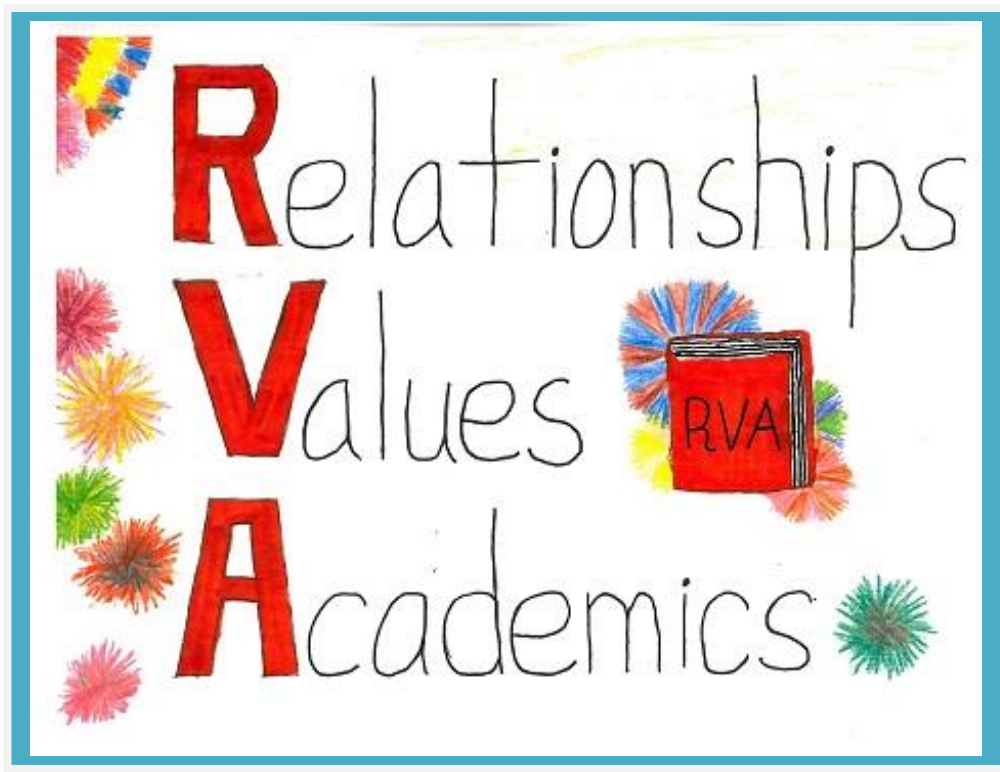




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## Annual School Performance Report



2015 – 2016  
School Year

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®RURAL VIRTUAL ACADEMY

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# Annual School Performance Report

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## School Year 2015 – 2016

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 • Mosinee • Prentice • Rib Lake • Spencer • Stratford

Single-Year 66.0301 Agreements:

Algoma • Gilman • Pittsville • Tomah • White Lake

®Rural Virtual Academy

624 College Street

Room 104

Medford, WI 54451

Phone 888.801.2666 • Fax 715.748.1211

[www.ruralvirtual.org](http://www.ruralvirtual.org)

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## Letter to the Community,

It is with great honor that I present to you this year's Annual Performance Report. Charter schools were originally created to help improve our nation's public school system and offer parents another public schooling option to better meet their child's specific needs. During the past decade, the number of students attending charter schools more than tripled to nearly 3 million, or 6 percent, of students nationally. At the core of the charter school movement is the belief that all public schools should be held accountable for student learning. In exchange for this accountability, charter school leaders are given freedom to do whatever it takes to help students achieve in exchange for disseminating what works in the charter school with the broader public school system so that in the end all students benefit.

I am proud to tell you that after 11 years of pushing educational reform and piloting countless differentiated ways to educate students, measure academic progress, as well as redefine rolls and expectations of educators, we have fulfilled our promise to share best practices. This year marked another milestone as we launched our "RVA Blended Learning Initiative" bringing forward academically invigorating and fiscally attainable alternatives to the traditional learning environment. Best of all, it is a success we are able to share in all of our consortium public schools to benefit learning for *all* children. Even children attending school in a building, who not enrolled in the RVA, get to take advantage of digital learning tools simply because their home districts chose to partner and work in consortium in support of our unique virtual school.

Through a partnership between the Department of Public Instruction and the Wisconsin eSchool Network, of which the RVA is a member, we have started to push "blended learning" taking advantage of our 1:1 technology initiatives combined with the highest quality digital learning curriculum available. "Blended learning" is defined by Google as, "a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace."

It is important to note that blended learning is not the same as "technology-rich instruction." It goes beyond 1:1 and the use of high tech gadgets. Blended learning involves leveraging the internet and digital learning opportunities to provide children a more personalized learning experience. This means, as the definition states, providing children some control over the time, place, path, and pace of their learning. However, effective blended learning does not look just like "online learning." Blended learning constrains some freedoms by integrating digital learning in schools where teachers can provide instructional oversight and support to the students.

Both virtual schools like the RVA and traditional brick and mortar schools have made significant gains over the past decade to recognize and adopt technology and digital learning. Blended learning now melds the two types of schools together. Having powerful 1:1 computing in the hands of children should provide more than simply convenient access to the internet or a way to overcome overbooked computer labs. Computers in the hands of our children should do more than hold supplementary programs and applications to support traditional learning and pace. I believe we need to use the power of 1:1 technology to fully take advantage of what schools can be. For the first time we have the chance to make our schools places where both children and teachers no longer have to struggle to build individualized learning pathways. Today's computers combined with the robust digital learning curriculum we now have available are both economically accessible and powerful enough to be deployed in full scale in all school environments. The RVA stands at the forefront of this initiative with great ambition and excitement to see personalized digital learning opportunities continue to grow in our schools.

The RVA's "Blended Learning Initiative" points to national trends and research indicating this type of learning is becoming more commonplace. Research from the Harvard Business School as well as data collected by the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS) point to several key indicators outlining the growth of blended learning opportunities in our school systems. Research indicates that by 2019, 50% of U.S. public high schools will have at least some of their content delivered digitally (Staker, 2016). When looking at collegiate students, already in 2016, 28% of all post-secondary students were enrolled in at least one distance education course. Half of these were enrolled exclusively in distance learning; the other half were mixing distance and on-campus courses (Watson, 2016). From these findings, and a myriad of others, we can see that change which is not embraced in this new digital and personalized reformation of education will sooner or later become a reality regardless. The tide is changing in education and this time for our children's benefit. We believe that by fostering and encouraging this change now, the RVA and its consortium members will again be at the forefront leading the way for creating positive change in our State's schools.

As we know, rural districts often times struggle to bring these initiatives to their schools. Cash-strapped budgets, sometimes unreliable technological infrastructures, and an inability to provide adequate professional development are just a few of challenges rural districts face when launching new ideas and initiatives. It is in times like this where we need to remember and realize the benefits of working together.

By partnering in consortia, we offer a way to overcome a "deficit mindset" policymakers and rural educators themselves often hold of our children and school district abilities. Through collaboration we can overcome the excuses that hold our children to lower expectations due to our geography, demographics, or fiscal hurdles. *Together* these are all obstacles which can be overcome. We

understand that on one hand, it is difficult to be cutting edge and creative when you face daunting financial and operational challenges as poverty grows and rural communities decline in population. On the other hand, recent research shows that in most states, the most productive school districts or so-called “super high ROI (return on investment) districts” (i.e., high achievement, low-per-pupil cost) tend to be remote rural districts (Battelle, 2016).

Knowing rural school districts produce high achieving students in the face of daunting odds really is not surprising to most of us who live and work here. Our children know and appreciate the value of a hard day’s work and the benefits tied to performing at one’s best in school. We know that rural life has been strength and backbone of this country. Our continued challenge is how cooperatives like the RVA can continue to grow and even accelerate reinvestment in our rural schools as well as supporting the local economies. Promising signs of reinvesting in rural America are on the horizon. One year ago, President Obama signed the “Workforce Innovation and Opportunity Act”. This law, passed with overwhelming bipartisan majorities, and in collaboration between the Departments of Education and Labor. This law set forth federally funded job training programs across the country to ensure everyone can get the skills and training they need to reach earning levels of our once strong middle class. The rural wealth creation work funded by the “Ford Foundation” is also helping to change the view on seeing rural places as opportunities for investment and not from a deficit perspective (Battelle, 2016). Locally, the RVA’s partnership with the Wisconsin eSchool Network is a localized example of urban and rural school districts working together towards common goals. The eSchool Network is comprised of 8 of the 11 largest school districts in Wisconsin, as well as small districts and consortiums like the RVA. This cooperative environment helps create equity of access and the sharing of best practices regardless of district size or location. It is the manifestation of blended learning happening on the district level allowing partners to connect, share, and learn from one another at their own time, place, path, and pace. Regional educational cooperatives, like the RVA, are essential in creating “micro-markets” in which participating districts can strike better deals with higher education partners, other consortia, economic development partners, and curriculum vendors. Few doubt that most of the educational and economic policy in America at the federal and state level is largely urban-centered and does not always fit rural realities and aspirations. Often, I see rural schools receiving governmental funds to enact compliance, rather than respond to local need or opportunity. I believe that too often policymakers hear rural voices as resistance to change instead of voices for innovation. What the RVA consortium realizes is that instead of adopting a resistance-based mentality, we are posturing a positive viewpoint bringing high-quality, flexible learning options to all of our students; not just to those who live in the largest and wealthiest districts in our State.

In meeting with 13 of our 15 school district partners this year, we have experienced several commonalities in these meetings. These are identical conversations noted to be had by several others in our field

including Dawn Nordine from the Wisconsin Virtual School and John Jacobs, the Director of the Wisconsin eSchool Network. We find that the vast majority of schools have similar, if not identical, needs:

- First, is in the types of students districts want to serve. (Credit deficient, accelerated graduation, homeschooled, full time virtual, part time virtual, flexible learning solutions, etc.).
- Second, most school districts seem to know they can't do this alone. We've found this is especially true in our smallest in most rural districts.
- Third, our partner districts know they can learn much from other districts that are already implementing, evaluating, and evolving their programs.
- Last, the cost of online content, learning management systems, student information systems, teacher compensation models, IT support, professional learning for their teachers and student services are at the forefront of their minds, but they don't know how they will find the funding. Simultaneously, these same districts realize that they must find a way or be left behind.

Fortunately, the RVA stands ready with solutions for all of these concerns. Through our partnerships we have a proven track record that we can serve every demographic of child regardless of place, time, path, or pace. We can serve the rich, poor; urban or rural child equally. Academically challenged or gifted it does not matter. Whether the child is enrolled in full-time virtual or blended learning environments, it makes no difference. We can provide equal access to the highest quality personalized educational choices to all our children.

Beyond the growth of our blended learning initiatives, it is also important that we look back at the overall success and growth of our school. This year, the RVA surpassed serving over 400 students in grades PreK – 10. The hybrid model adopted in high school which requires mandatory direct instruction to its students combined with an “earned flexibility” component has been effective in keeping the academic success of our students high. At the same time we remand children back to other school placements if they are unable to find success in our flexible model of public education. We understand and do not take lightly the obligation to ensure academic success in our school. We know that it is a privilege for children to have the opportunity to be publically educated from home. Thankfully, we have a consortium of districts and an authorizing school district which understand and hold true the same beliefs.

Our students continue to exceed my expectations and the parents of our school children are second to none. Our parents sacrifice and give their children this opportunity despite the countless hours and labors it takes to make learning from home successful. Likewise, the teachers and staff of the RVA are some of the best educators I have ever had the privilege to work alongside. Each embraces the idea that

relationships between home and school is the ultimate determining factor in student success and parent satisfaction. I appreciate the staff working year-round and selflessly placing the needs of their students and school families at times beyond even their own.

The bond between virtual charter schools, digital learning, and the traditional classroom is one of the great stories in American educational reform. The partnership of these powerful forces has already benefited countless numbers of students, parents, teachers, and the entire U.S. education system, and every indication is that it's only getting started. In looking forward I am eager to help innovate and continue the push digital learning into educational reform.

Likewise, the bond between our RVA families and staff is truly unlike any other we see in today's traditional classrooms and stands as a model of how keeping parents connected and directly invested in their child's education can reap benefits and gains impossible to make in today's version of 180 days school days and mechanical movement of children from class to class. I make no apologies for the gains or rewards earned by our hard working and dedicated staff and children. Through their co-dependent work, each has earned the right and opportunity to be part of the RVA and it is my continued privilege to serve them all.

In closing, thank you to the Medford Area Public School Board of Education for the continued authorization to operate the RVA out of this school district. Also, thank you to both the Medford School Board and RVA Governance Board for its relentless support and willingness to take calculated educational risks for the betterment of our children. Thank you to the RVA faculty for their year-round efforts to educate and sustain children's learning. Lastly, thank you to the parents of all our RVA students. It is these parents who are the true innovators and agents of change. Their extraordinary patience and refusal to except mediocrity in either their children or school are the reasons public education will continue to evolve.

Sincerely,

A handwritten signature in black ink that reads "Charles J. Stekel". The signature is written in a cursive, flowing style.

Principal of RVA

Special thanks for to contributions in this letter from:

Battelle for Kids, comp. "Rural Values and Winds of Change." *Generating Opportunity and Prosperity: The Promise of Rural Education Collaboratives* (2016): 2-21. Web.

Hardre', P.L. (2008). Taking on the motivation challenge: Rural high school teachers' perceptions and practice. *Teacher Education and Practice*, 21(1), 72-88.

Maxwell, Clifford. "Christensen Institute." *Is Blended Learning Really "the Best of Both Worlds"?* Clayton Christensen Institute: Harvard Business School, 16 Mar. 2016. Web. 21 Mar. 2016. <<http://christianinstitute.org/>>.

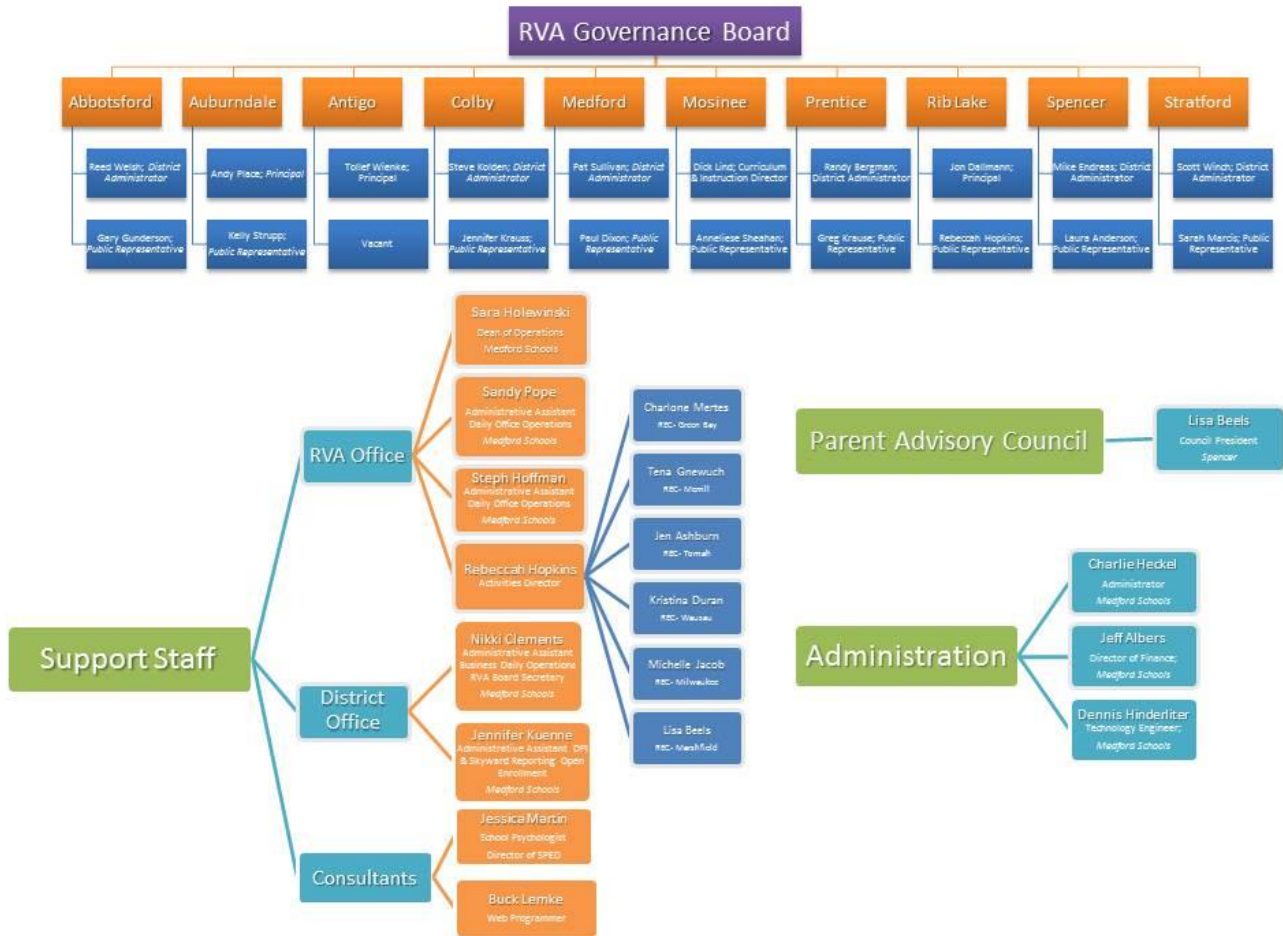
Staker, Heather. "Blended." Proc. Of Ready to Blend, Kalahari Resort, Wisconsin Dells, WI. February 23, 2016.

Watson, John, comp. "The Growth of Post-secondary Online Learning: Implications for K-12 Learning." Evergreen Education Group, 13 Mar. 2016. Web. 17 Mar. 2016.



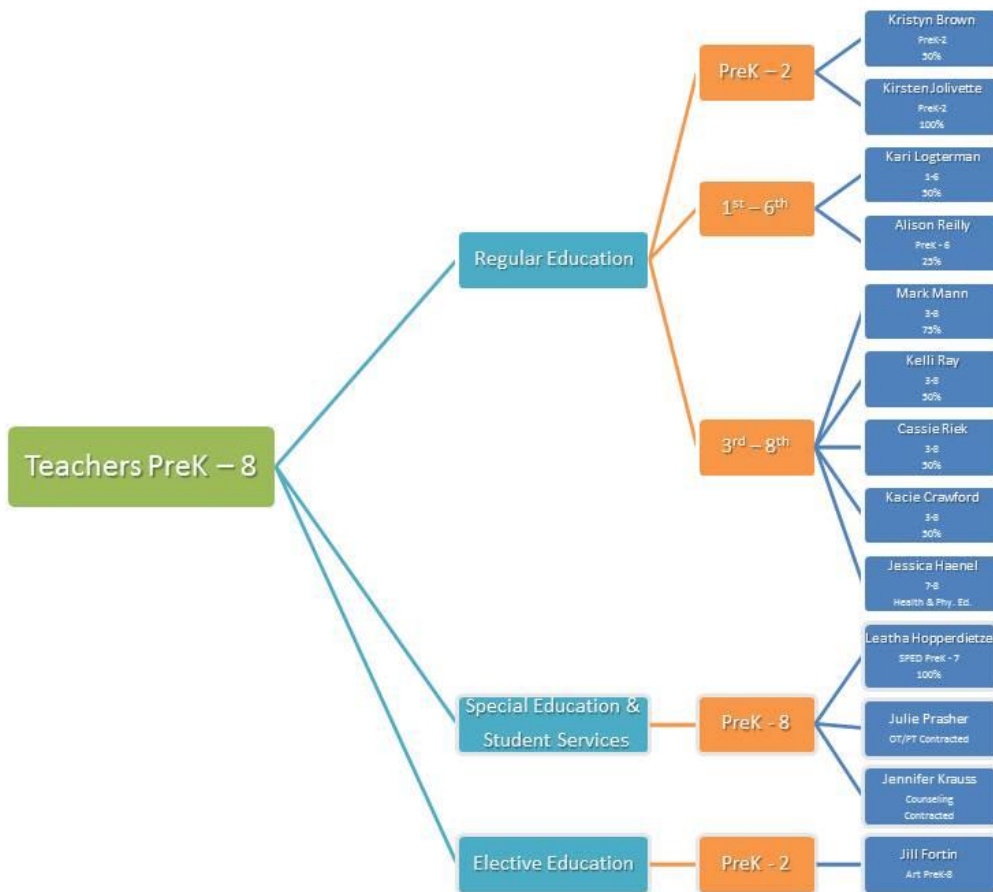
# RVA Governance Board & Staff

## Governance Board, Support Staff, & Administration



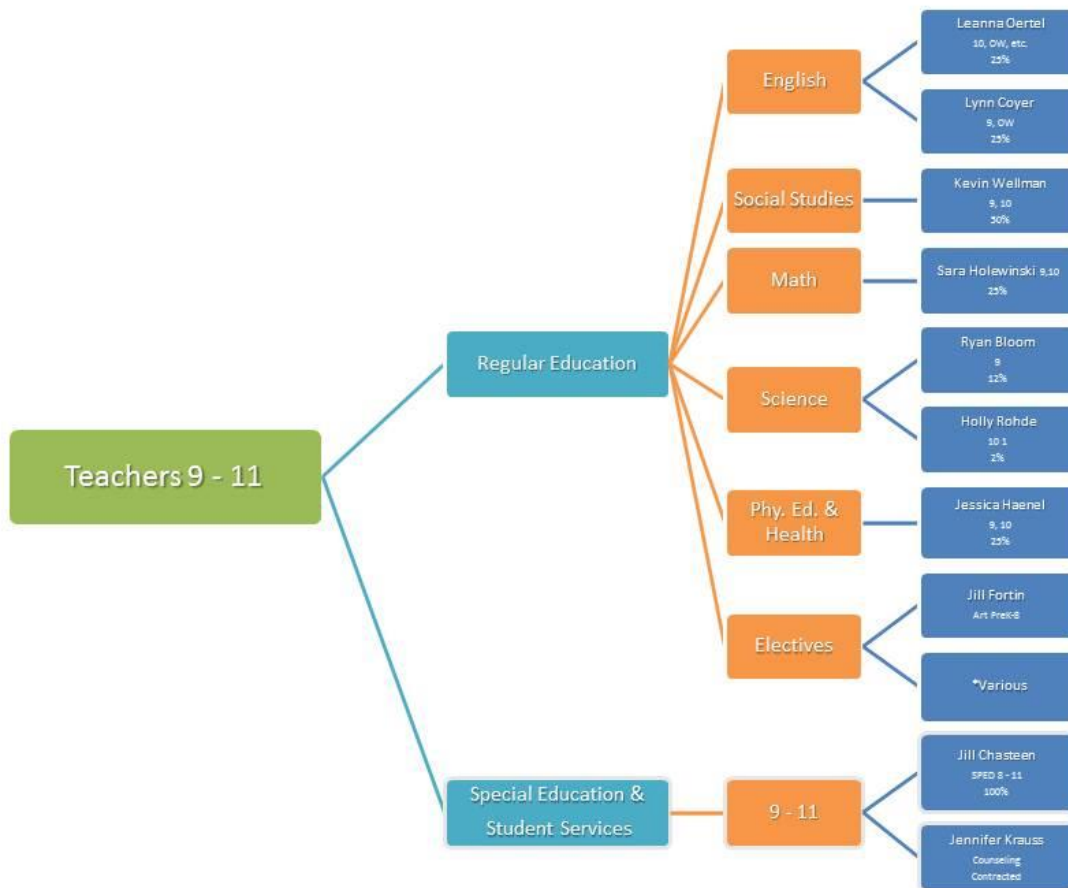
In the 2015 - 2016 school year, the RVA was overseen by a Board of 20 members and supported in its mission by eight support staff, six Regional Event Coordinators, three administrators, and a Parent Advisory Council President. Additionally, the Medford Area Public School District's Board of Education maintained the fiscal, policy, and employment oversight as the authorizing school district allowing the RVA to continue to operate.

**Elementary Teachers PreK – 8**



In the 2015 – 2016 school year, 13 staff members supported the learning of the RVA students in grades PreK – 8. Regular Education teachers are grouped with families in charge of the general oversight of instruction of multiple curriculum options covering multiple grade levels. Special Education teachers are assigned to individual student caseloads of cross-categorical disabilities serving each child through supportive lessons and meetings. Elective teachers provide courses to all students in the school through periodic offerings which are voluntary for students to attend.

**High School Teachers 9 - 11**



**In the 2015 – 2016 school year, no fewer than 11 teachers provided daily instruction and support to high school students in grades 9 – 10 (11<sup>th</sup> grade to be added in 2016-2017 school year).**

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# Part 1: Charter

**Rural Virtual Academy & Medford Area Public School District Charter Agreement**

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## Charter School Contract 2<sup>nd</sup> Renewal Agreement

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Between

MEDFORD AREA PUBLIC SCHOOL DISTRICT  
Board of Education  
Medford, WI

And

®RURAL VIRTUAL ACADEMY  
Charter School

Contract to be executed  
Effective

July 1, 2015



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**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 2015, 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, as an instrumentality and 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) and §115.001(16) *Wisconsin Statutes*; and

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

**NOW, THEREFORE,**

A. Pursuant to §118.40(3) & §118.40(8) *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
- (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
- (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, acting RVA Governance Board president and Charles Heckel, current RVA Administrator and appointed chair of the RVA Governance Board.

Article II fulfills Wisconsin §118.40(1m)(b)1 & §118.40(2).

## **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 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 of 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 respond to inquiries from pupils and parents or guardians of pupils by the end of the first school day following the day on which the inquiry was received. The teacher will also maintain compliance of requirements set forth in §118.40(8)(b) *Licensure* & (c) *Staff Duties; Wisconsin Statutes*. The RVA Teacher's duties are 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), §118.40(8)(b), & 118.40(8)(d).

## **Description of Educational Program**

The educational program of the Rural Virtual Academy is designed to serve students grades PreK thru grade 10, (with additional grades up through 12 to be considered over the course of this charter), 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, while being enrolled in this unique public school. 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. The RVA operates as a year-round school and has its curriculum will be aligned to Wisconsin State Standards.

## **Section 4.01 School Contact Information**

The RVA will annually update and inform all parents and guardians, in writing, the name of and how to contact each member of the RVA Governance Board, Medford Area Public School District Board of Education, the administration of the RVA and Medford Area Public School District, the staff of the RVA, and members of the RVA Parent Advisory Council. This information will be published in writing within the Student Policy and Procedural Handbooks and in Annual Performance Reports. This information will also be published and housed online for general public access on the RVA's website: [www.ruralvirtual.org](http://www.ruralvirtual.org).

Article IV fulfills Wisconsin §118.40(1m)(b)3 & §118.40(8)(d).

## **School Goals**

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 on achievement, the following goals and measurements will be reviewed at least annually, 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. The goals are as follows:

### **Section 5.01 RVA School Goals and Methodology**

The Charter School will utilize techniques and strategies that allow and assist individual students as they grow, develop, and discover themselves and their environment (§118.01, Wisconsin Statutes). They may include, but are not limited to:

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

### **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 all students will be in regular attendance

### **Section 5.03 Student Academic Achievement**

- (a) 80% 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 the 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 are 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, common daily check-points, subject area written common examinations, common daily work, state assessment data, 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 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 general public.

(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.

### **Section 5.06 Granting A High School Diploma**

The Rural Virtual Academy, in accordance with policy RVA-IKF, (See Appendix B), will require all students to successfully complete no fewer than 23.5 credits of State required coursework and electives. Students who are residents of the Medford Area Public School District or who are attending the RVA under the State's open enrollment program will receive a diploma from the Rural Virtual Academy, authorized by the Medford Area Public School District. Students in attendance from participating consortium districts will receive their diplomas from the Rural Virtual Academy under the authorization of the resident consortium school district.

Article V fulfills Wisconsin §118.33(l)(f)(2), §118.40(1m)(b)4, §118.40(1m)(b)(5), & 118.01.

## **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) member from each consortium district, without maximum, and a RVA Teacher. Public representatives, including RVA parents, from participating districts are appointed to the RVA Governance Board by consortium school boards or consortium board appointed designees.

(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. 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 at the discretion of the consortium district with voluntary consultation provided by the Parent Advisory Council and the Administrative Advisory Council.

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

(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, 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 6.02 Qualifications to be Met by Individuals Employed in the Charter School**

Employment positions in the RVA will be publically posted with interview processes, background and other qualification checks conducted by the RVA and district human resources personnel prior to the start of employment. This process will be the same as afforded to all other public school employee within the district and in accordance to State statutes. 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 students and families 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 ESL 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 disabilities. 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 the 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 all school grades 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. 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 Governance 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. 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 for 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.

#### **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 student's address of residency can be completed by contacting the district office within their resident district. Enrolled consortium students who receive special education services will typically receive those services and maintain their 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 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 and does not supersede a parents right to still attend the RVA under open enrollment; §66.0301 *Wisconsin Statutes*.

#### **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 that equal access 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, as outlined in policy RVA-JEB (See Appendix B), a subsequent random lottery selection ensures fairness without regard to potentially discriminating factors. Consortium students will be given preference in a lottery and be drawn first. If enrollments seats still exist, open enrolled students will be collectively drawn at random until remaining seats are filled. 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 for Wisconsin residents.

Article IX fulfills Wisconsin §118.40(1m)(b)(9), §118.40(1m)(b)10, §118.40(3)(c)a, §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 policy RVA-JFC (See Appendix B) and RVA Student 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, middle, and high 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 & §118.40(6)

#### **School Facilities and Liability Insurance**

As an instrumentality of the Medford Area Public School District, the Rural Virtual Academy will have property, liability, and other such insurance as available and maintained for other facilities within the District. RVA central offices are located at 124 W. State St. in Medford, WI. The RVA school offices are located at 624 College St. in Medford, WI.

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

#### **Effect of Charter School on Liability**

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

#### **Section 14.01 Term**

The term of this contract shall be for a 5 year period, compliant with §118.40(3)(b); *Contract*, *Wisconsin Statutes*, commencing upon the 1<sup>st</sup> day of July, 2015 and ending on the 30<sup>th</sup> day of June, 2020. 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 the Medford Area Public School District as part of the 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, the 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 outlined in policy RVA-DB (See Appendix B), and is structured as follows:

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

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

1. A budget for the upcoming school year will be submitted to the RVA Governance Board at the March/April regular governing board meeting. The budget is to include those expenses not covered by any grants, such as administrative costs, teacher costs, support staff costs, consumables, postage, dues, reimbursements, tuition, lease agreements, and/or other identified RVA expenditures.
2. The RVA Governance Board will establish a *membership (participation) fee* to belong to the consortium. Member school districts will be annually charged the membership fee on the first Friday of November with payment due by the first Friday of December. This fee will have a final adjusted calculation based on enrollment at the regular May/ June meeting. The participation fee will be based on the number of students enrolled in the RVA from their district as follows:

0 - .075	FTE = \$1,50020 - 24.75	FTE = \$9,000
1 - 4.75	FTE = \$3,00025 - 29.75	FTE = \$10,500
5 - 9.75	FTE = \$4,50030 - 34.75	FTE = \$12,000
10 -14.75	FTE = \$6,00035 - 39.75	FTE = \$13,500
15 - 19.75	FTE = \$7,500	40+
		FTE = \$15,000

3. The RVA Governance Board will establish a *per student fee* based on the number of students enrolled in the RVA. The end of the year cost per district will be calculated using the total cost, subtracting the total membership fee, subtracting 95% of the 66.0301 and open enrollment revenue received by the school's authorizing school district, and establishing a per student fee by dividing the remaining cost by the number of students. School districts in the consortium will be assessed the per student fee, based on the number of students enrolled in the RVA from their district, in the following manner:
  - a. Member school districts will be assessed annually .25 FTE's for each student enrolled in the RVA on the first Friday of November with payment due by the first Friday of December. This calculation will be made without offsetting for revenue.
  - b. End of the year reconciliation will be made based on increased or decreased enrollments. Enrollments will be calculated quarterly, i.e., a student enrolled after the beginning of the first quarter, but prior to the start of the second quarter will be calculated as a 1 (FTE), (4K=0.6), student. A student enrolling after the second quarter, but prior to the start of the third quarter will be calculated as a 0.75 (FTE), (4K=0.45), student. Any student enrolled after the start of the third quarter, but prior to the fourth quarter will be calculated as a 0.50 (FTE), (4K=0.3), student. Any student enrolled after the start of the fourth quarter, but prior to the fourth quarter billing date will be calculated as a 0.25 (FTE), (4K=0.15). Consortium students leaving the RVA prior to the end of any quarter will only have the prorated amount of FTE time assessed for billing purposes. Any student enrolling at the request of the member district past the fourth quarter billing date will be separately invoiced. Resident districts will be billed at the regular May/June governance meeting.

Each consortium district will receive annual notification of this agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and any necessary appointments to the RVA Governance Board. This notification will take place during the regular November/ December RVA Governing Board meeting and be in effect for the preceding school year. These commitment agreements are to be determined by the consortium district no later than the regular January/ February RVA Governance Board meeting. New districts wishing to become consortium members may petition their request to the RVA Governance Board by contacting the RVA Administrator. Any district wishing to belong to the Rural Virtual Academy consortium under a multi-year commitment must first have approval from RVA Governance Board, requesting district's board of education, with final approvals made by the Medford Area Public School District's Board of Education.

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.

(d) *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.

(e) *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 for its elementary and middle level students, 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.

(f) *School zones; crossings* – §118.08

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

(g) *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.

(h) *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.

(i) *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.

(j) *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.

(k) *General transportation* – §124.54

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

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

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

## **Section 19.02 Medford Area Public School District Board of Education Policy Exemptions**

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

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

This policy establishes the parameters for the school year and school day. The RVA may operate outside of these Board set maximums and minimums, but will operate annually for no fewer than 150 days as determined by law.

(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 §5210(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, curriculum, 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 PAC President and will 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.

Article XXIII fulfills Wisconsin §118.40(1m)(b)6 & §118.40(8)(e)

### **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 the 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; 2 consecutive years of not meeting fiscal goals or 4 consecutive years of 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 may notify the authorizing District Board of Education that they desire to terminate this contract by the third (3<sup>rd</sup>) Wednesday of January in any given year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, or delivery of such letter in person to the MAPSD District Administrator shall be provided. This letter shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the MAPSD Board of Education shall recover all funds advanced to RVA under this contract to which the RVA is not entitled. Material and equipment purchased during the current year with MAPSD and/or federal grant funds will remain the property of the MAPSD. Materials previously purchased by multiple consortium districts through shared costing will be divided in an equitable manner.

Article XXIV fulfills Wisconsin §118.40(5)

IN WITNESS WHEREOF, the parties have caused this Contract to be approved and executed between the respective Boards by their duly authorized representatives.

BOARD OF EDUCATION OF THE  
MEDFORD AREA PUBLIC SCHOOL  
DISTRICT

  
\_\_\_\_\_  
Board of Education President

4-11-15  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Board of Education Clerk

4-11-15  
\_\_\_\_\_  
Date

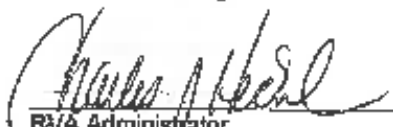
  
\_\_\_\_\_  
Superintendent

4-11-15  
\_\_\_\_\_  
Date

RVA GOVERNANCE BOARD

  
\_\_\_\_\_  
Governance Board President

3/18/15  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
RVA Administrator

4-17-15  
\_\_\_\_\_  
Date

These signatures fulfill Wisconsin §118.40(3)(a)

## Part 2: 2015 – 2016 RVA Academics

### 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.

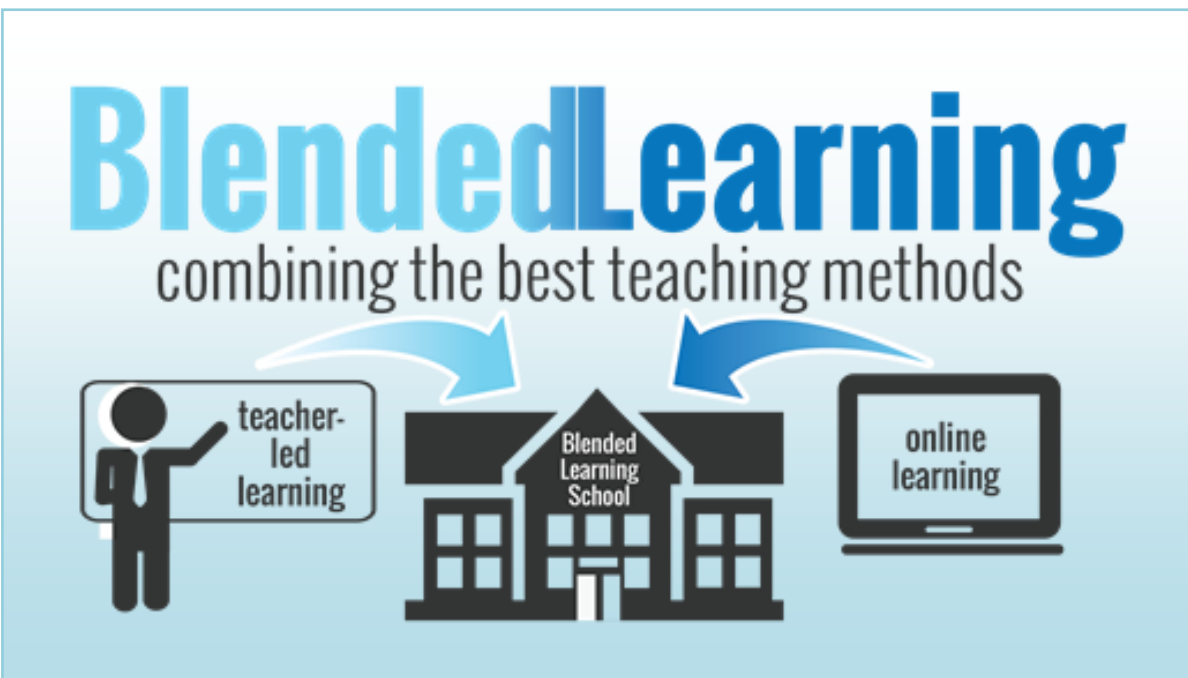
It is our promise that the RVA will maintain a **high level of contact** with each family. The RVA staff uses face-to-face, email, phone, and online class time to regularly keep in touch. We expect to meet with child(ren) periodically and will return feedback on your work and assessments in a timely manner.

We expect families to keep in regular contact, submit work weekly, check and respond to emails, and meet online, face-to-face, or on the telephone when asked.

We respect that each family has different values and needs for flexibility of these shared expectations. If a family finds that an expectation we have doesn't meet their needs, it is incumbent upon them to contact us and ask for help.

#### Initiatives and Goals 2015 - 2016

In the 2015 – 2016 school year, the RVA engaged in numerous different curricular, policy, and staffing initiatives. The highlights of this year included forwarding policy for high school commencement, graduation requirements, and allowing middle school aged students the ability to earn high school credit in some subject areas. We added more staff with our increasing enrollment in both the elementary and high school sections of the RVA. The biggest push this year, however, was in the launch of our “Blended Learning Initiative”. This included professional development and personal contact with 13 of our 15 partners bringing to the table ideas of how digital learning can be utilized in all of our partner school districts.



## 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 10 are eligible to enroll into the RVA, and beginning in the 2016-2017 school year, we will be accepting 11<sup>th</sup> grade (junior) 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. Students in the RVA High School have the ability to “earn flexibility” to be more independent in their coursework and can take courses through the summer months. All students in the RVA have the opportunity to take courses, or utilize coursework completion plans which go year-round.

### **Enrollment Options for Consortium Schools**

The RVA provides enrollment opportunities for its consortium school district members different than for students outside of the consortium. Districts can partner with the RVA through either “multi-year” or “single-year” agreements. Multi-year agreements are vested memberships that last for the duration of the charter. Single-year agreements are annual contracts between the RVA and districts following the State’s guidelines for §66.0301 agreements. Students currently residing within the school districts of Abbotsford, Algoma, Antigo, Auburndale, Colby, Gilman, Medford, Mosinee, Pittsville, Prentice, Rib Lake, Spencer, Stratford, Tomah, or White Lake may enroll in the RVA by contacting their local district offices or the RVA. Completing open enrollment applications is not necessary for students residing within the consortium districts.

### **Enrollment Options for Non-Consortium Schools**

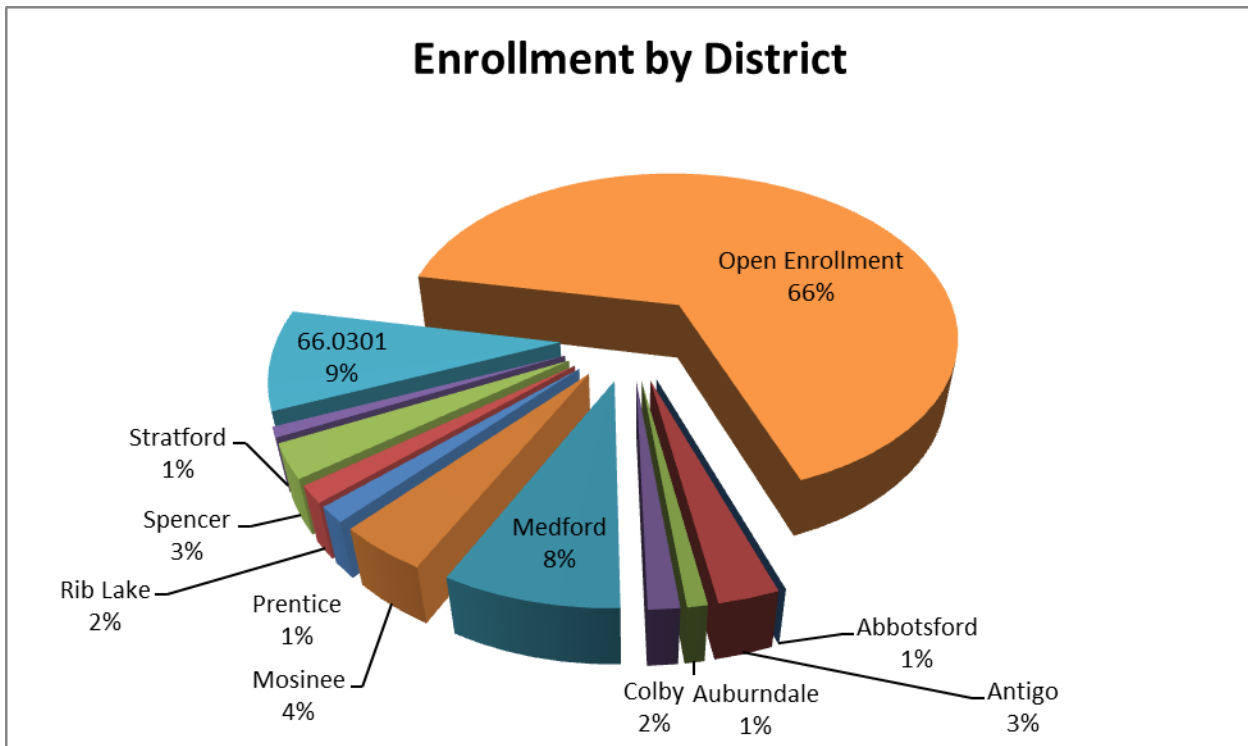
Students wishing to enroll in the RVA from outside the consortium school districts must follow the full-time open enrollment timelines and forms provided by the Department of Public Instruction. More information can be found on the DPI website or by contacting the Medford School District Office at 715-748-4620.

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.

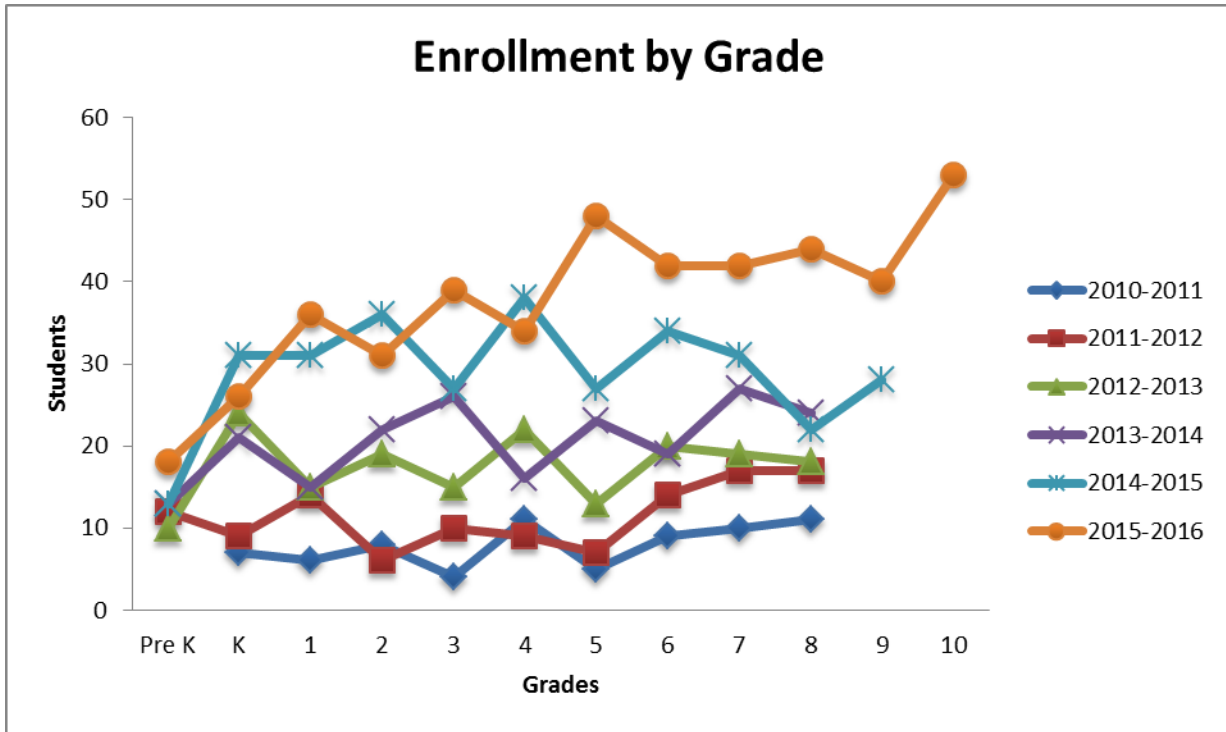
### **Shared Enrollment**

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.



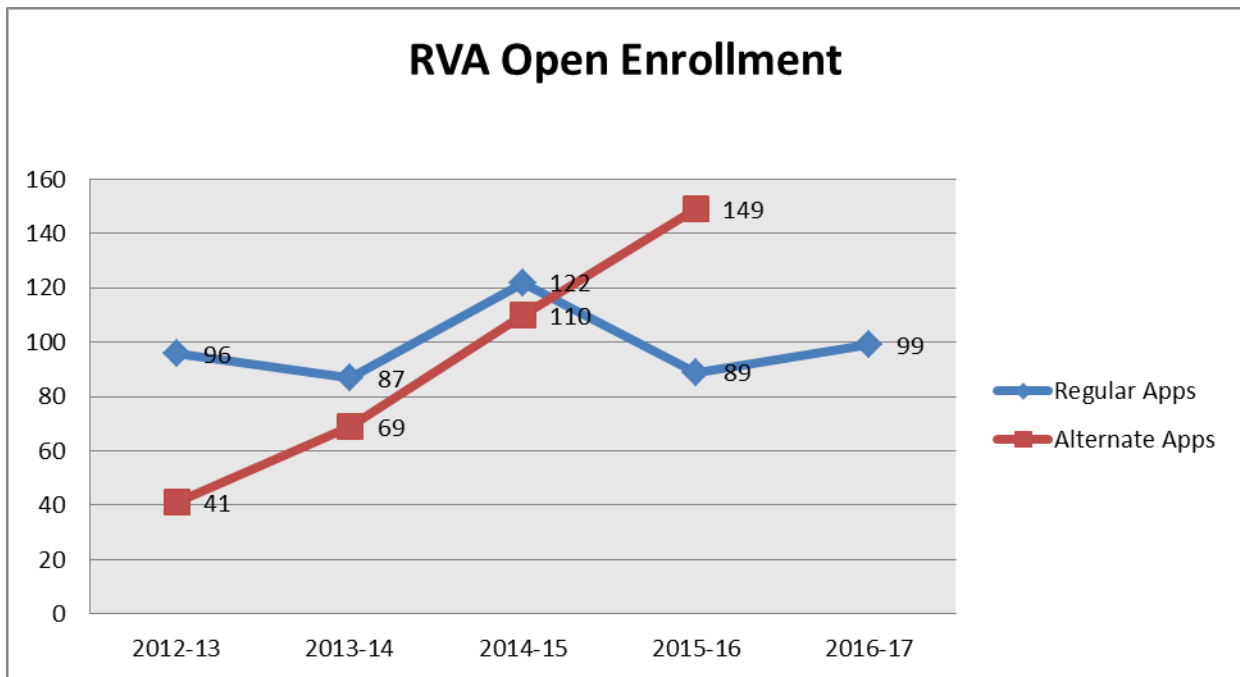


**RVA Grade Level Enrollment Statistics 2010 - 2016**



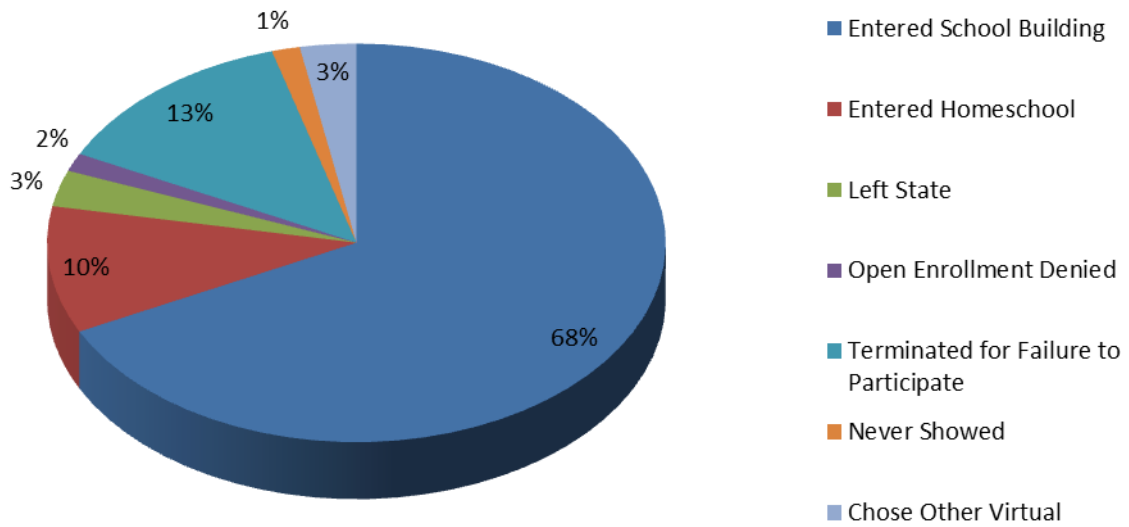
**\*455 Total Students Enrolled**

**Student Demographics 2015 - 2016**

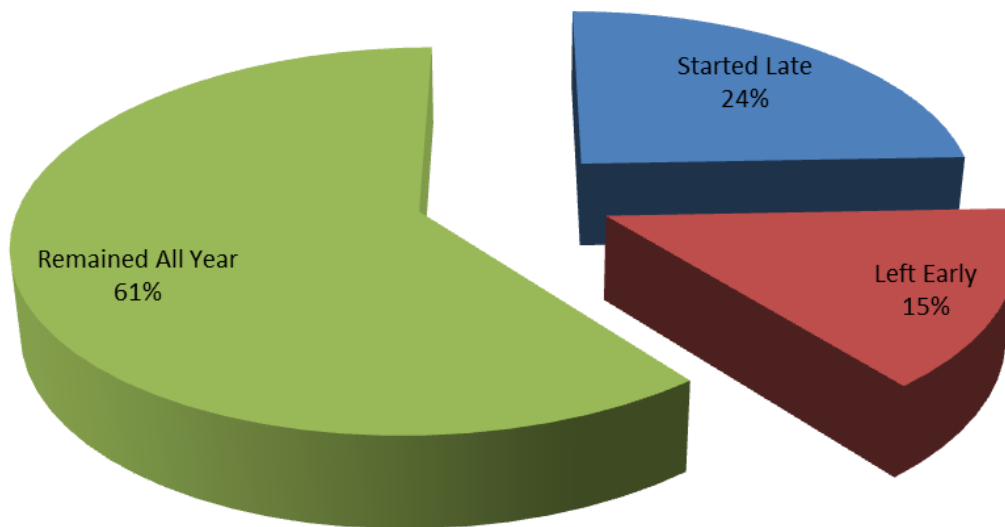


## Student Withdrawal Percents and Reasons

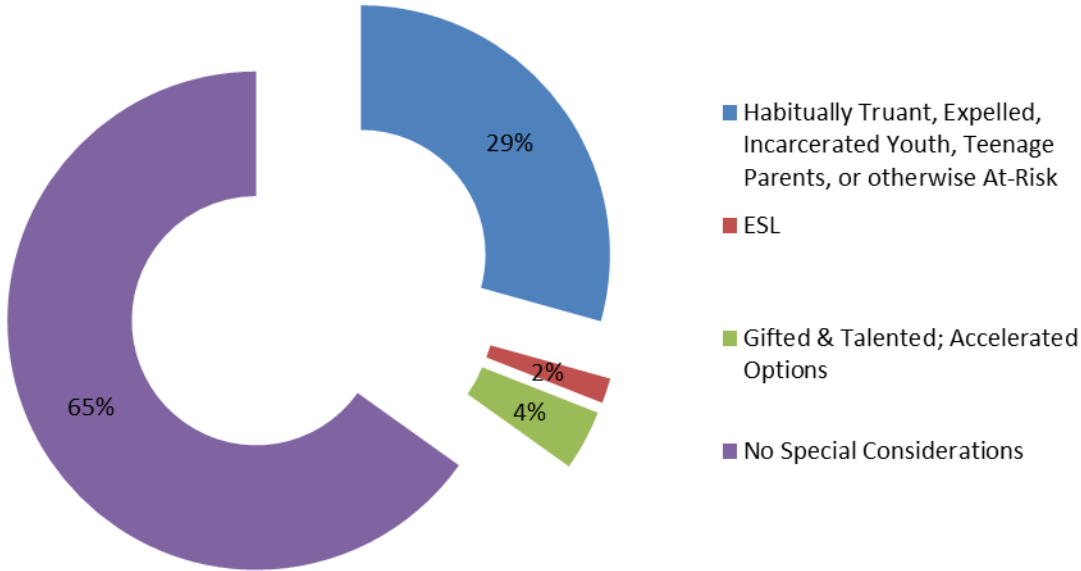
68 total



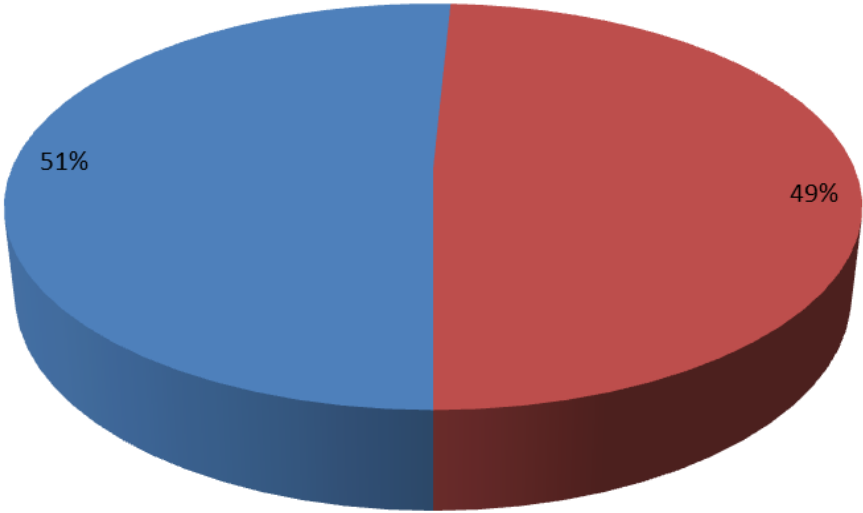
## In-Year Enrollment Changes



# Special Considerations



Male Female



## RVA High School

In the 2015 – 2016 school year, the RVA High School served 92 students in its second year. This was up from 28 students in 2014 – 2015. The RVA is offering grade 9 – 11 options for the 2016 – 2017 school year. It is the intention to expand the school through 12<sup>th</sup> grade in upcoming years. At a glance, these are some of the requirements and opportunities found in the RVA High School.

### High School at a Glance

- RVA Grades 9 – 11 are open to full time, online students.
- Students are required to complete 23.5 credits of study in order to meet graduation requirements.
- Grade 9 students 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.
- Grade 10 students need to complete a minimum of six credits in the areas of: math, science, social studies, English/language arts, physical education, and elective courses.
- Grade 11 students need to complete a minimum of six credits in the areas of: math, science, social studies, English/language arts, physical education, and elective courses.
- Most students use an online curriculum and are able to meet with their teachers daily.
- **Attendance at daily classes is mandatory for the first two 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.
- All students must take a Civics Exam as part of Wisconsin's graduation requirements.
- Open-enrolled students in the RVA are not eligible to participate in WIAA Interscholastic Sports, but those who reside in a consortium district are eligible.
- Computers are provided for students and basic internet costs up to \$75 per month will be reimbursed by the RVA.
- Students are asked to complete State Mandated Testing during the school year.
- A variety of field trips are 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.

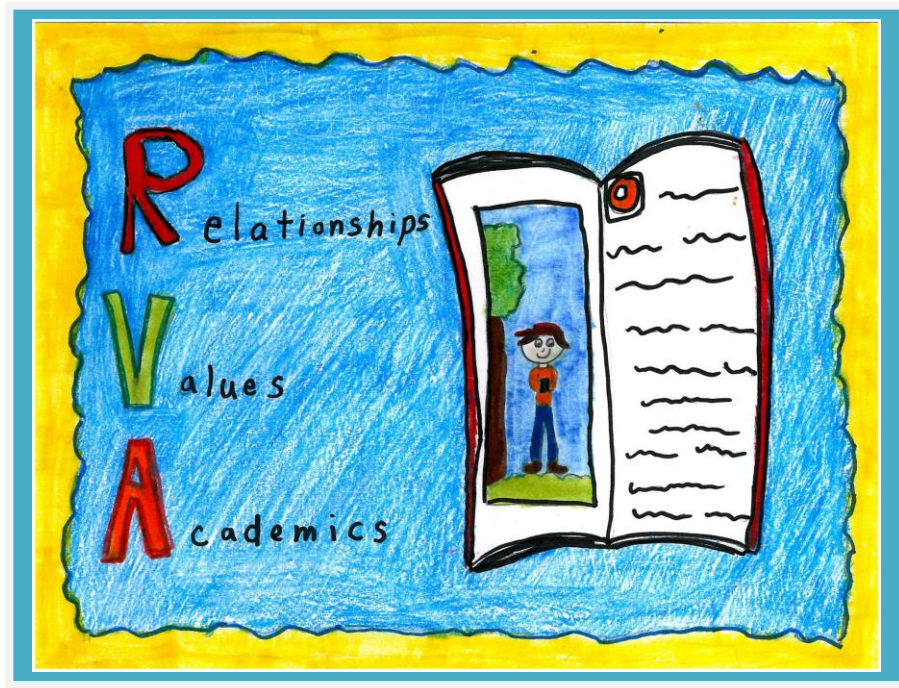
- English/Language Arts – 4 credits
- Social Studies – 3 credits
- Mathematics – 3 credits
- Science – 3 credits
- Physical Education – 1.5 credits
- Health Education – 0.5 credits
- Electives – 8.5 credits
- Total – 23.5 credits**

To ensure students are on pace for graduation, in their 9<sup>th</sup> and 10<sup>th</sup> grade years, 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 high school 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 or other consortium teacher. Every student will be assigned to a specific teacher for each subject and will be expected to follow a daily schedule which keeps them on pace for course completion by the end of a semester. 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 two 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

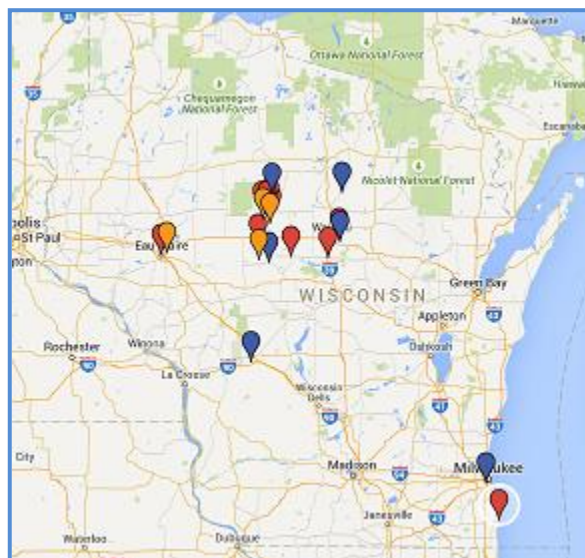
The RVA Administrator serves as the supervisor of RVA Teacher and provides leadership and direction for the RVA. Autonomy and accountability of the RVA charter are sustained and controlled by the RVA Administrator and governing board of consortium administrators. Missions, methods, and management systems 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 2015 – 2016 school year, Charles Heckel served as the RVA Administrator. Sara Holewinski served the RVA as its Dean of Operations. 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. Dennis Hinderliter, the school district’s Network Engineer, provides 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 2015 – 2016 school year, RVA teachers and support staff numbered over 30 different persons working from various locations around the State.**



**Professional Development 2015 – 2016**

In the 2015 – 2016 school year, staff participated in district initiated and planned in-services which included a focus on “Questioning” and “Engagement” through regular periodic PLC (Professional Learning Community) meetings. Professional staff also completed the monitoring of SLO’s (Student Learning Outcomes) and PPG’s (Professional Practice Goals). In looking ahead, a more specific professional development plan is being implemented to better address the needs of our virtual educators. A comprehensive year-round plan delivered by Florida Virtual School’s Global Division, will be at the core of this coming school year’s professional development.

**Professional Development Schedule**

Activity	Date
<b>Teaching Online Best Practices Part 1: Webinar #1</b> <ul style="list-style-type: none"> <li>o Part 1: Welcome</li> <li>o Part 2: Teaching Online Best Practices Part 1</li> <li>o Part 3: Implementation, Application &amp; Discussion Activity related to Teaching Online Best Practices (due on date of Webinar #2)</li> <li>o Part 4: Spring Project Assigned (due date of last webinar)</li> </ul>	October 13, 2016
Teaching Online Best Practices Pulse Check	Week of October 24, 2016
Teaching Online Best Practices Reflection	Week of October 31, 2016
<b>Teaching Online Best Practices Part 2: Webinar #2</b> <ul style="list-style-type: none"> <li>o Part 1: Review Teaching Online Best Practices Part 1</li> <li>o Part 2: Teaching Online Best Practices Part 2</li> <li>o Part 3: Implementation, Application &amp; Discussion Activity related to Teaching Online Best Practices (due on date of Webinar #3)</li> </ul>	November 22, 2016
Teaching Online Best Practices Pulse Check	Week of December 5, 2016
Teaching Online Best Practices Reflection	Week of December 12, 2016
<b>Student Motivation: Webinar #3</b> <ul style="list-style-type: none"> <li>o Part 1: Review Activity and Reflections on Teaching Online Best Practices</li> <li>o Part 2: Student Motivation</li> <li>o Part 3: Implementation, Application &amp; Discussion Activity related to Student Motivation (due on date of Webinar #4)</li> </ul>	January 20, 2017
Student Motivation Pulse Check	Week of January 30, 2017
Student Motivation Reflection	Week of February 6, 2017
<b>Fueling Growth Through Feedback: Webinar #4</b> <ul style="list-style-type: none"> <li>o Part 1: Review Activity and Reflections on Student Motivation</li> <li>o Part 2: Fueling Growth Through Feedback</li> <li>o Part 3: Implementation, Application &amp; Discussion Activity related to Fueling Growth Through Feedback (due on date of Webinar #5)</li> </ul>	February 16, 2017
Fueling Growth Through Feedback Pulse Check	Week of February 27, 2017
Fueling Growth Through Feedback Reflection	Week of March 6, 2017
Finish Up Spring Project	Week of March 13, 2017

<b>Tying It All Together: Webinar #5</b> <ul style="list-style-type: none"> <li>o Part 1: Review Activity and Reflections on Fueling Growth Through Feedback</li> <li>o Part 2: Implementation, Application &amp; Discussion of Spring Project</li> <li>o Part 3: Final Wrap-Up</li> </ul>	<b>March 27, 2017</b>
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## 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 2015 - 2016

**In the 2015 – 2016 school year, approximately 95% 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 2015 - 2016

**The Parent Advisory Council (PAC) met four 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. Lisa Beels resigned from her position at the end of the 2015 – 2016 school year and has been replaced by Charlone Mertes.**

## 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 2015 - 2016**

In the 2015 – 2016 school year, the RVA employed six Regional Event Coordinators (REC) throughout the State. For this past school year, coordinators were regionally located in Marshfield, Medford, Merrill, Milwaukee, Wausau, and Tomah. These coordinators each planned a minimum of six 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 type of activities would be of benefit. Looking forward, we have replaced a resignation from the Tomah area to a person in LaCrosse. Likewise, we have shifted our Marshfield coordinator position further south to Pittsville. Both of these locations surround a larger more rural area where we have significant numbers of families over a large, rural, geographic area.



## **Governance Board**

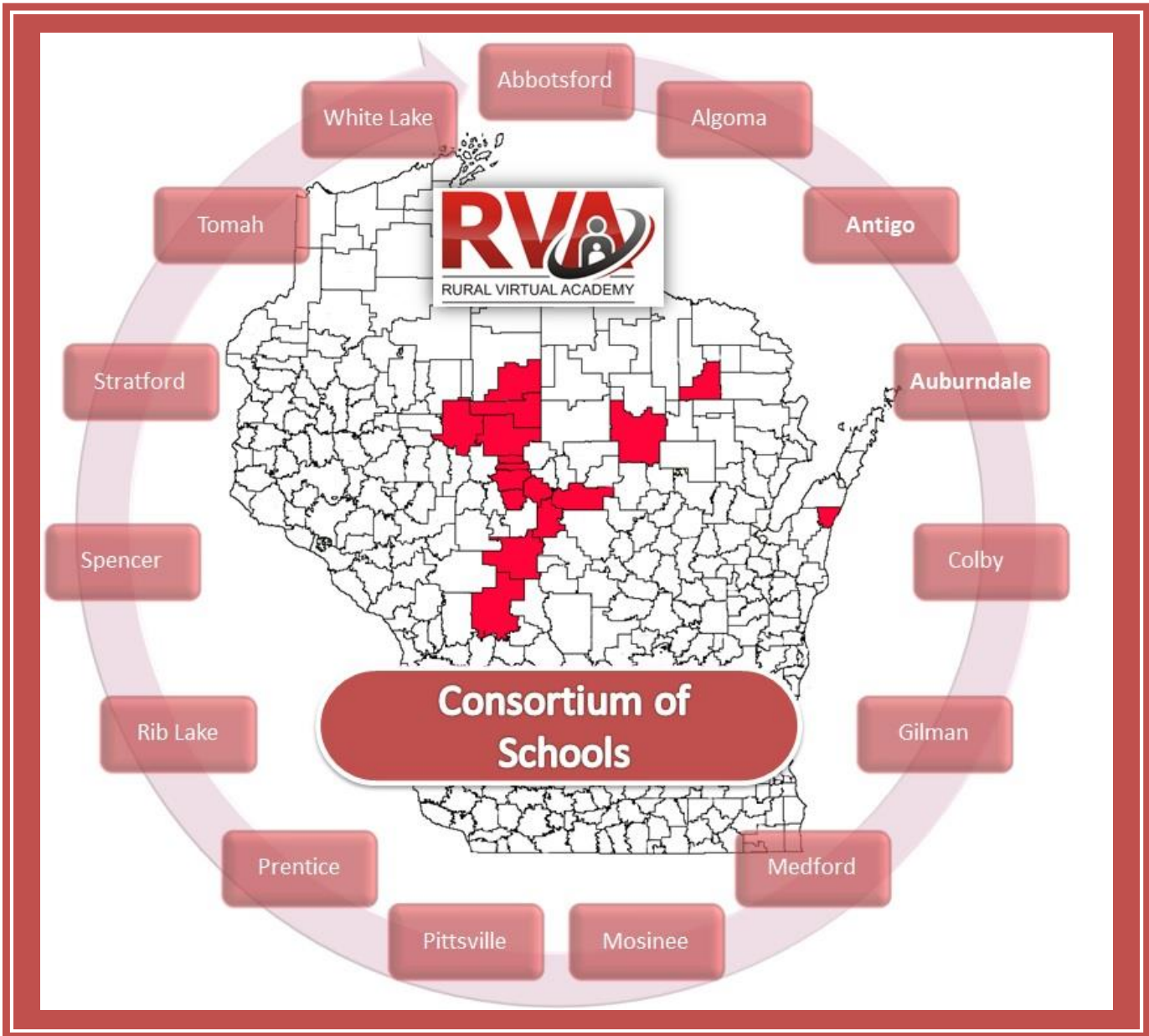
The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, staffing organization, calendar, budget, advisories, and operations of the charter school. The Board is made up of district represented 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 2015 - 2016**

**The RVA Governance Board met five 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 new professional development plans**
- + Considered and monitored "Blended Learning Initiative"**
- + Added the White Lake School District to the Consortium beginning in the 2016-2017 school year**
- + Added the Pittsville School District to the Consortium beginning in the 2016-2017 school year**
- + Adopted Policy RVA-IHGA: Allowing high school credits to be earned by some middle school aged students**
- + Considered the hiring of additional staff**
- + Requested and was granted approval by the WIAA to allow RVA students to participate locally in interscholastic sports.**
- + Approving Annual Budget and Expenditures**
- + Considering Parent/ Student Survey feedback**
- + Monitored school-wide programming and operations**
- + Approved student handbooks**
- + Monitored enrollment trends**
- + Approved expansion of RVA to include high school offerings up through grade 11**



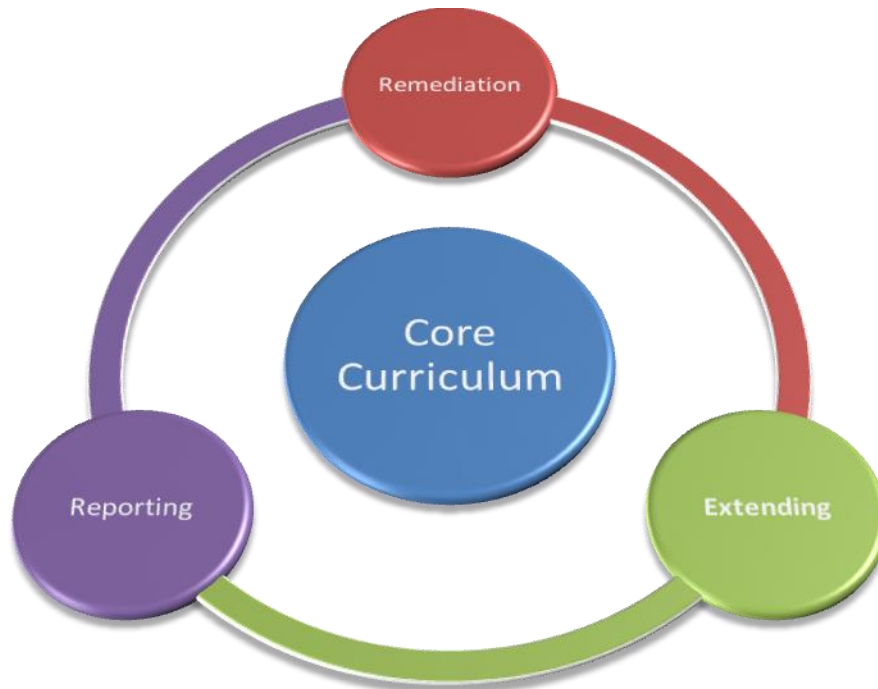
# Curriculum

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.

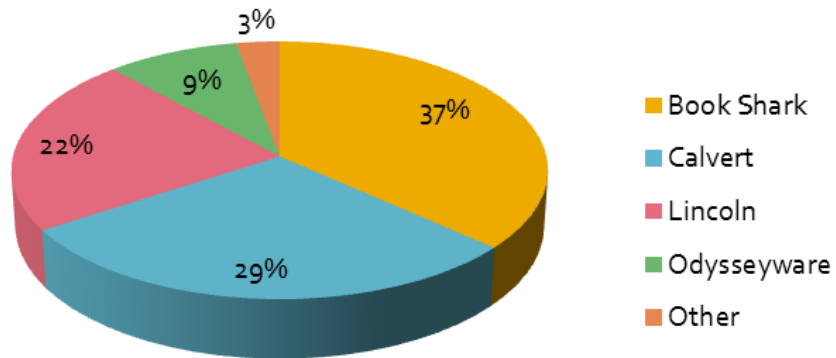
## Curricula Stream 2015 - 2016



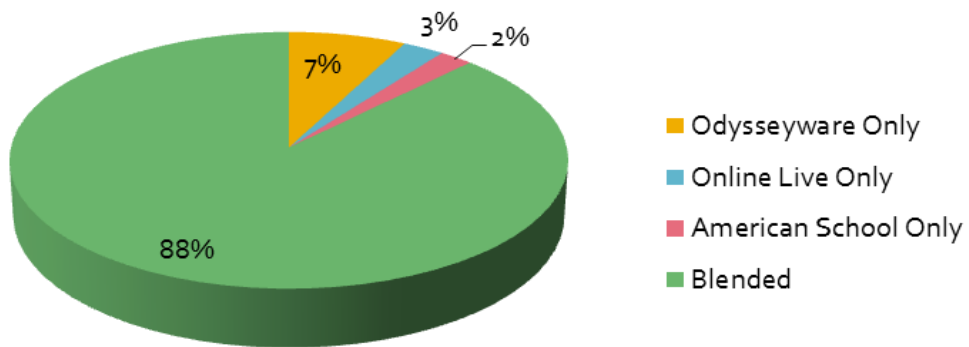




## Elementary



## High School



## RVA Resource Library

The RVA Resource Library reduced its circulation over the 2015 -2016 school year. 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 library’s usage. Related to reading, the RVA also promotes “Battle of the Books” teams, “Reading Club,” and “Summer Reading” programs.

## 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.

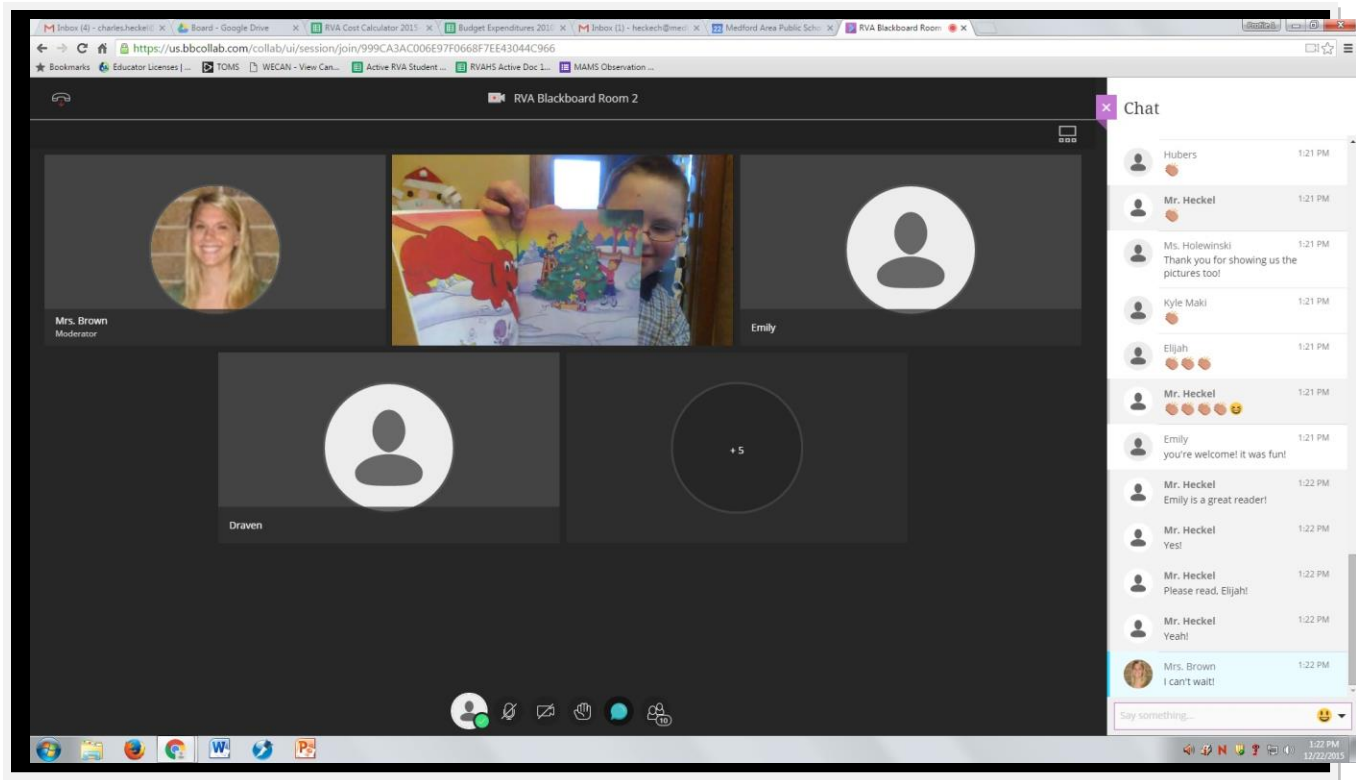
### Field Trip Statistics 2015– 2016

**In the 2015 – 2016 school year, the RVA sponsored over 64 school events attracting more than 1,900 total participants. The average cost per person per event was \$5.22 for the year.**

MONTH	DAY/DATE	EVENT	#	Total Cost	Cost/person
August	Wed, 19	Warrens Meet and Greet	16	\$0	\$0
September	Wednesday, 2	Milwaukee Area Meet and Greet	37	0	0
September	Thursday, 17	Foreaker Schoolhouse, Viroqua	20	\$20	\$1
September	Friday, 18	Wausau Area Meet and Greet -- Doepke Park	17	\$0	\$0
September	Friday, 18	Marshfield Meet and Greet -- Griese Park	13	11.95	\$0.92
September	Friday, 25	Outdoor Education@Forest Springs	98	\$1,359	\$13.87
September	Tuesday, 29	Old World Wisconsin	76	\$859	\$8, \$15 ( 13+)
September	Wednesday,30	Helenes Apple Orchard, Merrill	77	\$385	\$5
October	Thursday, 15	Kickapoo Valley Reserve, LaFarge	17	\$142	\$8
October	Sunday, 4	Grandpa's Farm, Merrill	102	\$714	\$7
October	Wednesday, 7 - every other Wednesday up to April 6	Let's Learn About It	7	\$60	\$0

October	Friday, 13	Swan's Pumpkin Farm Franksville, WI	56	\$381	\$7
October	Wednesday, 14 - every other Wednesday up to April 13	Let's Talk About It	12	\$80	\$0
October	Friday, 16	NTC Farm Tour, Wausau	32	\$0	\$0
October	Friday, 16	Bowling@Sports Page, Medford			
October	Tuesday, 27 - once a month up to April 19	Sign Language	45	\$0	\$0
October	Wednesday, 28	Seehafer Farm Tour	13	\$100	\$7.17
November	Monday, 2	Arc Attack -- Grand Theater, Wausau	47	\$265	\$5.64
November	5 Monday's through February	Battle of the Books	25	\$100	\$4.00
November	Wednesday 4	Cave Point walk	11	\$0	\$0.00
November	Wed, 11	UW-LaCrosse Planetarium	16	\$48	\$3
November	Tuesday, 17	Movie@Broadway Theater, Medford	80	\$400	\$5
November	Friday, 13	Regi Raptor Group Antigo Library	27	\$150	\$6
November	Thursday, 19	Peter Rabbit Tales -- Grand Theater, Wausau	39	\$170	\$4.36
November	Friday, 20	Star Lab	35	\$150	\$4.29
November	6 Wednesdays through April	Story Club	15	\$0	\$0.00
November	16 Wednesdays through April	Jolly Phonics	8	\$0	\$0.00
December	Tuesday, 1	The Good Dinosaur Movie	39	\$184.86	4.74
December	5 Friday's through April	RVA's Got Talent	21		
December	Friday, 4	Clay House, Wausau	36	\$350	\$10
December	Saturday 5	Building for kids, German Heritage Day, Appleton	8	\$58	\$7.25
December	Wednesday, 9	Swimming and Cookie Making Service Project			
January- April	Second Fridays (worked well)	Online Masters LEGO Club (5th grade and up)	29	\$40	\$1.38
January- April	Second Fridays (worked well)	Online Bricklayers LEGO Club (4th and under)	26	\$40	
January	Friday, 15	Jump On It Trampoline Park, Wausau	67	\$242	\$5.50
January	Friday, 29	Studio 808 pottery/ice cream Merrill	53	\$424	\$8
January	Tuesday, 19	Deke Slayton Museum, Sparta	7	\$14	\$2
January	Wednesday, 20	Stone fire Pizza	47	\$375	\$8
January	Wed, 27	Tubing Hill Forest Springs			

January	Thursday, 28	Barlow planetarium, science museum	49	\$322	6.57
February	Thursday, 11	Ice Skating/Valentine Swap@Simek Center, Medford			
February	Monday, 15	Movie at Merrill Cosmo "Monkey Kingdom"	49	\$147	\$3
February	Friday, 12	Three Bears Lodge Waterpark, Warrens	31	\$145	\$5
February	Friday, 19	Open gym	18	\$0	\$0.00
February	Thursday, 25	Logger's Landing Waterpark, Wausau	120		\$6
March	Saturday, 5	Iditarod- Online	30	\$30	\$1
March	Monday 7 - April 18th (6 Mondays)	Career Exploration Class - 8th Grade	11	\$0	\$0
March	Monday, 14	Stinky Cheese Man -- Grand Theater, Wausau	13	\$170	\$13.10
March	Tuesday, 15	Palermo's Pizza Tour, Milwaukee	32	\$210	\$7
March	Friday, 18	BFG -- Grand Theater, Wausau	11	\$170	\$15.46
March	Friday 25	Antigo Aquatic Center	23	\$69	\$3
March	5 Wednesdays in March	Writer's Block	14		
April	Thursday, 7	Maritime museum Submarine tour, Manitowoc	63	\$407	\$6
April	Friday, 22	Warrens Clean up-Service Project	4	\$0	\$0
April	Friday, 22	Ella Enchanted at The First Stage Theater	38	\$256.50	\$6.75 per
April	Saturday, 23	Keep Greater MKE Beautiful 2016 (Cudahy Park) - Service Project	0	\$0	
April	Saturday, 23	Green and Clean -- service project Wausau area	0		0
April	Monday, 25	Gallery Night, Wausau	0		0
May	Friday, 1	Medford Area Gallery Night-didn't happen- no interest			
May	Thursday, 5	Merrill Service project	7	\$0	\$0
May	Monday, 16	Milwaukee Area Gallery Night	28	\$75.34	\$3
May	Friday, 20	GB area service project, community gardens clean up, Algoma	0	0	\$0
May		Mosinee Airport Tour			
May	Thursday, 19	Harvest Home Farm	92	\$836	\$9.09



## Community Service

All RVA Students are required to complete a minimum of eight 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 2015 – 2016**

**In the 2015 – 2016 school year, 56 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. This is an increase over previous years and can be attributed to the increased number of “at-risk” students entering our high school grades. We can also track and trend that in years where we have significant late enrollments throughout the year, there is a parallel trend of inadequate participation. Indications could imply that the majority of students who begin in the RVA after the traditional start to the school year are largely unsuccessful in this type of educational setting.**

## 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 2015 - 2016**

**In the 2015 – 2016 school year, there were two 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 2015 – 2016 school year, students took part in a number of alternative assessments and projects including creating videos, inventions, and other presentations. In lieu of completing regular Language Arts lessons in grades 3 – 8, a “Writer’s Block” class was offered and student writing was published. All families were again encouraged to pass on paper examinations whenever they wanted in place of demonstrating learning through project-based assessments. In moving forward, we will**



be working with staff to further build options beyond the books for students to demonstrate learning in unique and different ways.

#### **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 2015 - 2016**

During the 2015 – 2016 school year, the RVA required all new elementary students to take both the DORA (Diagnostic Online Reading Assessment) and ADAM (Adaptive Diagnostic Assessment of Mathematics). In addition, the RVA participated in assessing students in the State required examinations including the: Forward 3 – 8, ACT Aspire, and PALS screener. Looking forward, the RVA will need to assess the ACT to all eligible students in grade 11 and will be replacing the PALS test with the DORA. The RVA still utilized AIMSweb® to assist in the progress monitoring of students using intervention curriculum to help determine if progress was being made.

#### **State Testing**

The State of Wisconsin requires testing of all public education students in grades PreK - 12. 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.

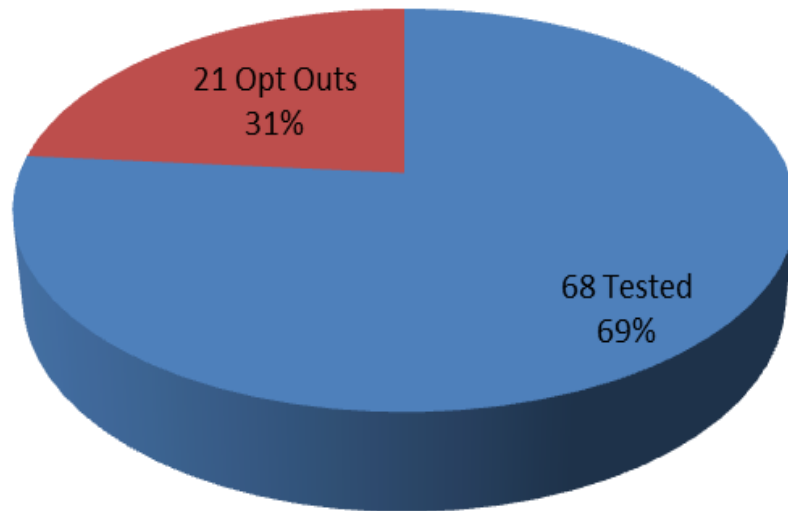
#### **State Examination Results 2015-2016**

In the 2015-2016 school year, the RVA was required to proctor the following examinations:

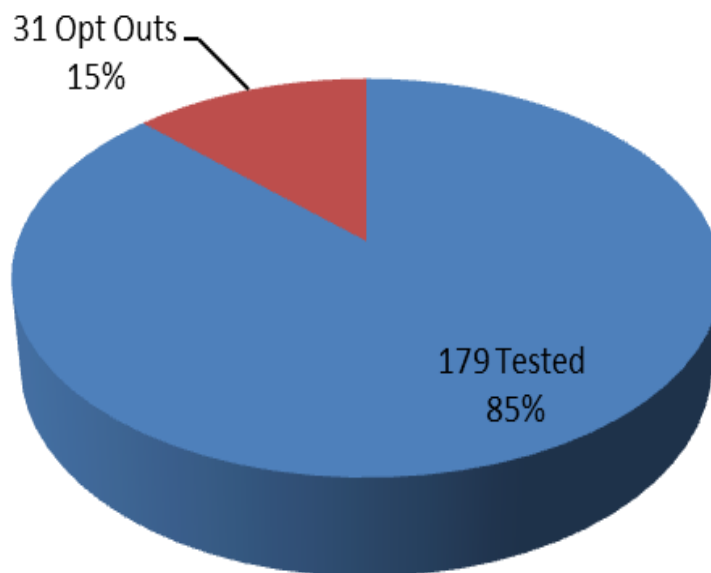
- **Dynamic Learning Maps (DLM)**
- **Wisconsin Alternative Assessment (WAA-SwD)**
- **Phonological Awareness Literacy Screening (PALS )**
- **American College Test (ACT) Aspire**
- **Forward Exam (Language Arts, Math, Science, and Social Studies grades 3 – 8)**

Some of the exams were given in the Fall, while most were given in the Spring, and others were given multiple times over the course of the year. Results from the exams at the time of this printing were still “embargoed” for public release. However, the RVA did experience the largest number of families requesting “opt outs” and refusals to take the required examinations this year than ever before. This lack of participation will most likely negatively impact the overall performance scores for the RVA as a school, but that is yet to be determined. Below are some graphics illustrating the number of opt outs recorded in the examinations:

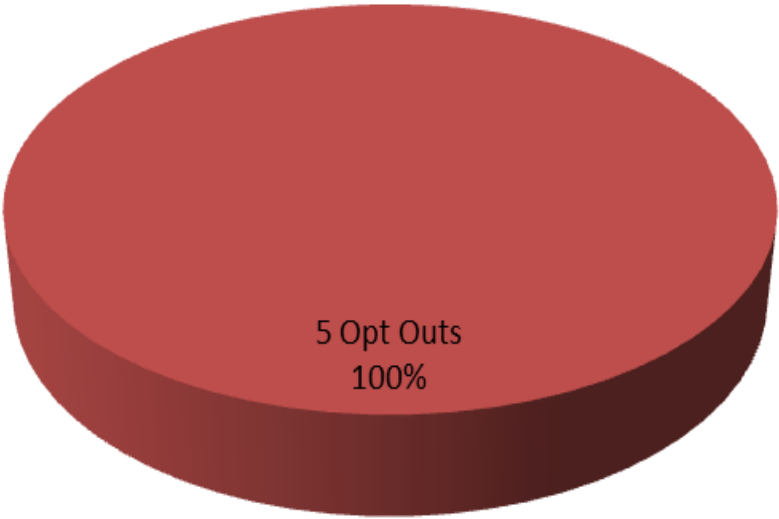
## ACT Aspire



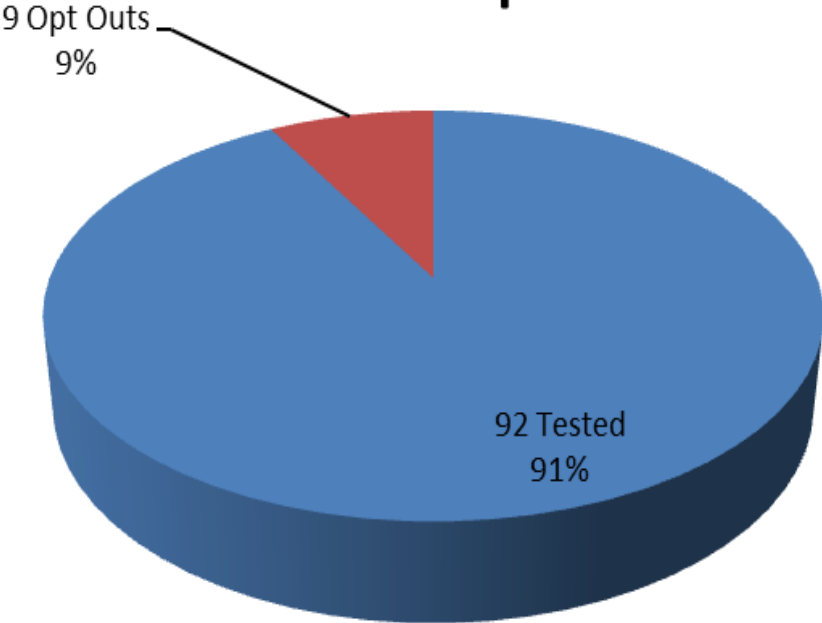
## Badger 3-8 Participation



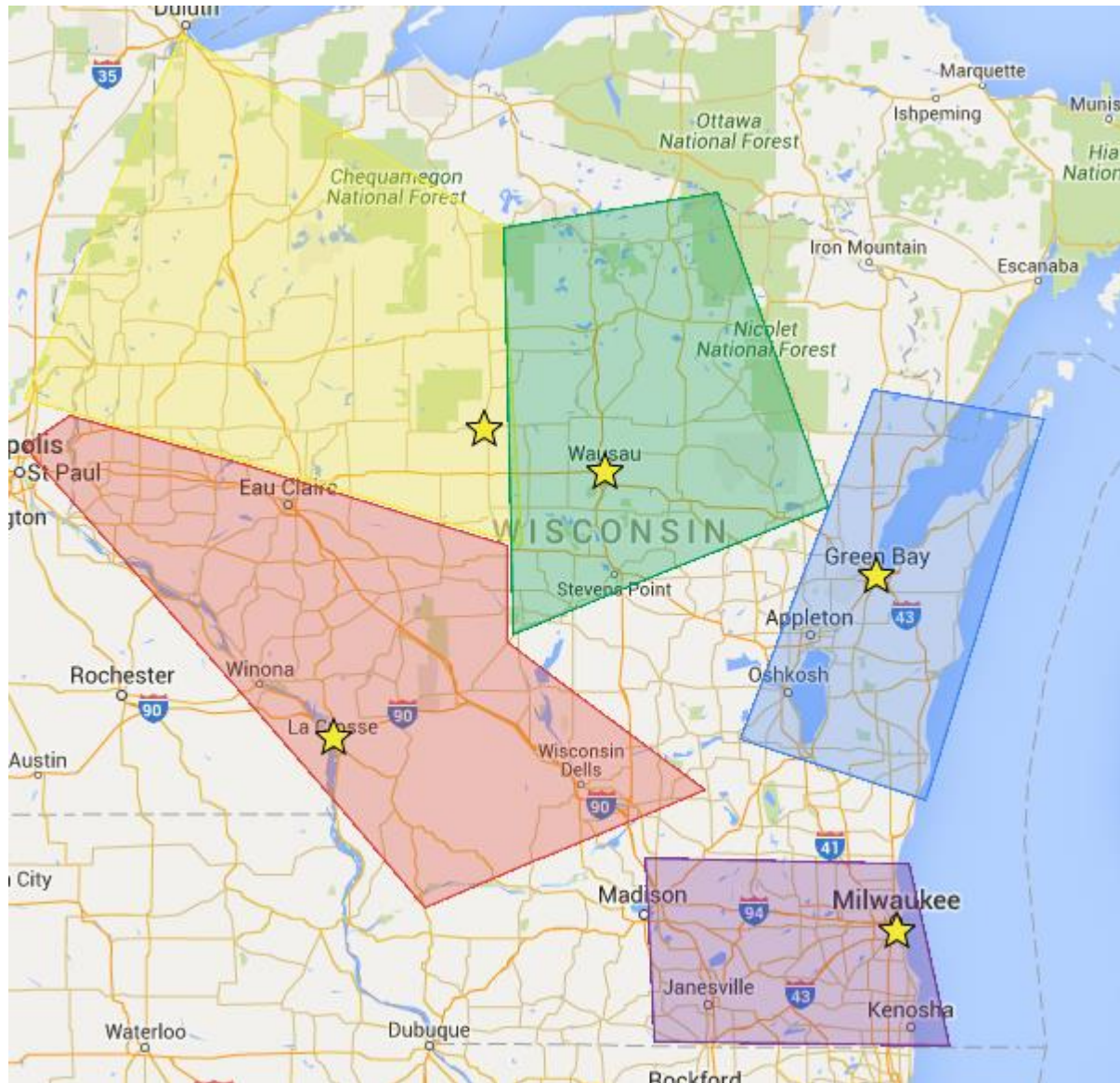
# DLM Participation



# PALS Participation



## Regional Testing Sites Map 2015-2016



## 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 2015 – 2016

**In the 2015 – 2016 school year, children, (with the exception of children with special needs), took placement exams called “DORA/ ADAM” 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.

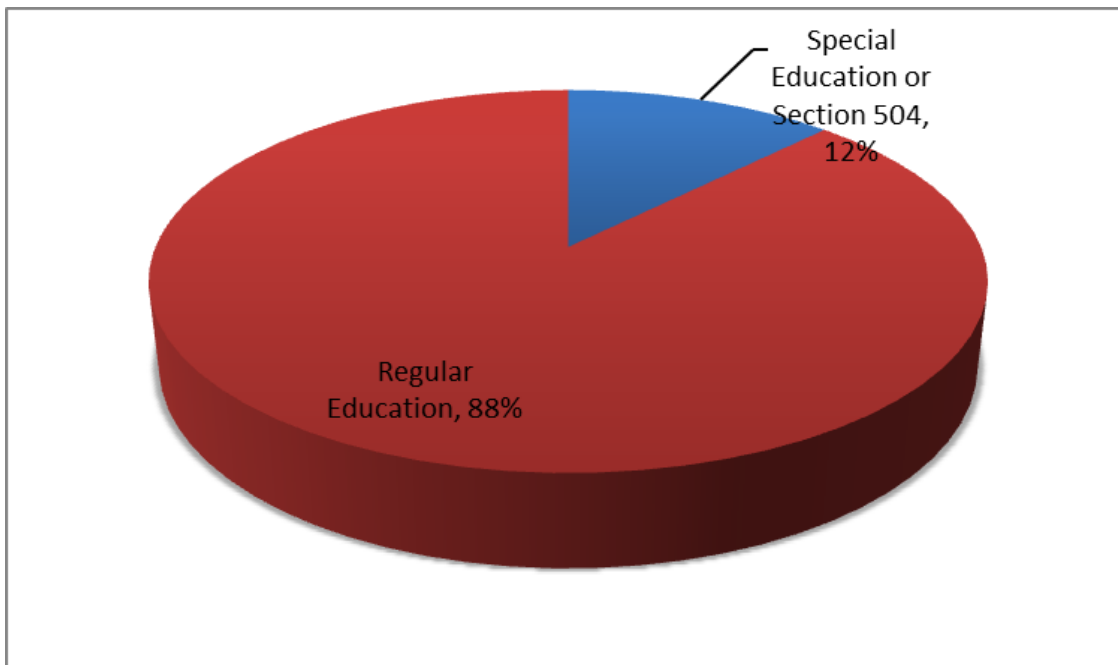
### **Grade Advancement Statistics 2015- 2016**

**Almost all students attending the RVA in 2015 – 2016, 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. One request of retention was accepted and two others are pending over the summer of 2016. Additionally, we had students this year apply for, and be accepted for whole grade advancement in order to enter high school early as well as Pre-K and Kindergarten.**

## 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.

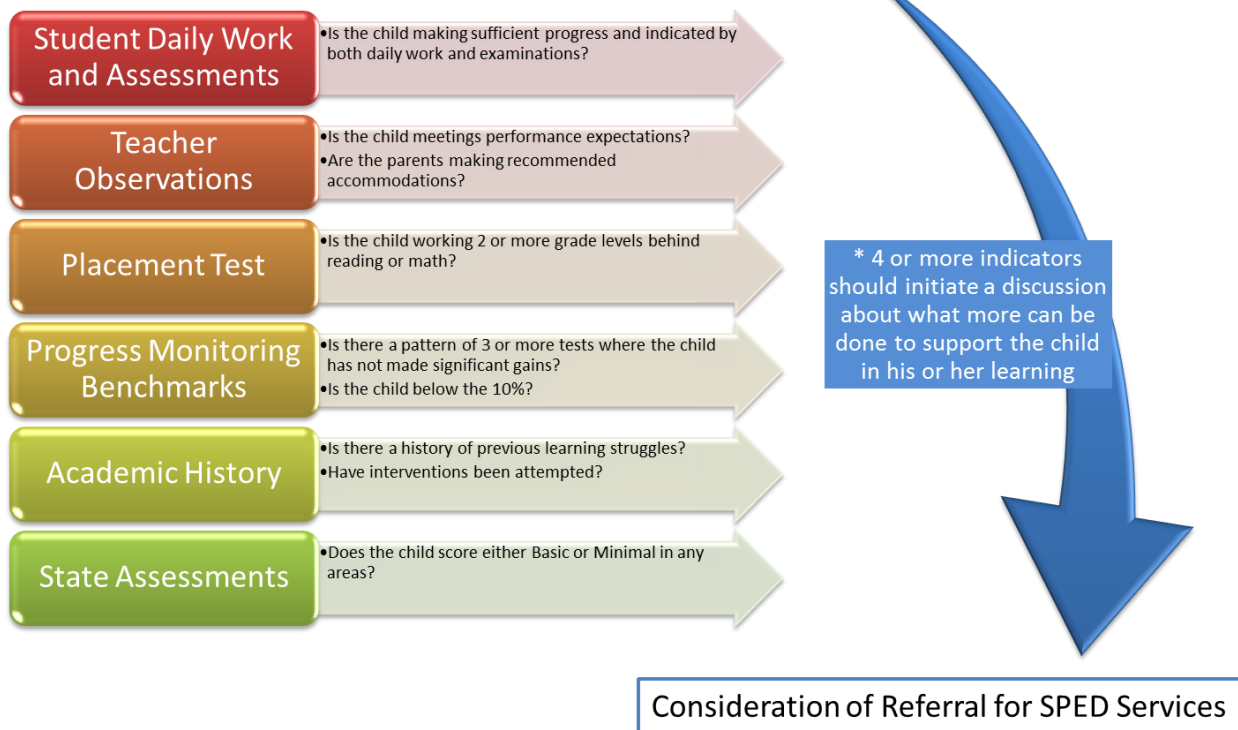
### Special Education or Related Services Statistics 2015 - 2016



*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



## **Part 3: 2015 – 2016 RVA Finances**

### **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 first 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. In addition, in the 2014 – 2015 fiscal year, the RVA Governance Board agreed to the Medford Area Public School District keeping 5% of the open enrollment revenue to help cover administrative costs that were not covered in the budget. In the 2015 – 2016 school year, no significant changes took place to the costing formula.

In looking forward, the RVA is expanding its use agreements for online curriculum to the consortium district schools even for students not enrolled in the RVA. This dissemination is part of the charter’s mission to promote successful practices of the charter school to other districts and schools. Impacts and changes to the costing formula are almost certain to occur as exchanges between instructors and course offering continue between the RVA and its partner districts.

The following reports outline the expenditures (“Actual”) and budgets (“Budget”) for the RVA in the 2015 – 2016 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 2014– 2016**

Description	2014/15 Budget	2014/15 Actual	2015/16 Budget	2015/16 Actual
Advertising	\$70,000.00	\$66,802.05	\$70,000.00	\$77,133.75
Capital equipment	\$45,000.00	\$54,745.62	\$60,750.00	\$139,270.78
Computer supplies (batteries, mice, flash drives, bags)	\$3,000.00	\$1,921.64	\$3,000.00	\$6,725.71
Curriculum (Calvert, software, etc.)-reg & sped	\$404,592.00	\$352,169.93	\$353,500.00	\$361,457.72
Curriculum (high school)				\$9,774.40
Curriculum (online)-WVS/WeN	\$45,000.00	\$31,775.00	\$90,000.00	\$29,080.00
Dues	\$1,500.00	\$0.00	\$9,500.00	\$8,585.00
Field trips	\$11,000.00	\$22,247.55	\$16,500.00	\$14,043.95
General supplies (library, rewards, consumables)-all	\$12,000.00	\$8,381.69	\$12,000.00	\$15,968.55
Internet reimbursements	\$30,000.00	\$49,152.00	\$41,200.00	\$74,982.77
Office supplies-reg & sped	\$4,000.00	\$7,407.02	\$5,000.00	\$11,927.40
PAC Meetings	\$2,000.00	\$75.70	\$2,000.00	\$19.35
Personal services (addtl. staff)-HS oversight	\$0.00	\$0.00	\$30,000.00	\$2,643.76
Personal services (curriculum writing, website, Art, Student Services, Psychologist, Regional Event Coordinators, Guidance, Mentors)	\$70,800.00	\$71,316.79	\$109,100.00	\$55,273.67
Personal services (Reg. Ed. Hourly teachers & Assistants)	\$120,197.00	\$70,117.81	\$22,445.00	\$25,303.09
Personal services (SPED)	\$0.00	\$4,085.00	\$0.00	\$1,740.00
Personal services (substitutes)	\$1,500.00	\$1,045.66	\$1,000.00	\$0.00
Personal services (TinyEye, Presence Learning)				\$14,083.27
Postage	\$12,000.00	\$13,707.85	\$13,800.00	\$22,284.86
Professional development (Training, Tuition)	\$5,000.00	\$2,528.33	\$2,500.00	\$4,175.00
Professional Merits	\$3,000.00	\$1,000.00	\$3,000.00	\$0.00
Property Services (Copier)	\$3,000.00	\$1,599.06	\$3,500.00	\$2,505.40
Rent/Heat/electricity (RVA Office)	\$12,000.00	\$8,000.00	\$12,000.00	\$8,000.00
Salaries (RVA staff)	\$537,964.00	\$669,400.42	\$825,715.00	\$794,659.00
Staff physicals/tb tests				\$687.20
Telephone	\$1,000.00	\$635.81	\$5,000.00	\$4,589.46
Testing (budgeted w/field trips)				\$6,680.01
Travel-reg & sped	\$10,000.00	\$7,669.62	\$12,000.00	\$5,755.54
Wellness Program			\$0.00	\$1,780.00
	<b>\$1,404,553.00</b>	<b>\$1,445,784.55</b>	<b>\$1,703,510.00</b>	<b>\$1,699,129.64</b>

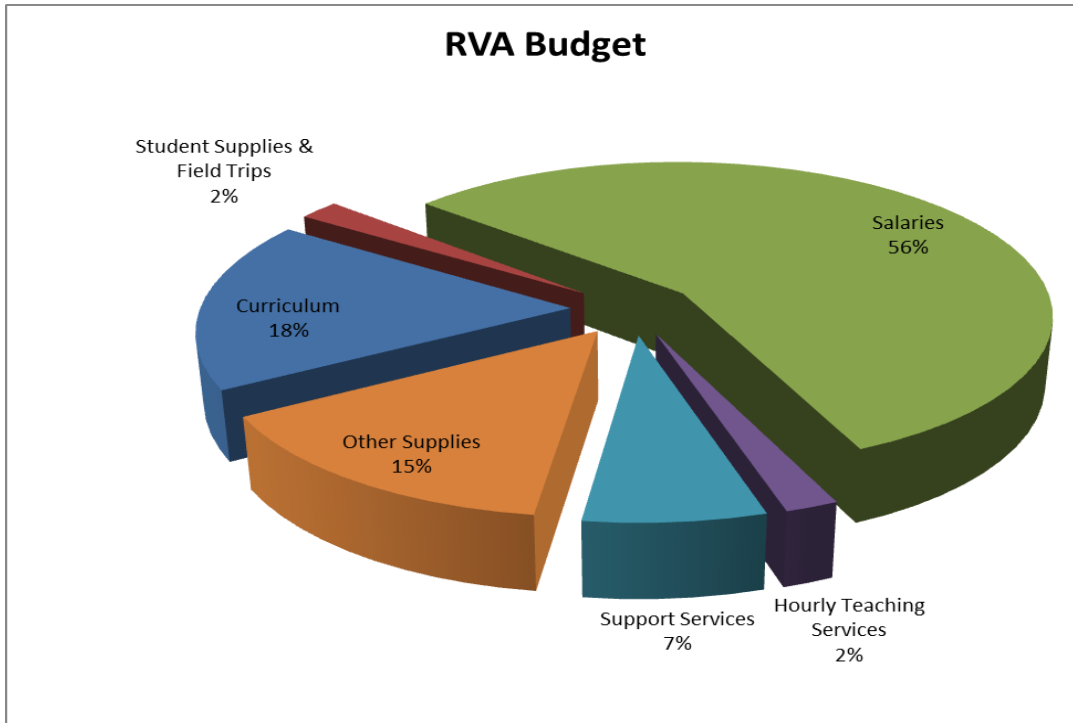
**RVA Total Cost Calculation 2015 - 2016**

Rural Virtual Academy Total Cost Calculation 2015-2016		Updated: 5/10/2016	
Operational Expenses	1,699,130		
Shared Staff Expense	50,000		
<b>Total Expenses</b>	<b>1,749,130</b>	12/14 shared staff	
<b>Open enrollment/ 66,0301</b>	<b>1,645,185</b>	\$6,639	
Less Medford's 5%	1,562,926	\$82,259	
Net expenses	186,204		
<b>Total from membership fee</b>	<b>54,000</b>		
Remaining budget responsibility	132,204		
Number of Consortium Students	106.65		
<b>Per Pupil Cost</b>	<b>1,240</b>		

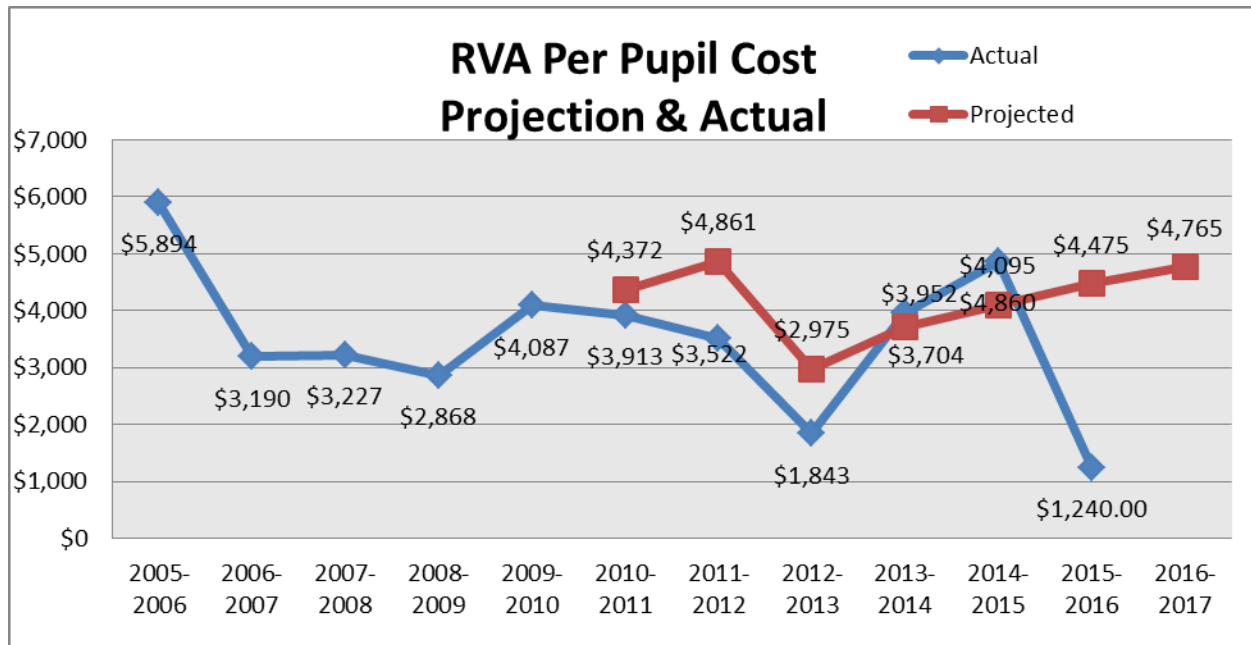
  

	Students	Per Pupil Cost	Total Pupil Cost	Per School Membership Fee	Other School Staff Credit	Other School Costs	Other School Credits	Grand Total	Fall Payment (.25 Total)	Spring Payment (Remainder)
Abbotsford	0.00	0	0	1,500	0	0		1,500	1,500	0
Antigo	17.25	1,240	21,383	7,500	0	85		28,968	19,343	9,625
Aubumdale	1.00	1,240	1,240	3,000	0	0		4,240	3,790	450
Colby	5.85	1,240	7,252	4,500	0	0		11,752	5,843	5,909
Medford	27.60	1,240	34,213	10,500	(45,000)	0		(287)	32,014	(32,301)
Mosinee	20.35	1,240	25,226	9,000	0	1,348		35,574	19,817	15,757
Prentice	8.35	1,240	10,351	4,500	0	2,668		17,519	6,632	10,887
Rib Lake	9.50	1,240	11,776	4,500	0	0		16,276	10,817	5,459
Spencer	12.25	1,240	15,185	6,000	0	0		21,185	14,685	6,500
Stratford	4.50	1,240	5,578	3,000	(5,000)	0	(44)	3,534	5,369	(1,835)
	<b>106.65</b>		<b>132,204</b>	<b>54,000</b>	<b>(50,000)</b>			<b>140,261</b>	119,810	20,451

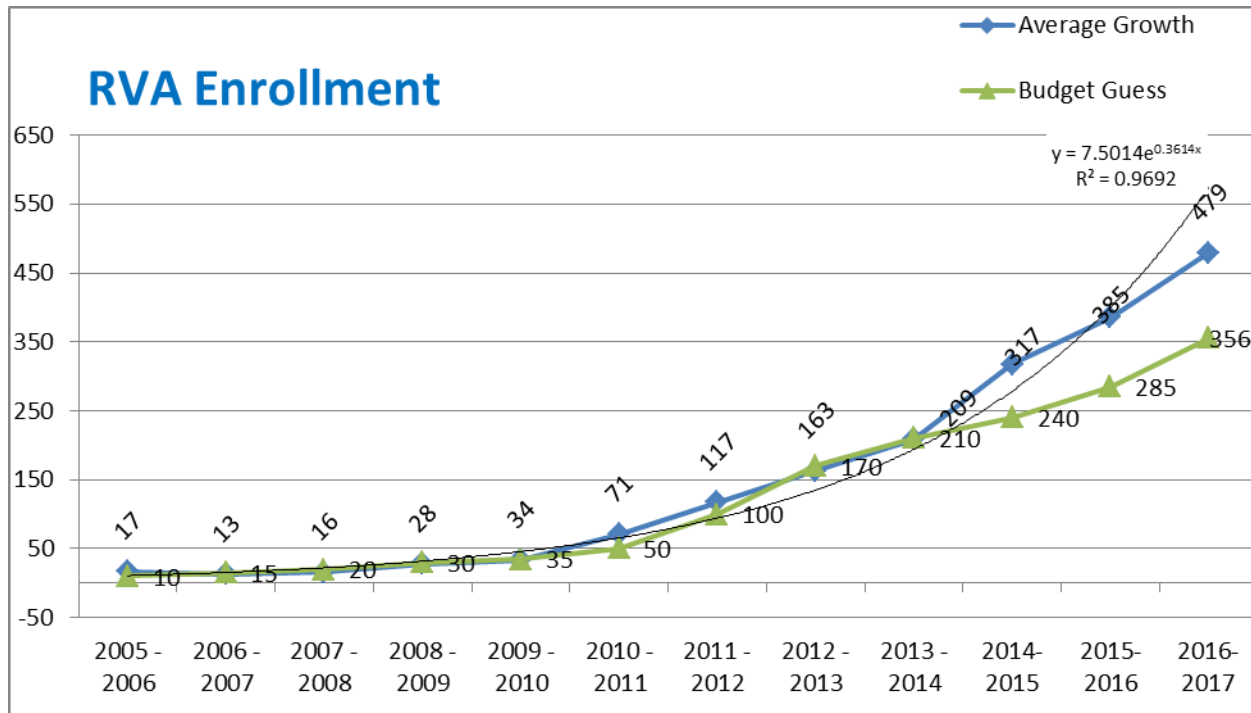
**RVA Proposed Budget by Category 2015-2016**



**RVA Per Pupil Cost 2015 – 2016**



**RVA Pupils Served 2005 – 2016**



## 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 2015 - 2016 school year.



# Part 4: 2015 – 2016 Student/ Parent Satisfaction Survey

## Question 1: Rate **RVA Academics** on an A-F scale

	A	B	C	D	F	N/A	Total	Weighted Average
Calvert: Grades K - 8	28.07% 16	15.79% 9	1.75% 1	1.75% 1	0.00% 0	52.63% 30	57	3.48
Bookshark: PreK - 8	21.82% 12	7.27% 4	1.82% 1	0.00% 0	0.00% 0	69.09% 38	55	3.65
Lincoln Learning: Grades PreK - 8	12.28% 7	17.54% 10	0.00% 0	0.00% 0	0.00% 0	70.18% 40	57	3.41
Lincoln Interactive: Grades 3-8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Project-based Science	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Live High School Online Classes: Grades 9-10	16.07% 9	8.93% 5	0.00% 0	0.00% 0	1.79% 1	73.21% 41	56	3.40
Verticy: Grades 3-8	1.85% 1	1.85% 1	0.00% 0	0.00% 0	0.00% 0	96.30% 52	54	3.50
American School: Grades 9-10	3.70% 2	3.70% 2	1.85% 1	0.00% 0	0.00% 0	90.74% 49	54	3.20
Odysseyware: Grades 2 - 10	14.04% 8	12.28% 7	0.00% 0	1.75% 1	1.75% 1	70.18% 40	57	3.18
Reading Eggs/ Eggspress	21.82% 12	9.09% 5	0.00% 0	0.00% 0	0.00% 0	69.09% 38	55	3.71
Reading Assistant	1.85% 1	0.00% 0	1.85% 1	0.00% 0	0.00% 0	96.30% 52	54	3.00
Nessy	5.56% 3	1.85% 1	0.00% 0	0.00% 0	0.00% 0	92.59% 50	54	3.75
Achieve 3000	1.85% 1	0.00% 0	1.85% 1	0.00% 0	0.00% 0	96.30% 52	54	3.00
Vmath	1.85% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	98.15% 53	54	4.00
Education City	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
Math-U-See	20.37% 11	9.26% 5	1.85% 1	0.00% 0	0.00% 0	68.52% 37	54	3.59

	A	B	C	D	F	N/A	Total	Weighted Average
– Blackboard Collaborate	46.43% 26	33.93% 19	7.14% 4	1.79% 1	0.00% 0	10.71% 6	56	3.40
– Google E-mail (Gmail Account)	84.75% 50	11.86% 7	1.69% 1	0.00% 0	1.69% 1	0.00% 0	59	3.78
– Google Chat (Hangout)	52.63% 30	21.05% 12	3.51% 2	1.75% 1	0.00% 0	21.05% 12	57	3.58
– Skyward (Grade Reporting)	21.43% 12	26.79% 15	5.36% 3	0.00% 0	0.00% 0	46.43% 26	56	3.30
– Online Phy. Ed. & Health	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
– RVA Website (www.ruralvirtual.org)	71.19% 42	25.42% 15	1.69% 1	0.00% 0	1.69% 1	0.00% 0	59	3.64
– RVA Facebook page	38.60% 22	29.82% 17	0.00% 0	0.00% 0	0.00% 0	31.58% 18	57	3.56
– RVA Online Clubs	36.36% 20	12.73% 7	0.00% 0	0.00% 0	0.00% 0	50.91% 28	55	3.74
– RVA laptops/ Chromebooks	57.63% 34	33.90% 20	3.39% 2	1.69% 1	0.00% 0	3.39% 2	59	3.53
– RVA field trips	64.91% 37	8.77% 5	1.75% 1	3.51% 2	0.00% 0	21.05% 12	57	3.71
– RVA Student Services Newsletters	56.90% 33	20.69% 12	3.45% 2	1.72% 1	0.00% 0	17.24% 10	58	3.60
– RVA library	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00

**Average Score: 3.59**

### Comments

- The option to use mixed curriculums has given my child so much flexibility. We also like the fact that the curriculum can be matched to the child and their learning style. We also loved the option of the 9th grade health class offered to the 8th grade students which allowed for my son's 9th grade schedule to be freed up with that option.
- We use Teaching Textbooks for Math, the program is thorough, though a bit repetitive from grade to grade. Overall I appreciate it.
- RVA you guys are so awesome. My youngest son wants me to let him do this school too.
- I am very pleased with RVA! The teachers and staff are so helpful, quick to respond, professional, and a blessing to our family...Thank you!!!
- We are not a fan of Odysseyware, and this our first year using this program, and we will definitely not be choosing to use Odysseyware in the future for our children. We were not given a choice in choosing a curriculum this year as were late to start RVA, so we were finishing out the last two months of the school year. I had no idea that Odysseyware was a Common Core based curriculum, because I never would have started my children in this program, because I specifically stated that I did not want them in

common core. As I had explained that my children had both had a very hard time in public school doing common core, and was told that this program offered other choices and that was one of the benefits of RVA. So, I am not too happy at the moment, because my children are already struggling again with common core concepts and there isn't even time for math concepts that are taught and they only go over new math concepts one time before they move on to another new math concept. Next year, I hope to learn more about some of the other programs/ curriculum's that RVA has to offer, and see if some of them would be better suited for my children. Thanks so much!

- Just a personal note, I am not a fan of Chromebook. It has worked, just not a fan.
- To clarify above, we use the Calvert supplied Singapore based math and otherwise we use Bookshark for everything else.
- Little Lincoln has been a good fit for my youngest, especially the games that coincide with the lessons. The games don't "learn" though - the kids are invited to play again, but it has the same answers/activities. BookShark is also a good fit for my oldest (and our family), but having to turn in all the lessons is tiresome. The level 5 science could have more activities, though. Google Chat could be more user friendly, or, when we intend to use it more, I wish we could have an instruction sheet as to its use and available activities (for those of us not entirely tech savvy). I don't really use the RVA website for much of anything except as a portal. When I've logged on to check out the calendar, I've often been disappointed at its lack of content/description of activities, even sometimes omitting the contact person name. I've most often had to send email inquiries for more info, which isn't a big deal, really, but if I'm just looking for details (day/time/who/how much) I don't like bothering someone to get it (especially if I ought to know already :-). The online clubs are a blessing to my household! We missed cooking club this year, but SEE, RVAs Got Talent, LEGO Club, Story Club have been educational and fun. Writer's Block was an AWESOME opportunity that we're thankful our eldest could participate in this year. We haven't checked Skyward ever. Should we?
- The chromebooks are good but when you use teaching textbooks there isn't a disc drive so we had to get a diff laptop. I wish more was posted on the fb site. I had many issues with blackboard on the chromebook.
- I think there should have been more local field trips. We enjoy going to these and \*\*\*\*\* looks forward to them. The ones at Forest Springs were excellent and the ice skating/roller skating ones are great. But there seemed to not be enough of them.
- The Calvert test material is not very evident as you do the lessons.
- This was our first year using Bookshark. Overall, we like the curriculum, especially the science. American School is a really flexible option. There are some really great courses with wonderful content.
- Our family was a huge fan of BrainHoney. Buzz is a different set up, that has some disadvantages. Students are unable to see how many points an assignment is worth, unless the teacher tells them. Blackboard Ultra works well, but students are unable to privately chat with the teacher, like they could with the previous program. Also, students are unable to paste onto the "whiteboard" within the program to receive help, which was possible in the last program. Google E-mailing works very well, it helps that the teachers email students in advance of what will be due for the following week.
- We have loved being a part of the RVA and have only positive things to say about our experience with Bookshark, fieldtrips and the staff!
- Overall, we had a great year with Bookshark. My daughter did 5th grade reading--she's technically a 4th grader. I will say some content was maybe a little much for a 4th grader. If I had her do 4th grade---the Language portion would have been too easy. The laptop is good---but we ended up only using it for Online Groups and meetings.
- Had a lot of technical issues durring class time on Blackboard. \*\*\*\*\* was eather kicked out during class or the sound would quit several times this year. I'm not sure if it was the device, or our internet?

**Question 2: Rate RVA Staff & Services using an “A – F” scale**

	A	B	C	D	F	N/A	Total	Weighted Average
– My child's overall education	77.97% 46	18.64% 11	1.69% 1	1.69% 1	0.00% 0	0.00% 0	59	3.73
– RVA Governance Board	30.36% 17	7.14% 4	1.79% 1	0.00% 0	0.00% 0	60.71% 34	56	3.73
– RVA Parent Advisory Council	25.00% 14	8.93% 5	5.36% 3	0.00% 0	0.00% 0	60.71% 34	56	3.50
– Regional Event Coordinators	56.36% 31	12.73% 7	5.45% 3	0.00% 0	1.82% 1	23.64% 13	55	3.60
– Charlie Heckel (Principal)	89.83% 53	6.78% 4	0.00% 0	0.00% 0	0.00% 0	3.39% 2	59	3.93
– *****	84.48% 49	8.62% 5	1.72% 1	0.00% 0	0.00% 0	5.17% 3	58	3.87
– *****	66.10% 39	11.86% 7	1.69% 1	0.00% 0	0.00% 0	20.34% 12	59	3.81
– *****	67.27% 37	9.09% 5	1.82% 1	0.00% 0	0.00% 0	21.82% 12	55	3.84
– *****	8.93% 5	0.00% 0	0.00% 0	0.00% 0	1.79% 1	89.29% 50	56	3.33
– *****	19.30% 11	3.51% 2	0.00% 0	0.00% 0	0.00% 0	77.19% 44	57	3.85
– *****	14.29% 8	1.79% 1	0.00% 0	0.00% 0	0.00% 0	83.93% 47	56	3.89
– *****	21.43% 12	1.79% 1	1.79% 1	0.00% 0	0.00% 0	75.00% 42	56	3.79
– *****	3.64% 2	0.00% 0	0.00% 0	1.82% 1	0.00% 0	94.55% 52	55	3.00
– *****	49.12% 28	7.02% 4	0.00% 0	0.00% 0	0.00% 0	43.86% 25	57	3.88
– *****	17.54% 10	1.75% 1	0.00% 0	0.00% 0	0.00% 0	80.70% 46	57	3.91
– *****	12.28% 7	1.75% 1	0.00% 0	0.00% 0	0.00% 0	85.96% 49	57	3.88
– *****	7.14% 4	3.57% 2	0.00% 0	0.00% 0	0.00% 0	89.29% 50	56	3.67



	A	B	C	D	F	N/A	Total	Weighted Average
— *****	5.26% 3	3.51% 2	0.00% 0	0.00% 0	1.75% 1	89.47% 51	57	3.00
— *****	7.14% 4	10.71% 6	1.79% 1	0.00% 0	0.00% 0	80.36% 45	56	3.27
— *****	30.51% 18	10.17% 6	5.08% 3	0.00% 0	0.00% 0	54.24% 32	59	3.56
— *****	14.04% 8	3.51% 2	0.00% 0	0.00% 0	0.00% 0	82.46% 47	57	3.80
— *****	21.43% 12	8.93% 5	7.14% 4	0.00% 0	0.00% 0	62.50% 35	56	3.38
— *****	15.79% 9	0.00% 0	1.75% 1	0.00% 0	0.00% 0	82.46% 47	57	3.80
— *****	21.43% 12	1.79% 1	0.00% 0	0.00% 0	0.00% 0	76.79% 43	56	3.92
— *****	26.32% 15	0.00% 0	0.00% 0	0.00% 0	0.00% 0	73.68% 42	57	4.00
— *****	37.50% 21	0.00% 0	0.00% 0	0.00% 0	0.00% 0	62.50% 35	56	4.00
— *****	10.91% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	89.09% 49	55	4.00
— *****	31.58% 18	3.51% 2	0.00% 0	0.00% 0	0.00% 0	64.91% 37	57	3.90
— *****	10.34% 6	6.90% 4	5.17% 3	0.00% 0	0.00% 0	77.59% 45	58	3.23

**Average Score: 3.69**

### Comments

- All the staff have gone above and beyond what I ever thought I would get! I would give them A+ if I could!
- \*\*\*\*\*...communication and clear details for clay class would have been better, along with having correct supplies.  
\*\*\*\*\*...being on time, use of appropriate language and being ready at class begining \*\*\*\*\*..take responsibility, rather than giving excuses. Know the curriculum.
- \*\*\*\*\* has been a blessing to our family. Her level of responsiveness and dedication to our family is above extraordinary. She is always willing to listen and goes above and beyond to offer recommendations and improvement to processes. The career exploration course she offered this spring was amazing and opened up my son's mind to exploration and options for his future. Please continue to offer this class to the RVA kids.
- Thanks \*\*\*\*\* to help \*\*\*\*\* to read. He read Yeah!
- Every interaction that I have had with staff has been positive and encouraging...thank you!
- I rated PAC as a "C" because only the first meeting was online and I really can't drive to Medford to attend a 1 hour meeting. I would like to see more of the PAC meetings available to attend online.
- This is our fourth year with the RVA and for each of those years, I feel that each of my son's teachers tried to get to know him as an individual - not a number. I very much like the common sense approach the RVA as a whole has used.
- Thanks for all that you do at RVA, we continue to sing your praises to anyone who will listen.

- \*\*\*\*\* is a wonderful teacher in person. His support and encouragement is great when we have it, as long as we ask for it. \*\*\*\*\* , also a good teacher, seems very scattered when leading art classes online. It makes it difficult for us to follow along at home. \*\*\*\*\* is a great support and encourager, but almost every time we've had a question or concern about the computer she hasn't known and wasn't able to find a fix/answer.
- communication wasnt that great with \*\*\*\*\* this year
- Our overall experience with the RVA has been positive. During the 6 months that we have been enrolled we have discovered some information with regard to assistance that may be available and the RVA staff has always been accommodating and willing to work with us and our student.
- You have wonderful staff that goes above and beyond to help make the school year great. It is so reassuring to know there are all of you willing to help whenever needed. We love working with \*\*\*\*\*! She is so prompt in getting back to me. The same is true with \*\*\*\*\*! She is a gem! \*\*\*\*\* is so kind, helpful and his compliments to the parents are so encouraging!
- \*\*\*\*\* is extremely organized teacher, which highly benefits the students. Her power point presentations are organized and informational, it helps tremendously with learning the content. She gives feedback on almost every assignment that is submitted, which as a student, it is very helpful. \*\*\*\*\* wears many hats. She is always available to help the students and willing to even meet with them for a personal session to help. She is helpful in all of her other jobs as well. She stays very organized and gets back with emails within an hour or two. \*\*\*\*\* sends out a weekly schedule report every weekend for students to view what is due this week. He is very consistent and does not change due dates. \*\*\*\*\* is very knowledgeable with the content this year. Sometimes it is difficult when students do not receive their grades for the assignments they turned in, for quite some time compared to other instructors. It is difficult because the student would like to know where they stand in the class. \*\*\*\*\* is very organized with the Odysseyware courses. She often sends messages through the course about how far along you should be in the class. She is very good about getting back to you in a timely manner. \*\*\*\*\* is very positive and encouraging to her students. She is very good about getting back to you and grading assignments in a very timely manner. She always sends out an email and posts an assignment of what will be due for the week.
- I really appreciate that \*\*\*\*\* was always very prompt in responding to email questions. Overall we have had a good school year with small hiccups in technology and teacher relations.
- \*\*\*\*\* does an excellent job with her online art classes.
- All the staff we deal with are extremely helpful and professional.
- It would be helpful to have an ELL teacher available in some way, even for testing.

**Question 3: Rate RVA Service based on an “A–F” scale**

	A	B	C	D	F	N/A	Total	Weighted Average
The individualized attention your child receives	79.66% 47	13.56% 8	5.08% 3	1.69% 1	0.00% 0	0.00% 0	59	3.71
Parents feel welcome in our school	88.14% 52	5.08% 3	0.00% 0	0.00% 0	0.00% 0	6.78% 4	59	3.95
Parents have a good understanding of the school's programs and operations	79.66% 47	16.95% 10	1.69% 1	0.00% 0	0.00% 0	1.69% 1	59	3.79
Views of parents are seriously considered when school decisions are made	83.05% 49	8.47% 5	0.00% 0	0.00% 0	0.00% 0	8.47% 5	59	3.91
Opportunity to participate in school functions	79.66% 47	10.17% 6	1.69% 1	1.69% 1	0.00% 0	6.78% 4	59	3.80
Families have a strong personal relationship with their teacher	71.19% 42	16.95% 10	5.08% 3	3.39% 2	0.00% 0	3.39% 2	59	3.61
School provides solutions and resources to assist parents in student's in learning	88.14% 52	6.78% 4	3.39% 2	0.00% 0	0.00% 0	1.69% 1	59	3.86
School provides options to demonstrate learning beyond textbooks	81.36% 48	5.08% 3	5.08% 3	3.39% 2	0.00% 0	5.08% 3	59	3.73

**Average Score: 3.80**

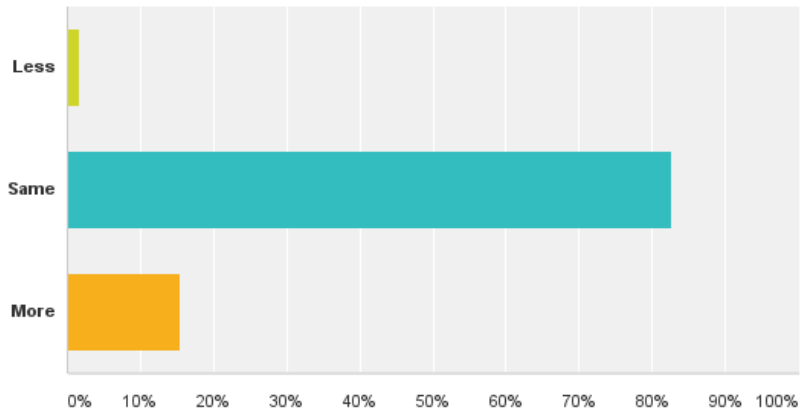
**Comments:**

- I think if we lived closer or had more community in this area with RVA, these would be different replies.
- \*\*\*\*\* has been our main link to the school. She communicates with us frequently and keeps us informed. Communications from all other staff are always informative and useful. Great communication!!!
- I really like lesson on the computer.
- I appreciate how the staff value parent involvement. I was part of a different virtual school and parents were treated as a problem and often tried all they could do to not include them in decisions.
- There have been a few events that there have been a bus provided from the Medford area. If there is a special event having a bus from Southern WI would be a bonus. Not for all but if there were to be a bigger event like Bay Beach or something like it.
- We haven't experienced the last tenet - RVA providing options to demonstrate learning beyond textbooks.
- Our child does not want to be involved with extra activities, but there are many areas of interest made available.
- We have a strong relationship with our teacher. I feel my ideas about what works best for my child's curriculum is considered and they trust my opinion.
- The RVA is very organized as a whole and makes the students and parents feel welcome. The staff is very friendly and always willing to help. This makes a huge difference in learning when you feel everyone is on board with you.

## Special Questions

### Q4 When considering the amount of interaction your family has with RVA staff, would you like to see less, the same, or more interaction?

Answered: 58 Skipped: 2

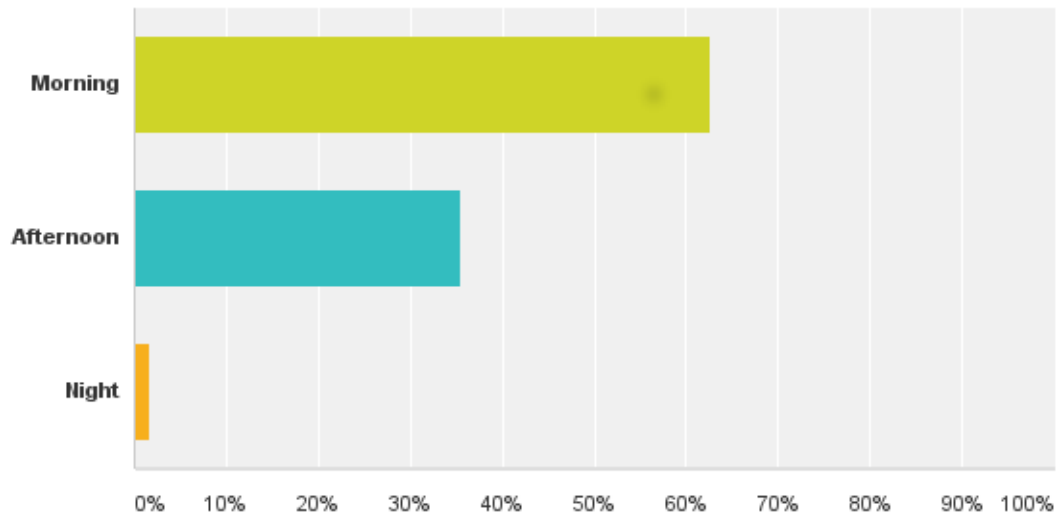


## Comments

- By checking up on student more frequently through email.
- Have more small groups, one on ones, parent to parent.
- Answered on previous question
- I think that weekly interaction for making sure that children are really understanding math concepts are very important.
- I am working on planning a number of events that don't have a fee as well as the RVA sponsored events. Giving families more opportunities to get together!
- I feel there should be a set time every week for each teacher to meet with each family. Like make Fridays all day meeting with families to go over the weekly lessons we have done or take care of concerns on a weekly basis. Rather than email than wait to hear back because either 1 we can't continue until we speak with teacher or 2 if we do move on we have to move backwards quite a ways because the teacher finally got back to us. Make it so teachers have to respond to emails from parents within 24hrs and actually respond to what we had sent in the email in the first place. I just feel if there was a weekly day that teachers could set aside and just do emails and etc. would be good. We live a very busy lives now a days so even doing weekly teacher visits might not work but this email thing getting back in a decent manner would make a big difference.
- When we were able to see him regularly in person, \*\*\*\*\* was very active in my son's learning and support system. Since we only have contact online, we have minimal contact with him, primarily through email.
- just more communication from the teacher we have had
- Parent teacher conferences. A meeting with an advisor/guidance counselor, student AND parent at least once a semester.

**Q7 In your opinion, what is the best time of day to offer online classes with teacher support?**

Answered: 59 Skipped: 1



**Comments**

None

**Question 8: Do you have a suggested curriculum or supplement for our school to research and potentially pilot using? (\*Please keep in mind that the RVA public school and is not allowed to purchase or utilize faith-based curricula.)**

**Comments**

- I think you offer a great selection to fit many learning styles. The only one missing is more face to face.
- None
- Oak Meadow
- Art classes
- No
- I like the choices that are offered.
- SAXON MATH anything but common core, Non common core based curriculum would be best
- grammar options - easy grammar, social iq or thinking skills curriculum such as those offered by Critical Thinking Co
- I haven't looked at all the RVA has to offer. I would like to see a science that is more project based and less daily textbook work.
- No
- Music weather singing instrument or both
- Does anyone have information about: 1)Moving Beyond the Page and 2)Teaching Textbooks. WE are fairly content, these are curricula that have piqued my interest.
- Elemental Science
- I would love to see some bob jones curriculum used I would also love to see an optional curriculum to be used in place of bookshark science and history as i wasn't impressed with that part of bookshark. Especially the science. I am not sure if apologia is an option for science? Another suggestion is spelling u see for spelling notgrass for a history option
- My child struggles with time management, and is easily stressed by time/set schedules. It would be nice to have an online curriculum where he/she would be able to access/do assignments within their timeframe. (still adhering to assignment due dates, but getting online daily when they are best prepared as apposed to daily at 0815, etc.)
- Wisconsin e-school network (WEN)
- music and art
- DreamBox -- math Reflex – math
- No
- Typing programs??
- Life of Fred math
- No

**Question 9: More Comments or Suggestions? Please expand upon your assessment of any areas in which our school could improve. We welcome your suggestions!**

- I would suggest maybe having something in place so when children act out they know the school cares and will work to change that. IE: student talks back to home mentor, home mentor can report child to the "office"... I have a child who doesn't think he will suffer anything negative because we can't just go see the principal of the school. I would love for something to be in place for this type of behavior. And worse behaviors. With Odysseyware I would suggest a different time line for tests to be took either a few days after the unit is done for review or even a full week. And having a review before a test would be very helpful.
    - *We would love to help support you in managing behaviors in your home. We have teachers that are willing to help speak to your child, can help design behavioral charts for you at home, discuss with you appropriate positive and negative consequences, and we also have parents bring their children to the RVA Office from time-to-time. You are also welcome to come and see us with your child whenever you want!*
  - I haven't suggestions for improvement. We are looking forward to high school.
    - *Thank you and we look forward to seeing you next year!*
  - Overall, this school has been wonderful. We have only had problems understanding which classes we had. That may have been explained to us by our teacher. This is our first semester being here, so we may have messed up things being new here. Other than that we are happy here.
    - *And we are happy that you are here with us! Never hesitate to call any of us if you need more help or assistance with figuring everything out. The first year can be very overwhelming and we want parents to know that we will help them at any turn. If you still feel like you don't understand everything at the start of next school year, be sure to ask your teacher or myself for help.*
  - To get a Calendar of the whole year
    - *I would encourage you to use our school calendar which can be found on the [www.ruralvirtual.org](http://www.ruralvirtual.org) main page. You can subscribe to this calendar and add it to your own Google calendar. On this calendar you will find academic goal dates, field trip information, and more. You also can meet with your teacher and set-up and individualized calendar that meets the needs of your family.*
  - Thank you RVA!
    - *Thank you!*
  - I definitely think that there should be more instruction with all of the math in the Odysseyware program, and like I said earlier, we will not be using this program next year. However, for anyone else who is going to be using it for their children, it would be most beneficial to have some better instruction, such as video for doing the math problems. Also, more time should be given to learn each new math concept, because the current way of learning is ridiculous, a child cannot retain information learned when they are learning a new math concept every day and then moving on to a new concept the next. There should also be some sort of weekly check in between teacher and students each week, just to see if the students have any questions or see if the students are comprehending everything that they are learning or not. I see a lot of room for improvement in the RVA program, but I also appreciate that the RVA program exists, and I'm sure it has already come along way. Thank you to everyone who has had a part in the RVA program, and for devoting your time to making it happen!
    - *Thank you for your constructive feedback. Odysseyware is a program we primarily use for students who are behind, prefer more independent work, and for certain elective classes. There is not a direct instruction component with Odysseyware like there is for some of our other high school classes, but we do have instructors assigned both during the day and at night to meet with Odysseyware students when and if they need it. The integrated messaging system in Odysseyware works great as well as students and parents e-mailing your instructor for 1:1 tutoring support. Many students take full advantage of this and do very well in making great gains. If you are unsure how to access these supports, please give us a call so we can help you out! Thank you again for your feedback as we continually look for ways to improve.*
  - I was really disappointed Gallery night will not be held in Merrill, Wausau or Medford this year. My son really benefitted from this experience last year with presenting to a group of people. We were looking forward to it this year! Perhaps next year this event could be moved up to April and possibly a requirement like community service.
-



Perhaps incentives like extra credit, etc.. Maybe May is too busy a month for people trying to wrap up school or Confirmation classes. We will miss Gallery night this year!

- *We are sorry that "Gallery Night" did not happen in your area this year! We also love "Gallery Night" as it is a great way for kids to show off what they did this year for all to see. We are only able to host this event in areas where parents have expressed enough interest. If you are willing to travel, however, there are "Gallery Nights" in other parts of our State that you are welcome to participate in. Please give your Regional Event Coordinator or our Activities Director a call or drop them a line to learn more!*
- I feel from our families perspective that RVA is doing a great job and \*\*\*\*\* has been very helpful. All the staff that we have had interaction with at RVA have been great! Thank you and keep up the hard work!
  - *Thank you for all of your hard work and dedication as well!*
- We enjoy the field trips - these allow parents and families to get out of the house and away from the books for connection with other RVA families, most of the time in an amazing educational setting. However....oftentimes...field trip information is sent the week of the trip. This is extremely difficult to coordinate schedules...especially in the event that we plan on traveling and/or have other students in a brick and mortar setting. Also - some field trip coordinators don't encourage any family interaction.....oftentimes we attend a play or another setting - watch a performance and then leave with no introduction or interaction with REC's or other families. I have found myself reaching out to other families to find out who they are, where they are from, etc. I think coordinators need to reach out to families as they come and help them get to know other families...especially for the new families this introduction is important to them.
  - *Thank you for your feedback regarding suggested improvements to our field trips. We do our best to pre-schedule events for the next school year in time for Fall Orientations, but there will always be changes and additions which occur throughout the year as well. We do our best to minimize the chaos but at the same time give families ample opportunity to get together. We will make it a priority for next year that our events have time for families and children to connect and interact. We certainly feel that this should be the main focus behind our trips; to bring children and families together to share in some common learning. We know that relationships are the key to success in this school and we will make building them a priority at all our field trips and events next year. Thank you again for your constructive feedback.*
- I feel the event coordinators should take the budget they get at the beginning of the school year and map out what field trips before the first field trips even starts. and not have everything so far up north its not possible to travel 3-4 hours one way for a field trip that is 6-8 hours driving in one day. Also I feel if other regions have a water park day I think all regions should have a water park day. Teacher said it wasn't in our budget to do a water park in our region and that they didn't offer any special rates. Well I called the same place and they do offer special rates (\$15 per child) for schools,groups etc. so I was a little disappointed that I was lied to and I feel that it's just to far south for our event coordinator to fit in her daily schedule. Also she said she would do a gallery night but only if she gets so many famlies to do so at the free public library. So still not even set in stone yet. Just very unorganized for south east Wisconsin for field trips. It could be planned a lot better. I also feel if you guys have big meetings together you all could work together in mapping out the trips for each region. So for instance if up north is having a zoo day than in the south you could have a zoo. Try and make it I guess you could say as fair as possible all the way around. Beyond all that I am very pleased with the road me and my family have gone with joining the RVA. It was one of the best biggest decision I ever made.
  - *Thank you for your feedback regarding our events and field trips. Our budget dollars are set in the Spring prior the start of each school year and each coordinator has an approximate dollar amount per person that know they can work with in setting up activities. Our calendars are pre-planned as much as possible over the summer prior the traditional start of a school year. I apologize if a swimming event in your area was not provided this year. We do our best to meet the needs and wants for all of our families but at times know that we can't meet them all. You are always welcome to attend events in all regions of our State, so please feel free to take part in any you see as interesting or fun! Thank you for your suggestion on attempting to coordinate like events on the same day. Although logistically difficult, it will be something our Activities Director will explore with all the Regional Event Coordinators in an upcoming meeting. We are very pleased to have you in the RVA and thank you for sharing your family with us! Thank you again for taking the time to give us your constructive feedback!*
- Name tags at local field trips might be nice, along with some sort of "ice-breaker" activity...the kind that everyone dreads, but does promote at least learning names and getting to know others better.
  - *This is a great idea and one that we should be implementing. This will be addressed through our Activities Director to all Regional Event Coordinators at an upcoming meeting.*

- I'm so very thankful for this opportunity. I don't know if we'll be RVA homeschooling for all their formative years, but I know this fits right now.
  - *You are welcome to be with us for as long as you want! Thank you for allowing us to serve you and your whole family during this time you feel it is best for your child(ren).*
- I have loved all the field trips, curriculum options but if you could add more options for history and science that would be awesome. Also a bit more communication from our teacher would have made things better \*\*\*\*
  - *Adding more options for Science and Social Studies is a great idea and one that we will explore this summer. For the first time this year, we are offering a summer Social Studies elective course. Think about giving that class a try as it is a fun way to learn during a time of the year that is typically less hectic. Learning can be really fun when you can have time and a relaxed pace. We certainly want all of our students to feel as if their contact with teachers is high. If you ever feel like you are not getting enough support, please reach out directly to your teacher and or me for more help.*
- I am surprised the school ends at 10th grade. Why is that?
  - *We are adding grade 11 for the 2016-2017 school year and have intentions of adding grade 12 in the school year after. Once we decided to add on a high school to the RVA, we decided to add 1 grade level at a time so that we could build the school slowly to make refinements along the way.*
- I hope you keep the American School curriculum. This year was another great year for field trips and learning opportunities. I am so thankful we have found the RVA. The only concern I had was some of the content being too light with Bookshark. My teacher is kindly addressing my concerns so we can plan ahead for next year. Thank you RVA staff!
  - *We appreciate your feedback with regards to American School. Each year we re-evaluate our curricular offerings to ensure that meet the rigor and needs of our students. Thank you for being part of our school and thank you as well for your feedback.*
- This year \*\*\*\* has been very blessed by \*\*\*\*. \*\*\*\* has done a math lesson with her every other week for the past couple weeks and \*\*\*\* has enjoyed that connection with "her teacher." This is a great way to feel close to your teacher and to foster a desire to work to please her.
  - *I am pleased to read about your strong connection between your child and "her teacher". This is exactly the type of relationship we hope for when having families enter our school. Thank you for sharing your feedback and your family with us as well!*
- I understand that the stance of no faith based curricula is standard now days, but in the interest of letting the RVA know how I feel, I just thought I'd leave a comment. Not being able to use faith based curricula is the only reason that I can think of that I would consider leaving the RVA. This comment is not meant as a threat to leave or to be taken as angry. It is only feedback. I love the RVA in all other respects! The teachers and staff are great. I love being able to school my child from home AND have so many great resources and such great support. The one-on-one classroom that I am blessed to be able to provide for my child with the help of the RVA is exactly what I believe he needs to be a successful student. In spite of all the help and interventions that the brick and mortar school had offered him I don't believe that he would have been able to keep up with a traditional classroom setting. Unfortunately I don't think that I would have ever had the guts to pull him out of that setting until I heard about the RVA. The thought of figuring all this out on my own was just too overwhelming. But with the RVA I was able to do it! Thank you RVA!
  - *Thank you for your feedback! As you know, we are a public school and therefore, are not permitted to purchase or endorse the use of a faith-based curriculum in place of a secular/ school approved choice. We know that many of our families choose to use faith-based learning materials in conjunction with the RVA's choices, and we fully support families in doing so. Learning from home can be an overwhelming endeavor for both parents and children alike. Please know that we are here to help at every turn along the way. Thank you for sharing with us your candid feedback and thoughts!*
- The technology is up to date and the staff is outstanding. The only area I see a need for improvement in my opinion is the foreign language volume could be significantly lower and teachers consistency with due dates.
  - *Thank you for your feedback. We will work to improve in our foreign language volume and consistency with due dates for next year. We will have a structured direct instruction "Chinese" course being offered next school year. Stay tuned to learn more about that class!*

- I think an introductory level Music class would be beneficial. Music can help a child in many areas, including other subjects.
  - *Thank you for your thoughts on music. We have interviewed a candidate as well as have polled parent's interest in having a music course taught by a live instructor. At this time, however, interest is not high enough to offer a class. We will continue to keep this option on our radar as our school continues to grow with hopes of being able to offer a course in the near future.*
- We are very happy with the RVA. At this point we do not see ourselves leaving the RVA, it is the perfect fit for our family & meets our needs well.
  - *Thank you! We love having you as part of our school as well!*
- \*\*\*\*\* has enjoyed RVA and plans on continuing next year. I would like a bit more feedback to me to assure me that she really is doing ok. I can see her grades and can see everything seems fine, I am glad we have that ability. Personally I am very concerned about "virtual labs." While they may be the best option for computer based learning, I think real life labs are far superior. Could we possibly have a lab day where we get together with physical students, with a physical teacher, and have physical labs? \*\*\*\*\* has biology next year. I have tried to get her to take it through the local school, but she refuses. We have done some labs on our own at home (red cabbage pH lab for physical science) this is helpful, but no the same as true student interaction.
  - *Thank you for your feedback regarding our school offerings. We know that virtual labs are not necessary a complete replacement for live lab, but for many of our remote students it is the best we can do. I would encourage you to consider having your child take courses/ labs in building as you have said if you find the virtual options not as good. We may have days where our students can get together for learning labs in the future. It is a good idea and one that we will explore offering. Thank you again for your feedback and suggestions for improvement.*
- We are very happy with the RVA again this year. The support, curriculum, staff, etc. are just incredible. We love the flexibility this way of life provides for our family, yet we have the accountability to stay on task! We are just thrilled with the field trips and get togethers that we are able to attend. I would like to see possibly more "smaller" get togethers - such as skating nights, bowling, basic swimming pools, etc. The big field trips - like the Maritime Museum, and Harvest Home, etc., are wonderful and we love those, but the smaller get togethers seem to provide more time for the kids to just hang out together and get to know other kids away from classes and learning field trip opportunities. Please know we are not unhappy with what is planned currently, just that we love those "less flashy" times together as well as the big ones!
  - *This is a great idea and one that we should be implementing. This will be addressed through our Activities Director to all Regional Event Coordinators at an upcoming meeting.*
- We had a great first year. We loved our teacher, \*\*\*\*\* and hope she is our teacher next year as well. It would be nice to have more art classes offered. My daughter was able to take 1 because of her age. Or maybe offer some sort of book/dvd curriculum as part of the kit.
  - *Thank you for your suggestions. We always work to keep our families connected to their same teachers for as many years as possible. As for Art, we are working on continually adding more options for our students as well. Our current Art teacher is also in the work s of developing her own independent option that may be available for children to use in year's to come. Stay tuned! Thank you again for your feedback and suggestions!*
- I have loved being enrolled in RVA! I feel like I have learned way more than I ever have at a "regular" school. All of my teachers have been super to work with!
  - *Thank you for your complimentary feedback! We are proud of our teachers in the RVA and know that they are top notch in wanting to do their very best in serving families and children's needs. Thank you again for taking the time to let us know how we are doing for you!*