	\$1,500.00	\$705.00	\$1,500.00
	\$440,314.00	\$457,508.68	\$729,753.45	\$677,009.50	\$1,074,086.68	\$987,978.53	\$1,404,553.00

Rural Virtual Academy Total Cost Calculation 2013-2014

Calculated:
5/13/14

Operational Expenses **987,979** (1,074,086.68 BUDGETED)

Open enrollment/
66.0301 628,293 **USE 6,485/ STU**

Net expenses 359,686

Total from
membership fee 55,000

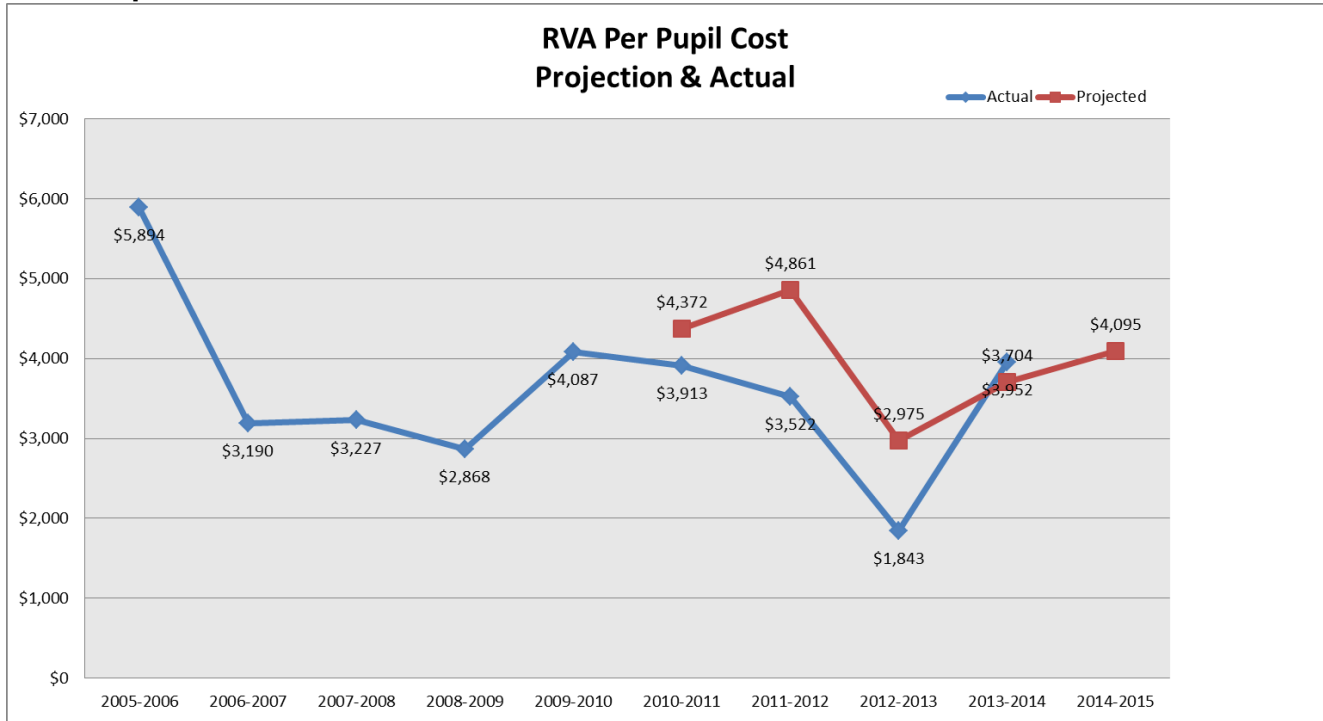
Remaining budget
responsibility 304,686

Number of
Consortium Students 77.10

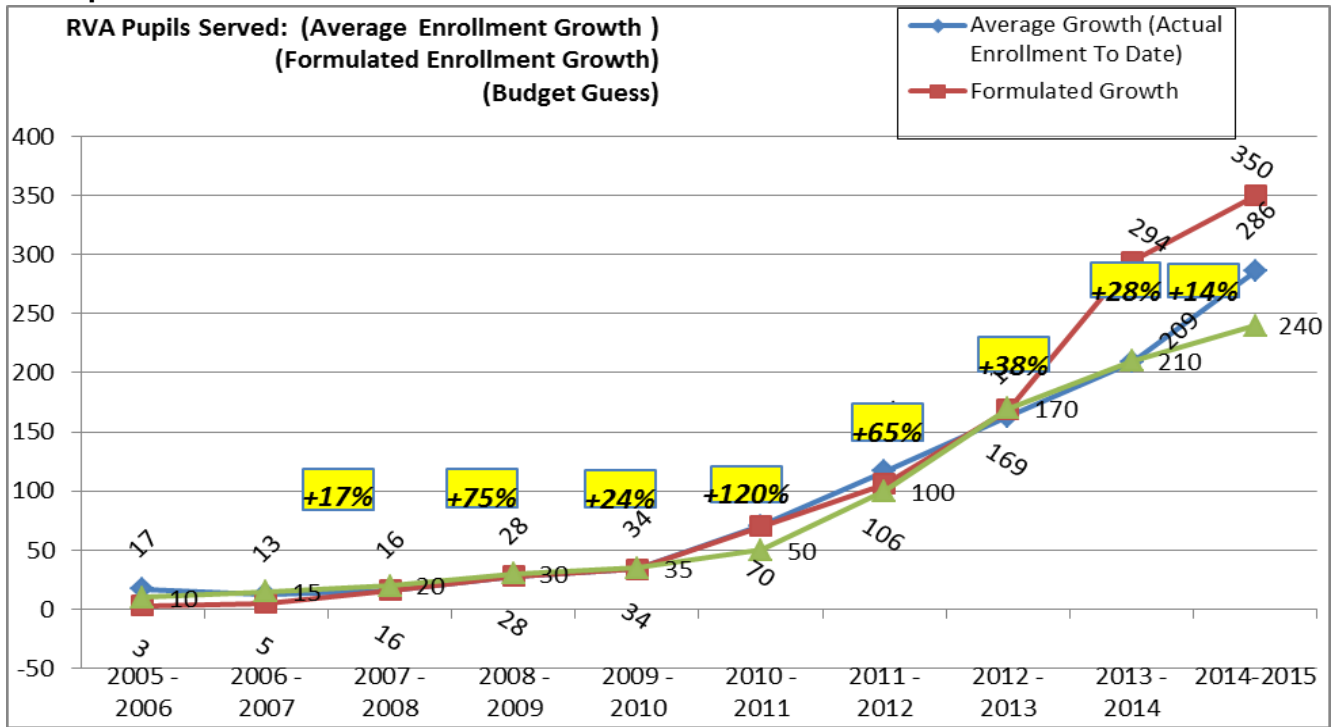
Per Pupil Cost 3,952

	Per Pupil	Total Pupil	Per School	Grand	Fall	Spring	
Students	Cost	Cost	Membership Fee	Total	Payment (.25 Total)	Payment	
Abbotsford	-	-	1,500	1,500	375	1,125	
Antigo	11.35	3,952	44,853	7,000	51,853	23,671	28,182
Auburndale	1.75	3,952	6,916	3,000	9,916	3,773	6,142
Colby	6.10	3,952	24,106	5,500	29,606	11,587	18,020
Medford	13.80	3,952	54,535	7,000	61,535	17,941	43,595
Merrill	10.50	3,952	41,494	7,000	48,494	15,186	33,308
Mosinee	10.50	3,952	41,494	7,000	48,494	16,530	31,964
Prentice	4.10	3,952	16,202	3,000	19,202	5,587	13,615
Rib Lake	9.25	3,952	36,554	5,500	42,054	13,804	28,251
Spencer	6.50	3,952	25,687	5,500	31,187	10,780	20,407
Stratford	3.25	3,952	12,843	3,000	15,843	4,781	11,063
77.10		304,686	55,000	359,686	124,014	235,672	

RVA Per Pupil Cost 2013 - 2014



RVA Pupils Served 2005-2014



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 2013 - 2014 school year.



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 2013 - 2014

	A-	B-	C-	D-	F-	N/A-	Total	Average Rating
Calvert	32.65% 16	34.69% 17	8.16% 4	2.04% 1	0.00% 0	22.45% 11	49	3.26
Verticy	0.00% 0	8.70% 4	0.00% 0	0.00% 0	0.00% 0	91.30% 42	46	3.00
Little Lincoln	14.89% 7	10.64% 5	4.26% 2	2.13% 1	0.00% 0	68.09% 32	47	3.20
Project-based Science	25.53% 12	4.26% 2	2.13% 1	0.00% 0	0.00% 0	68.09% 32	47	3.73
WVS Online Classes	6.67% 3	6.67% 3	0.00% 0	0.00% 0	0.00% 0	86.67% 39	45	3.50
Reading Eggs	36.17% 17	10.64% 5	2.13% 1	0.00% 0	2.13% 1	48.94% 23	47	3.54
Achieve 3000	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 45	45	0.00
Vmath	0.00% 0	6.52% 3	0.00% 0	0.00% 0	0.00% 0	93.48% 43	46	3.00
Education City	0.00% 0	13.04% 6	8.70% 4	0.00% 0	0.00% 0	78.26% 36	46	2.60
Math-U-See	11.11% 5	4.44% 2	4.44% 2	2.22% 1	0.00% 0	77.78% 35	45	3.10
Blackboard Collaborate	43.75% 21	22.92% 11	18.75% 9	2.08% 1	0.00% 0	12.50% 6	48	3.24
Google E-mail (Gmail Account)	68.75% 33	25.00% 12	4.17% 2	0.00% 0	2.08% 1	0.00% 0	48	3.58
Google Chat (Hangout)	51.06% 24	10.64% 5	10.64% 5	4.26% 2	0.00% 0	23.40% 11	47	3.42
Skyward (Grade Reporting)	23.40% 11	14.89% 7	0.00% 0	10.64% 5	2.13% 1	48.94% 23	47	2.92
Online Phy. Ed. &	21.28% 10	8.51% 4	4.26% 2	0.00% 0	8.51% 4	57.45% 27	47	2.80

	A	B	C	D	F	N/A	Total	Average Rating
Health								
RVA Website (www.ruralvirtual.org)	74.00% 37	24.00% 12	2.00% 1	0.00% 0	0.00% 0	0.00% 0	50	3.72
RVA Facebook page	52.08% 25	4.17% 2	0.00% 0	0.00% 0	0.00% 0	43.75% 21	48	3.93
RVA Online Clubs	45.65% 21	17.39% 8	0.00% 0	0.00% 0	0.00% 0	36.96% 17	46	3.72
RVA laptops	65.31% 32	22.45% 11	2.04% 1	2.04% 1	0.00% 0	8.16% 4	49	3.64
RVA field trips	60.00% 30	6.00% 3	4.00% 2	2.00% 1	0.00% 0	28.00% 14	50	3.72
RVA Student Services Newsletters	48.94% 23	14.89% 7	4.26% 2	0.00% 0	0.00% 0	31.91% 15	47	3.66
RVA library	8.70% 4	6.52% 3	0.00% 0	0.00% 0	0.00% 0	84.78% 39	46	3.57

Comments

- Switched from Calvert to Reading Mastery in December. Reading Mastery is working well for us. Write Source is also working very well for us. Math-U-See is a great program and so is TouchMath.
- I have a first grader using Little Lincoln. Little Lincoln has great ideas and materials but the parent/teacher support and curriculum guide are hard to follow. The ability to skip ahead or around the videos is not simple and the curriculum manual is hard to find where you are in the book. As students advance through Little Lincoln it becomes very heavy on having a student write out long answers in all areas besides handwriting and composition based concepts. For some students this is not a problem, but if you are dealing with children who do not write easily it's hard to accomplish lessons about other areas. Also, the Social Studies is too basic and does not go very deep. We use Calvert as well and I like it much better as far as having clear direction of what a student should be learning. I like being able to check off down the list and I like the ability to look online at the curriculum guide because it includes the video and other helpful links that go with each lesson.
- I would love to see field trips all over the state so we could take part as well.
- I gave Blackboard Collaborate a "B" because when I have an online lesson and because I go from my mom's one week to my dad's the next I sometimes forget my computer and if I use a different computer I can't get on unless it has a certain program.
- We would very much like to be able to substitute some of the Calvert curriculum with more faith-based curriculum.
- I would like to see the online physical ed. and health provided for as young as eight to nine year olds, as well. Being monitored would guarantee that physical fitness is being a part of the child's curriculum.
- I have discussed with our teacher some of my concerns with Calvert as we progress in higher grades. I think it worked well for K-2 but working through grade 3 has been a lot of deviating. My son has autism and in some subjects it hasn't worked well. The math jumps from one topic to another without any regular reviewing of concepts previously learned and I feel like in some areas we spend unnecessary and frustrating time learning 10 ways to do the same problem. For an autistic child, this is confusing. The science is okay, but again there is a lot of worksheets and "dry" reading. We have had to get creative and visual to get some of the concepts to stick for my son. Social studies has not been well received from my son either. It is very dry and we have had to go outside the box most of the time to even get him interested or engaged. The Calvert spelling and phonics is quite good as are the computer lessons (though sometimes they seem a little dated). BrainPop is fabulous.

- We would love math seeds to go along with reading eggs!!!
- We love the project based science, but wished they would give ideas on what they expect for the project. Gym class was ok, wish there was more interaction with the students instead of just listening to the teacher every week. From the few I have joined with my child, it seems the kids are just chatting among themselves while not really paying attention. The weekly exercise minutes (every other month) are kind of high when you are trying to squeeze it in with all the other school work and daily life, but it is doable with some determination. We LOVE, all the online fun we can have. The school library is amazing. I am so glad ***** shared this opportunity with us once while we are there. Now we are in monthly checking out books.
- Not sure if we use the same online class - we have Odysseyware for online classes. But the grade is what we give it :)
- Would be nice to have field trips held in other areas of state or students outside the RVA area, field trips planned within RVA area look well planned.
- Little Lincoln is strong in writing, but a little weak in reading and math. It is difficult to skip or work ahead with how it is set up.
- Love RVA and all the teachers. It has been a great experience for both myself and my daughter.
- We just enrolled but have been very pleased with the quality and professionalism of your school. We look forward to seeing our children excel in your programs.
- Calvert math lesson manuals-could use more learning guide instruction to help teach math concepts to students.
- Calvert Lang arts/spelling/comp is very good, robust, although tedious in places. Science and social studies not as good- science too simplified and social studies too fragmented/bitty.
- This was our first year in the RVA! I was nervous at first because I am not a very "techy" individual! Once we got started I realized just how easy it was to get around the website and others related to school! All of the staff I have been in contact with has been extremely friendly and helpful! What a great experience! Thanks! :)
- A wonderful variety of learning opportunities and field trips. Calvert has a rigorous curriculum. At times hard to keep up with pace of math. Calvert could improve by putting more in lesson plans for math to help learning guide explain to student the math concept.

School Resources 2013 - 2014

	A-	B-	C-	D-	F-	N/A-	Total	Average Rating
My child's overall education	77.55% 38	20.41% 10	0.00% 0	2.04% 1	0.00% 0	0.00% 0	49	3.73
RVA Governance Board	36.73% 18	4.08% 2	0.00% 0	0.00% 0	0.00% 0	59.18% 29	49	3.90
RVA Parent Advisory Council	46.94% 23	6.12% 3	0.00% 0	0.00% 0	0.00% 0	46.94% 23	49	3.88
Regional Event Coordinators	51.02% 25	12.24% 6	0.00% 0	0.00% 0	0.00% 0	36.73% 18	49	3.81
Charlie Heckel (Principal)	87.76% 43	6.12% 3	0.00% 0	0.00% 0	0.00% 0	6.12% 3	49	3.93
	79.59% 39	14.29% 7	2.04% 1	0.00% 0	0.00% 0	4.08% 2	49	3.81
	67.35% 33	10.20% 5	2.04% 1	0.00% 0	0.00% 0	20.41% 10	49	3.82
	33.33% 16	0.00% 0	8.33% 4	0.00% 0	0.00% 0	58.33% 28	48	3.60
	26.53% 13	0.00% 0	0.00% 0	0.00% 0	0.00% 0	73.47% 36	49	4.00
	50.00% 24	0.00% 0	0.00% 0	0.00% 0	0.00% 0	50.00% 24	48	4.00
	34.04% 16	0.00% 0	0.00% 0	4.26% 2	4.26% 2	57.45% 27	47	3.30
	25.53% 12	4.26% 2	0.00% 0	0.00% 0	0.00% 0	70.21% 33	47	3.86
	33.33% 16	2.08% 1	0.00% 0	0.00% 0	0.00% 0	64.58% 31	48	3.94
	28.26% 13	0.00% 0	0.00% 0	0.00% 0	0.00% 0	71.74% 33	46	4.00
	33.33% 16	2.08% 1	0.00% 0	0.00% 0	0.00% 0	64.58% 31	48	3.94
	34.04% 16	17.02% 8	0.00% 0	0.00% 0	0.00% 0	48.94% 23	47	3.67
	30.43% 14	10.87% 5	2.17% 1	0.00% 0	0.00% 0	56.52% 26	46	3.65

Average Score: 3.81

Comments

- The RVA staff is their greatest asset!
- We love the RVA staff. The teachers are what make the RVA so great. Our kids look forward to talking with their teacher and seeing her whenever they get the chance. We have two different teachers but I really think it would be helpful to be communicating with just one. One of our teachers was really easy to meet with on a regular basis. Its difficult to coordinate meeting with multiple people when you have more than one child in the RVA.
- It'd be nice for my children to meet with their teacher more than just for a few minutes each month.
- Regional Events have greatly improved this year. Thank you!
- I think the art program could be improved. I like that more ages can work together this year. My kids have a hard time following the classes on line. Sometimes the pace is too slow and other times too fast, I understand it can be hard to judge when teaching on line. I would like to see some opportunities offered in person. Maybe an art day where kids can get their hands on projects and work with the teacher in person?
- Every single teacher with the RVA has been such an inspiration to both my child and I. I can't say enough great things about them all.
- We have worked with all of the teachers at one time or another, either with school help or online classes and we are so pleased with all of your staff. Everyone is always so helpful and kind to the kids.
- Everyone I talked to or communicated with was amazing! Great staff!!
- ***** is an extraordinary teacher. Mr. Heckel is very approachable and professional. All the staff is so helpful and kind.
- Haven't had the opportunity to work with all the staff although the ones we have been a pleasure to work with.
- We love *****
- All the staff we have encountered are excellent! We worked the most with *****! She is great!
- All staff has been helpful and kind throughout the school year. ***** has been an extraordinary teacher for our family. The kids enjoyed art, Girls' Group, Lego Club, ect.. Mr. Heckel takes the time to assist with questions and is so approachable.

School Services 2013 - 2014

	A-	B-	C-	D-	F-	N/A-	Total	Average Rating
The individualized attention your child receives	79.59% 39	8.16% 4	6.12% 3	4.08% 2	0.00% 0	2.04% 1	49	3.67
Parents feel welcome in our school	77.55% 38	4.08% 2	2.04% 1	0.00% 0	0.00% 0	16.33% 8	49	3.90
Parents have a good understanding of the school's programs and operations	65.96% 31	23.40% 11	0.00% 0	4.26% 2	0.00% 0	6.38% 3	47	3.61
Views of parents are seriously considered when school decisions are made	69.39% 34	12.24% 6	2.04% 1	0.00% 0	0.00% 0	16.33% 8	49	3.80
Opportunity to participate in school functions	70.83% 34	4.17% 2	4.17% 2	0.00% 0	0.00% 0	20.83% 10	48	3.84
Families have a strong personal relationship with their teacher	71.43% 35	12.24% 6	6.12% 3	0.00% 0	0.00% 0	10.20% 5	49	3.73
School provides solutions and resources to assist parents in student's in learning	77.55% 38	14.29% 7	2.04% 1	0.00% 0	0.00% 0	6.12% 3	49	3.80
School provides options to demonstrate learning beyond textbooks	73.47% 36	2.04% 1	4.08% 2	2.04% 1	0.00% 0	18.37% 9	49	3.80

Comments:

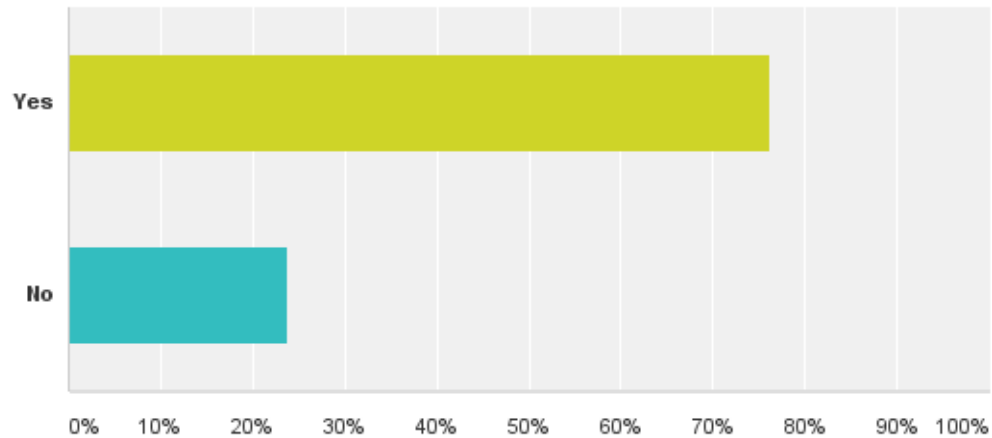
- One teacher was really great at asking how my kids were doing, even though she didn't have both of them. But, the other rarely talked with us and would go quite a while without checking in with our child.
- I have requested foreign language several times, but never heard anything about it.
- Other years we had quite a few meetings in blackboard. These were just fun meetings, hang out with the teacher, draw etc. this year we had none. I think my kids and I felt a little disconnected from the teacher. We had little problems so our connections were few and far in between. I would like to see more positive connections not just when we need a little outside help. I have heard comments from other parents feeling a little left out while on field trips. A new parent told me she felt the staff already had a well-established group of parent friends. They received a hello but afterwards felt left out, like they were not part of the group. Maybe a little more effort to spend more one on one time with new families?
- We would love to participate in field trips, but they are far away for us.
- We can't attend school functions because we live too far away and are unable to make the trips.
- Very happy with RVA, love that I am able to decide how much interaction we had with teachers and they are very prompt and helpful when asked for help but leave us do our own thing when we want to do that. Overall, we love RVA
- The same day I expressed concern for my child's possible learning problem I had emails of support and a phone all the next day, assuring me of the rva's support and expertise and asking me what else I needed.
- Field trips, where things were hands-on were very helpful!

Survey Special Questions 2013 – 2014

Special Question 1:

Q4 Do you support the RVA expanding the offering of classes that are more online and less in textbooks?

Answered: 42 Skipped: 8



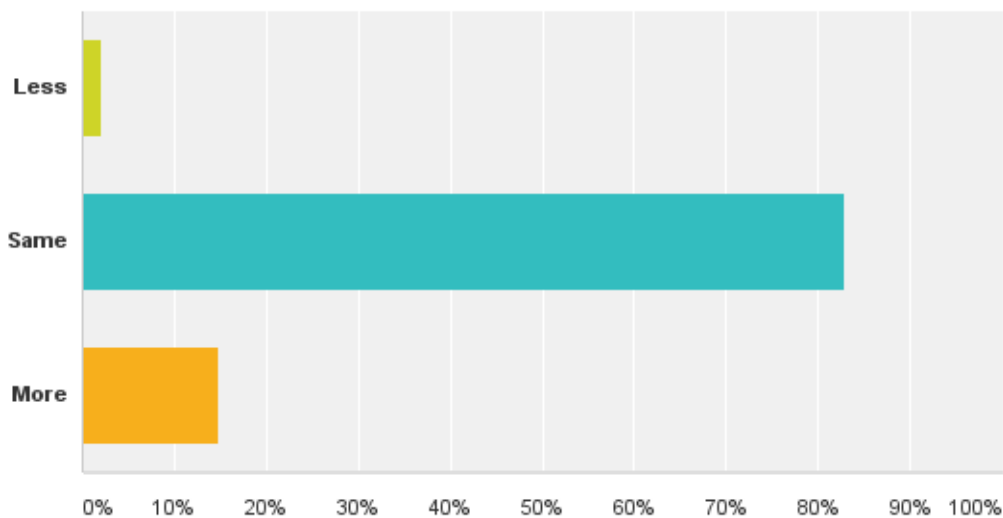
- I'm not sure!
- For my student, textbooks are better. He likes the computer but clicks on things too fast without considering all the options. With the computer, I need to sit by him all the time.
- I think that this would be much easier on both student and parent. My daughter would rather be on the computer learning than looking at a textbook. Also it would be more organized; no scattered books or papers lying around.
- It's still important for children to use paper books in learning. I think it's good for a child to be able to sit down with a book on their lap and follow along or read to themselves. If the RVA expands to more online texts then it may be necessary to provide a tablet type option for students vs. the computer.
- unsure
- We did Oddesseyware this year and I preferred it much more that the Calvert textbooks. I was easy to do schoolwork beyond at home because I could use it at a friend's house and I didn't have to carry the books everywhere.
- I think having online as a component in addition to textbooks is great. I think some children still need that teacher instruction with textbooks vs. only having instruction online. A combination of both would be better
- The only reason I say no is because I'm not always accessible to a computer and internet. Also when I'm traveling it makes it easy to grab a textbook and go.
- Especially for math
- I wouldn't be objective to it but part of the reason I enjoy RVA so much is the independence.

-
- I feel online options are increasing overall, as long as text books do not disappear and there is a good mix I feel it is a good move.
 - Yes, I support this; however I feel that textbooks are still an intricate part of the learning process. Without them many students would not be as successful.
 - Do not have an opinion either way, not something I would want, but other parents may well want that option.
 - I do not like the idea of more online classes, especially with the younger grades. They need the more hands on lessons, not sitting in front of a computer all day.
 - They have helped my son amazingly with his schooling! I love the online classes!
 - My daughter has special needs and I feel she does well with a combination of online and textbooks. She needs a lot of hands on learning.
 - As needed. We know it is required for high school. We enjoy textbook learning. Then we can share in the teaching and work together with our children.
 - I prefer the textbooks because they allow me to work with my children at their pace when it works for us. We do not like being bound by more online requirements. We like to use the online activities to support our textbook work. We like that we can take work with us and not need to have internet access to work on school work.
 - My only concern is the internet and what people are offered in the areas they live in. We live in the middle of the woods and some days the internet is sketchy.
 - Doesn't matter to me, I wouldn't want it, but that doesn't mean others wouldn't want or need it.
 - We will support it as needed. We know it will be needed for high school. Still enjoy the textbook learning with my children. We can enjoy the learning process together that way.
 - As long as the RVA family has the option of doing the one that works best for them.
 - Doesn't apply to me I don't care if RVA offers them or not, I am not interested in them but that doesn't mean others wouldn't be.

Special Question 2:

Q5 When considering the amount of interaction your family has with RVA staff, would you like to see less, the same, or more interaction?

Answered: 47 Skipped: 3



- always available if needed....haven't had a huge need to tap into them, but I know that they are there.
- This year has been great with time spent with the teacher. I feel she is really getting to know my son and his learning abilities/difficulties.
- Slightly more.
- unsure
- I was very interactive with RVA, I think the same amount would be perfect.
- My children only meet with their children for a couple of minutes once a month. That's barely enough time for them to read a story or work on something - I feel they don't really know who their teacher is.
- It's always wonderful to see or hear from RVA staff but I am marking the same because it is not going to make or break my opinion of the RVA.
- I asked this of my child and was told. "Charlie is really cool but we don't see him very much." I think Charlie is seen as kind of a "star" of the show.
- I would like to see more, but that is because my child and I truly enjoy the RVA staff and more time with them either on the computer or at field trips or even a "parent teacher night" would be great.
- I love how there isn't a demand for how often we have to check in with a teacher. Having a couple different teachers for different grade levels, this would be quite a task if we had to. We have meetings as needed, but the teachers are always available for us when we need it.

- Staff is there for me when needed on either end. If they need something from us they contact us, if we need something they are always there for us. I wouldn't change anything.
- It was great communication. Any of my questions were handled quickly.
- Two of the teachers we worked with we're amazing and provided help when we needed it so for them the same!!!!!!! They were wonderful! Our other teacher wanted to meet often even when my child didn't really want to and constantly wanted updates on our progress. She was very useful and helpful when we did need her though. Would have preferred just a little less help sometimes.
- They do a great job!
- But different. I suspect that my needs and wishes as a parent who was already homeschool and turning to a virtual school are different from a parent who's kids had been in a brick and mortar school and then joined. As a parent I was unable to get the help I wanted in certain areas.
- For our situation, it is good the way it is. I feel if we needed more of anything, the RVA staff is always ready to assist/help in any way they can.
- But in different ways. Saw lots of interaction regarding the teaching end, but little on some of the other ends that make homeschooling or virtual schooling work.
- Same quantity but different kinds. More help in the direction that the parents are looking for help in. vs what is assumed is needed.

Survey General Comments 2013 – 2014

- I struggle with the "phonetical" spelling that is introduced and used and encouraged with Little Lincoln. I do somewhat understand the concept behind it, but I feel that it teaches incorrect spelling at an early age, and actually encourages it. 2. How will the Common Core standards that seem to be "mandated" affect the RVA program? I think that there is value in addressing this issue, as it is a concern among many different parents. 3. Thank you so much for all that you do RVA Staff, you are appreciated!!!
- We have had a great year and I can't think of any improvements. The field trips are educational, fun and enjoyable. Maybe during orientation an optional class on how to understand google hangout, pinterest, etc.. I would also like to learn more about the on-line classes/games available to the students and how to best utilize them for learning. I get so busy with the curriculum that I don't utilize the available games on the RVA website.
- For the regional events it would be nice to have something like name tags, or some way to get to know each other a bit better. Similarly, some sort of phone directory would be nice to promote more interaction of the students/families. Finally, a "yearbook" with children's photos or artwork if someone prefers not to be photographed, teacher/administrator photos, photos from events, etc. would be appreciated by us.
- Continue having regional meetings with teachers that come to visit. This is so important for families to connect and feel they know those in the RVA. It's also great that you have staff that devote much of their day to the RVA. It helps to be able to contact them at any point throughout the day if we have questions or are stuck on something. Keep thinking of ideas for families to share ideas that they are currently doing in their own homes with other families. Thank you for all you all do. Our family feels very confident in the ability to teach at home thanks to the support we get from the RVA! We are thankful to have found you.
- Love the RVA!
- I did not have any problems with RVA this year! Keep doing what you are doing.
- I do not think the RVA has to improve on anything. A couple years before I came to the RVA I went to another online school and I had assignments already scheduled for that day, so it really tied me down to a computer until my work was done otherwise it would be late. Also we had to take attendance everyday so that was another thing to do. It wasn't very flexible and that's one thing I like about the RVA it's very flexible to keep up with everyone's busy lives.
- The only thing I would try to change is making the Testing sooner than 20 lessons. It's a lot for the student to remember. It might be nice to take a test after each chapter finished in a book instead of waiting. Thankfully our teacher gave us the suggestion take notes in a notebook and for me as the learning guide to look ahead at the test and make sure my daughter writes the information down.
- I would like to see more of the math videos for each new concept that a child learns in math.
- Doing a great job!! Very easy to follow and well organized!
- More one on one time with student vs teacher. It could be on line or in person. Just as long as the connections is made. Maybe it is just a phone call once in a while. I think kids need to connect on a person level with their teacher just to talk about their life outside of school. I think the parent advisory meetings are amazing. Just giving us a voice is a good thing. I just wish more would attend! Could it be mandatory for parents to attend just one per year? Maybe they would see what they are missing! I would like to see some more interaction between older students. I think it would be nice for the older kids to be given projects to work on together as a team. I know distance is an issue but getting together in blackboard to problem solve or create a project? WVLS online classes. We have had some issues where you cannot see all of the numbers in the examples to learn the math. All of the word text is fine but when we get the the examples boxes about once a week we need to just skip over the lesson and "wing" it because we can't read any of the numbers. for example a 7 may look like a dashed 1. you look at a problem and the lines are dashed and you guess, is it a 6 or and 8 is is an = or a - sign? keep doing the amazing job you do! we could not do what we do without all of you!
- What a blessing! We are very grateful to be part of the RVA and I look forward to my two younger children joining also when the time comes.
- The RVA has been such a wonderful part of my child's education. We are so excited to learn that higher grades will be offered as time goes by. In my opinion, the RVA is perfect. Keep up the great job.

- IMO the pe program was a fail. The teacher tried (IMO) to run a public school pe program for people at home and that is always going to fail. The assignments were frivolous or repeated in the science curriculum. The watch while a good idea was just a pain in the butt. The activity requirements were too strict and rigid for a home environment. If the watch could have been used when it was convenient for the individual families that might have been different. But really very few families are going to be equipped to have a 12/13 yo do 60 min of rigorous exercise indoors in a WI winter. Let alone do that 3x's per week. At least for me the fact that attending a set class was the grade was not made clear from the get go. I understood it to be the assignments that were the grade. I wish parents could get help in whatever area they needed help in. To be specific, one of my goals in signing up for the program was to get help correcting and guiding upper level compositions. I was told the teachers were not there for that purpose, only to help with teaching. Well I didn't need help with that. What's the difference if one parent needs help teaching grammar but another needs help grading the compositions? It's still teacher time designated to that family. Other than about 3 half hour sessions with a math issue and one with a diagramming sentences issue we have had no teaching contact from our teacher. But yet I can't get help grading compositions. The fact that it is taking 3 weeks to get tests graded and back with us is nuts, by that point we are almost done with the next set of 20 lessons. Maybe there needs to be a staff person just for the task of helping with correcting work. That would solve both issues.
- I have been very pleased with everything the school offers as far as online classes go, but would love to see something for the older tween/teen boys to do. I see there is an older girls group, but not much for the older boys to do. Our favorite online classes with the younger kids have been story club, lego club and cooking club. We hope to see these continue next year. Thank you for all you do!
- The only thing I would do is see if someone could do field trips a bit further north. Up in Superior we aren't able to make field trips that are over 2 hours away and those are the closest to us. I know not many families live up this way, so I know that may be difficult to do.
- This was our first year with RVA. I will admit it was hectic and a little challenging to get into the swing of things (our problem not RVA's) but once we did it has been everything we thought it would be and much more. The staff from Charlie Heckle (who is the most hands-on principal I have ever seen -- applause) to the teachers, the support staff, the field trip facilitators are all beyond expectation and go above and beyond. I truly believe the curriculum is superior to what is being presented in the public schools. Even friends of mine have said that my kids have a more challenging curriculum than their children in the brick and mortar school and have been equal parts envious and relieved (they wonder if their kids could do it). I am blown away by the quality of Little Lincoln -- the materials, the online interactive is completely and absolutely fabulous (although my little girl isn't too keen on "storybox") with funny teachers who do so many things that a classroom teacher could never do -- dramatic and fun and colorful and always something different. My biggest challenge this year was figuring it all out -- settling into a routine and getting everyone "done" -- not quite there yet but I think we are all going to finish in plenty of time. It is the only "anxiety" I have had all year with regards to the coursework -- kind of reminds me of my days in the classroom and wondering if we would get it all in. I was talking to a principal in my home district who stated that RVA was, ".... a good alternative for kids who can't make it in the regular school." That has stuck with me all year since. I don't think of RVA as the alternative. I think of it as the BEST and FIRST choice. It's the only "School" my kids have known and all 3 (while they've had their moments this year, honestly) unanimously declared that they loved it. My oldest likes the curriculum as much as any teenager I suppose. My son loves that he is taking his final math test of the year and it isn't even May yet! My daughter appreciates that she can work in remediated math (2 years below grade level) without all her friends knowing and without having to be in special ed. My kids aren't exposed to drugs, smoking and sexual activity (which all seem to occur at younger ages every decade). They also aren't distracted by misbehaving kids in classrooms, bullying, peer pressure to do or say this-or-that and all of the other "issues" that can go along with brick and mortar schools. My kids love that they can do their lessons anywhere, go online to check out some of those materials and LOVE the science books. Flexibility, incredible curriculum, superior staff..... RVA has it all. I know that no one can be perfect but RVA is about as close as it gets. Thanks to everyone who made our year.
- We would love to see more curriculum choices for grade school. Calvert was not a great option at all for us (and we will most likely leave RVA if it's our only option for 2nd grade), and Little Lincoln is too writing-focused for our child.
- My family and I love rva my daughter has adhd and autism and dyslexia and being in this school her grades have improved so much and she absolutely loves her teacher and being home with her family and the fact that she does not get teased every day in school
- Calvert- The math lesson plans could use more instruction for the learning guide. It is often difficult to explain the math concept in an understandable way with the minimal amount of instruction given in the lesson manual. Also, I would suggest to learning guides before starting the school year: Look ahead at the material in the tests. Make sure you let your child know what vocabulary and notes are needed for testing. Many words are not included in the lesson plans that the child will need on the test. It will help alleviate anxiety at test time. Project based science-The kids love it! There are some lessons that are repeated in the different manuals. Review or oversight? Just so you

know. The flexible schedule, curriculum, field trips, Lego Club, art class, ect. are exceptional! My children have received the highest quality education, with the finest educational staff to assist us. I feel they have learned much more with the rigorous curriculum. They have the extra help needed in the weaker subjects. Also, more time to spend on their favorite ones. We are very blessed to be a part of the RVA. We recommend it to others. It has been a wonderful first year of our homeschooling experience. We feel our hard work and effort is appreciated. Also, the hard work, time and effort of the RVA staff is greatly appreciated. *****.)

Survey Summary 2013 - 2014

As a result of the 2013 – 2014 survey and corresponding comments, the following summary was created. Solutions are to be considered for implementation as early as the 2014 – 2015 school year:

Highlights:

- General Services and Staff scores are high (B+ average)
- Choice and flexibility are appreciated
- Staff interactions with families is at an overall good level
- Parent appreciate book learning, but are interested in more online activities

Considerations:

- Look at removing Education City
- Improvements in Project-based Science
- Continue adjusting and improving online Health & PE
- Look at building more group projects and activities
- Keep staff available in afternoons and evenings
- Look at alternative Grammar/ Composition programs
- Ensure Parents have clear understanding of teacher roles
- Increase/ Maintain regular student/ teacher/ parent contacts online
- Research and Consider pilot of an additional online curricular option

Plans:

- We will make improvements to our projected-based Science.
- We will explore improved ways to provide Health and PE to our students.
- We will build group activities for students.
- We will explore the pilot use of Lincoln Interactive as an online alternative to Calvert and Odysseyware for students in grades 3-8
- We will explore the use of “Easy Grammar”, possible elementary foreign language curriculum, “froguts.com”, and “Power Practice Science”.
- We will further refine our staff duties, expectations, and obligations to parents.