



2020-2021

ANNUAL REPORT



*Relationships.
Values. Academics.*



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relationships. values. academics.

A LETTER TO OUR COMMUNITY



TEN PERCENT

OF WISCONSIN SCHOOL DISTRICTS ARE NOW MEMBERS OF THE RVA CONSORTIUM...



To the Community,

Starting in 2005, the Medford Area Public School District authorized the opening of the Rural Virtual Academy Charter School (RVA) to begin exploring and serving students in the new world of digital learning. The school was opened in cooperation with five participating districts including Abbotsford, Colby, Medford, Rib Lake, and Prentice. At this time the school served 17 full-time students and there wasn't any part-time use of digital learning being utilized in any of our consortium school districts. Now, 16 years later, our consortium has grown to 40 school districts, serving 1,500 full-time students in our virtual school, and an additional 4,000 part-time students through our District Connect program. Ten percent of Wisconsin school districts are now members of the RVA consortium and we have already secured the partnership of 13 additional districts for the 2021-22 school year. By all indications, including fiscal performance, satisfaction ratings, academic outcomes, and flexible learning opportunities combined with collaborative partnership agreements between public school entities, the RVA is proving to be a successful model in the evolving landscape of education. As we come to the conclusion of this school year, I proudly present to you these indicators of performance of the Rural Virtual Academy Charter School Inc. (RVA) in this annual performance report.

What a year it has been. As financial advisor and author Howard Ruff once stated, "It wasn't raining when Noah built the ark." To say that the RVA was built in preparation for a pandemic wouldn't be the truth, but to say that the school wasn't well-prepared and designed to handle a pandemic would also be a false claim. As we traveled through this year, I could not help but remember what one of the founding members of the RVA once stated back in late 2008 when the "H1N1 Swine Flu" was making the news as a potential threat to world health. Then superintendent of the Colby School District, Terry Downen, foretold at a meeting something to the effect of, "You know if this flu turns into something big and we close schools, RVA could be our solution." I will be the first to admit that I all but dismissed this notion, thinking the idea of mass school closures and a societal shutdown was being a bit eccentric and apocalyptic. Back then, the RVA only had 34 full-time students and the school itself was still a bit of a novel idea. The RVA was hardly equipped with the foundation to support the education of hundreds or thousands of students. His prophetic words stuck with me, however, and then this year happened. Well, Terry was right. Although now retired, with help, I was able to locate his personal email address and thank him for his foresight and wisdom in helping develop the RVA into what it is today. To all the founding members of the RVA, we thank you for your wisdom and insight to take a risk, to have the vision to see the evolution of education decades ahead of time, and the conviction to take action on something new and different because it was in all of our best interest to be prepared. Our founders had the foresight to challenge the establishment, push

education forward, and prepare for the proverbial flood even when most could not imagine children learning in any other place besides a traditional classroom or private homeschool setting.

Throughout the process of school districts dismantling and reimagining the traditional school day, with hurried and reactive remote learning plans being instituted across the county, the RVA was left relatively unscathed. Instead, the RVA provided educational stability and normalcy to thousands of children and families through its full-time virtual school and "District Connect" offerings. The full-time virtual school was staffed and equipped to support 1,500 students for the 2020-21 school year. Unfortunately, this capacity was not enough. Nearly 4,000 students who wanted to enter the RVA full-time could not. However, we did not turn our backs on those families. Instead, we turned to support our local consortium of school districts and provided them access to online courses, resources, and training to serve their own local families using their own local teachers and remote learning plans. Our District Connect team rose to this challenge providing over 15,000 courses under the guidance of over 300 local teachers this past school year. These efforts kept children connected to their local school districts while allowing those same school districts to take full advantage of their RVA partnership. It was one less obstacle for many of our partner districts to have to overcome when trying to reinvent education.

The RVA's full-time virtual school made a purposeful decision not to grow more than what it had intended pre-pandemic even amid the extraordinary demand as a way

to protect the quality of educational services to the students and families already enrolled. We could not justify growing 166% while still holding true to the school's mission of establishing committed, long term, and trusting relationships with everyone in our school family and community, helping instill and reinforce values which ensure personal success in every person we are connected to, and providing the highest quality academic options and support available to all students, families, and districts for whom we have the privilege to serve.

OUR DISTRICT CONNECT TEAM ROSE TO THIS CHALLENGE PROVIDING OVER

15,000 COURSES TO 4,000 STUDENTS...



Now at the close of this school year, none of us should be overly surprised that the news touts negative experiences from the majority of school districts and teachers throughout the nation regarding their hurried, lackluster rollouts and the failed educational effectiveness of the vast majority of remote learning plans. While we should not be surprised, we should also not be overly critical. The strain traditional schools faced trying to build robust full-time virtual options while, at the same time, maintaining traditional options was a necessity born out

of need, but a nearly impossible mission filled with unrealistic timelines and expectations. This pandemic brought not only a demand for traditional school

should be graciously recognized and commended.

Although the RVA did not experience the same existential pressures, we faced demands unlike anything in years prior with extended open enrollment seasons, evolving technologies, the restructuring of in-person events, establishing remote working spaces for office staff, backorders of curriculum and computers, and supporting the needs of our 40 partner districts. In overcoming these challenges, the RVA staff deserves equal recognition for their efforts. The RVA staff took on these challenges without complaint and with consistently positive and solution-focused attitudes. Our teachers and staff worked through the pandemic having to face their own personal challenges with children and dependents at home to care for while still needing to fulfill their professional responsibilities without limitations or imperfections. I am proud to report that our staff at the RVA not only met the expectation of students and families, but exceeded them.

Annually, the RVA provides a satisfaction survey to all parents in grades PreK-12 and to all students in grades 6-12. Participants are asked to rate the services of the school using an “A-F” rating scale. Every administrator, director, coordinator, and teacher is also individually subject to this rating and respondents remain anonymous to the directors, teachers, and public. This level of customer scrutiny is uncommon in traditional school systems, but it is a practice that has been in place at the RVA dating back over 15 years. This year, in addition to our services, 66 people had their individual performance scored

by our parents and students. Because of the added stress of the pandemic, we had expected to receive lower than average results. However, the results turned out to be outstanding and can be read at the end of this annual report. What impresses me most, again this year, are the scores given to our staff. Out of the hundreds of surveys returned, the cumulative grade point average of all 66 individuals was a 3.74. This is the same as saying that 94% of scores were an “A.” I am so incredibly proud of our staff in annually fulfilling the mission of the school, and especially during this pandemic when our students, families, and communities needed us the most. What I think is also important to note is that a 3.74 is the average score of our staff over all of our years. This means that as our school continues to grow and in the face of a pandemic, the quality of our services as measured by students and parents, has not declined. As a matter of fact, scores over the past four years have increased. We are committed to maintaining this excellence. Our families, who support us directly through their hard earned tax dollars, deserve to have only the highest quality of educational opportunities afforded to their children. We know that these opportunities are only possible when the teachers and leadership of any school are of only the highest caliber.

We choose to be different, to not conform, to walk the proverbial road less traveled. As we grow, we look for others who share the passion of an explorer knowing that in choosing this life it brings unforeseen challenges, daily regiments of exceptional hard work, and very few extrinsic

rewards. The pandemic has given most educators a chance to experience a sliver of what it is like to teach virtually. As American poet, artist, musician, and author Morgan Harper Nichols once stated, “Going through things you never thought you’d go through, will only take you places you’d never thought you would get to.”

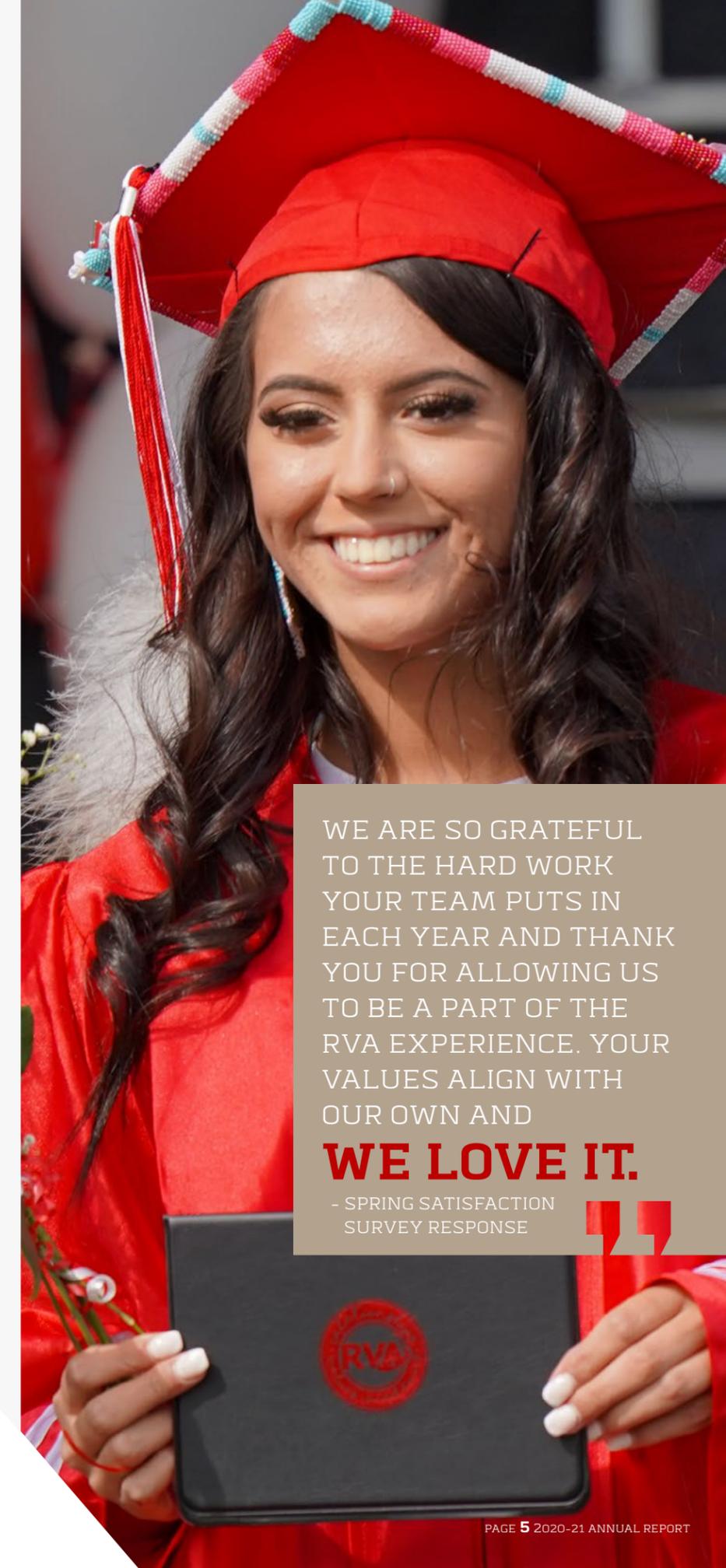
This statement can be found to be no more true than to look through the applications we have received for newly posted teaching positions in our school. When over the past decade we would be lucky to receive a handful of applications for a position, we are now receiving dozens. Our latest postings for both regular and special education instructors has now exceeded 100 in total. No longer do we have to convince educators to take a chance on something new. Instead, we have a candidate pool of professionals feeling the pull to something new and better. Teacher candidates now frequently attest to the strength of the relationships established with learners through remote learning amid the pandemic. They also comment on the ability to personalize education and reap greater academic outcomes by families who were committed to this educational choice. We have known this to be the case since opening this school and having first hand experience teaching children in this manner. However, it wasn’t ever easy to convince our traditional educator colleagues of this. Now it is deeply gratifying to hear others now confidently testifying about their experiences as being so similar to those we know to be true, which is that education can be done differently and better.

While much of this past year’s remote learning began as an emergency response to school building closures at the onset of the coronavirus pandemic, signs across the nation now indicate it may become a permanent fixture on the educational landscape. For example, in Nevada, a bill inspired by the “Blue

AS OUR SCHOOL
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PANDEMIC, THE QUALITY
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AS MEASURED BY
STUDENTS AND PARENTS,
**HAS NOT
DECLINED.**



systems to try to develop new ways to deliver high-quality educational opportunities at a distance, but it also came with fluid populations of teachers and students being placed in quarantine, inadequate technological infrastructures, curriculum vendors unable to support the professional development needs of teachers, limited budgets, only three months of planning, an ongoing teacher shortage, and a myriad of other localized obstacles. When combined, all of these challenges largely prevented a first-rate remote learning experience for arguably most children and teachers across the nation this past school year. For those school districts who made the best of these challenges, and especially to the local administration and teachers who bore the brunt of implementing the impossible, they



WE ARE SO GRATEFUL
TO THE HARD WORK
YOUR TEAM PUTS IN
EACH YEAR AND THANK
YOU FOR ALLOWING US
TO BE A PART OF THE
RVA EXPERIENCE. YOUR
VALUES ALIGN WITH
OUR OWN AND
WE LOVE IT.

- SPRING SATISFACTION
SURVEY RESPONSE



Ribbon Commission for a Globally Prepared Nevada” would compel all districts to make a plan for virtual education and ensure students have access to suitable technology. Nevada Senate Bill 215, is now being considered in the state Assembly, and would also do away with the traditional number of days that distance learning students must spend in a grade, allowing them instead to move through school as they master skills.

In the April 11, 2021 New York Times article, “Online Schools Are Here to Stay, Even After the



LEGISLATURES AND EDUCATIONAL LEADERS LARGELY WANT TO MAKE VIRTUAL LEARNING A PERMANENT AND LASTING VIABLE OPTION...



Pandemic,” stated that some families have come to prefer stand-alone virtual schools and do not intend to send their children back into traditional classrooms. Even here in Wisconsin, our legislature recently passed and the governor signed into law Act 18 lifting previous restrictions on districts to provide virtual learning programs and for families to enroll into those programs regardless of where children reside. The aim of it all seems to be that legislatures and educational leaders largely want to make virtual learning a permanent and lasting viable option, rather than a last resort. As we have attested for many years, we believe now more than ever online learning is here to stay.

As districts begin to grapple with the future on how to satisfy the subset of their families who are choosing not to return to the building come next fall and instead are choosing to remain virtual, the RVA stands ready to support these districts. Districts who do not find a local solution of the highest quality stand to lose local per pupil funding as well as disenfranchising their own constituents by not accommodating their needs. We predict that not only will districts need to develop a perpetual local virtual learning program, but that program must provide more than just access to curriculum and asynchronous support of a teacher. Like in most other areas of the service industry, we predict that quality will eventually become the determining factor as to which districts will be able to sustain keeping virtual families local. We know that in operating a virtual school for 16 years, options like a robust special education department, a high quality and quantity of clubs and social activities, and a wide array of curricular options, combined with the flexibility to choose both live and

asynchronous instruction, are just a few of the foundational options top-rated, virtual schools offer and provide to children and families. Those options are not perceived to be value-added here in the RVA, but they are simply part of who we are. We recognize that our school is to help support and educate the whole child and as a public school choice, should be a school for all children.

In many ways, the RVA has helped set the standard for what virtual education should look like. This recognition was highlighted again this past school year when our Department of Public Instruction reached out to our special education team to provide professional development of virtual best practices to school districts throughout the state. Additionally, the national report published by the Digital Learning Collaborative called “Snapshot 2020” spotlighted the RVA’s consortium as a model of best practice. Lastly, the RVA has been invited to present at this coming summer’s national Digital Learning Annual Conference (DLAC) being held in Austin Texas. RVA’s Director of Pupil Services, Kathy Alexander, will be presenting on the RVA’s behalf. I am very proud of the work we have accomplished and humbly honored by the accolades we receive. I know that none of it would be possible, however, without the support of so many.

In closing, I would first like to thank the Medford Area Public School District’s Board of Education for their continued support and authorization of the RVA. Without their support and fiscal agency, we would not have been able to start, much less thrive, in this learning space. Second, I would like to thank the RVA Governance Board. Our board guides the mission of the school providing direction

as we continue to navigate along uncharted pathways. I appreciate the calculated risks our Board allows us to take, and the high standards they hold, by which we are expected to perform. Third, thank you to the administrators and staff from within our consortium school districts. Our partnerships have been forged in a mutually beneficial trust and belief that the success of one is the success of all. We know that by working collaboratively, instead of competitively, in education we are stronger, our communities are better connected, and our tax dollars are best utilized. Fourth, the RVA’s excellence is directly attributable to the people who work and serve here. I have never worked alongside more dedicated professionals. Our support staff, directors, coordinators, principal, and teachers are second to none. In my opinion, there is no better staff in any school anywhere. If given the chance, these people would educate the world, and in doing so, I know they would make it a better place. Last, none of this would even be possible without our students and families. It is because of their choice to enroll in the RVA and remain that we have this school and the opportunity to serve. I thank our students and families for the trust they place in our staff to take academic risks and to challenge the norm. Thank you all for your feedback and guidance. It is our parents who are the true innovators. Their extraordinary patience and refusal to accept nothing but the best in either their children or our school are the reasons public education will continue to positively evolve.

All of us in the RVA are committed to our mission based on placing the establishment of relationships and support of values as the premise of producing high academic outcomes. We view our students and families

as part of our own and we commit ourselves in humble service to them. Thank you for giving all of us who have the privilege to work in the RVA the opportunity to serve our communities, lead this school, and share in the education of our children.

Sincerely,

Charlie Heckel
RVA Administrator



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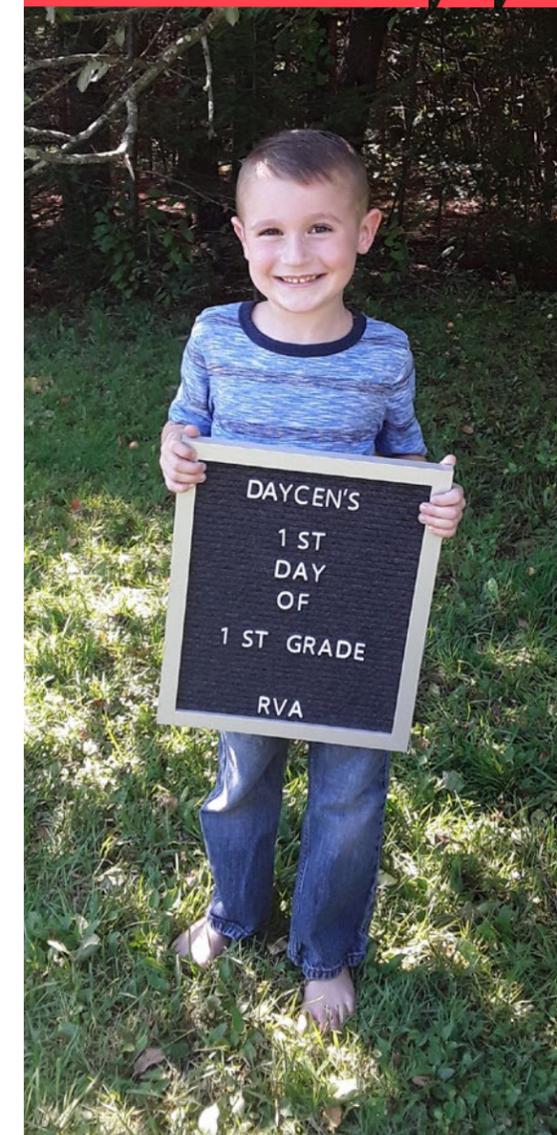
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ALL OF US IN THE RVA ARE COMMITTED TO OUR MISSION BASED ON PLACING THE ESTABLISHMENT OF RELATIONSHIPS AND SUPPORT OF VALUES AS THE PREMISE OF PRODUCING HIGH ACADEMIC OUTCOMES.



Although the RVA is an acronym for “Rural Virtual Academy,” we believe it also stands for: “Relationships, Values, and Academics,” in that order and with no apologies. We know that a child’s success in school must first start with a trusting relationship with their school and teachers. Next, we believe that it is our obligation to support and instill the values important in becoming a successful adult into our students. Supporting the values of hard work, ambition, problem-solving, and a love for learning are all paramount. However, we also believe in respecting and supporting the individual values each child brings to their learning instilled by their parents and community. Children internalize the values taught to them by their parents, community, and school and end up regarding these values with deep importance and worth into adulthood. Finally, the RVA provides academic opportunities for children unsurpassed in education. With individualized learning pathways, a multitude of curricular options, and instructional approaches tailored to each child, the RVA provides children avenues to academic success not found anywhere else. The RVA is centered on removing obstacles from the individual learner with unique challenges, talents and abilities and provides families the support they need to help achieve their personal best.

It is the mission of the Rural Virtual Academy to:

- establish committed, long term, and trusting relationships with everyone in our school family and community;
- help instill and reinforce values which ensure personal success in every person we are connected to;
- provide the highest quality academic options and support available to all students, families, and districts for whom we have the privilege to serve.

In exchange for the RVA’s commitment to each child through its mission, we expect families to keep in regular contact, submit schoolwork as required, 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.

Over the course of the past school year, the RVA undertook a number of initiatives to further improve the school. The following pages are a comprehensive list illustrating many of the larger tasks completed this past year.

SCHOOL PERFORMANCE



WE ALSO BELIEVE IN RESPECTING AND SUPPORTING THE

INDIVIDUAL VALUES

EACH CHILD BRINGS TO THEIR LEARNING INSTILLED BY THEIR PARENTS AND COMMUNITY

NEW INITIATIVES

The 2021 school year brought with it a series of new initiatives for the RVA. Few of the school initiatives, with the large exception of the rapidly expanded “District Connect” program, were pandemic driven. All other initiatives were targeted for implementation for the 2020-2021 school year with a focus to improve data system efficiencies, and expanding parent and student experiences and services within the school. These initiatives included but were not limited to:

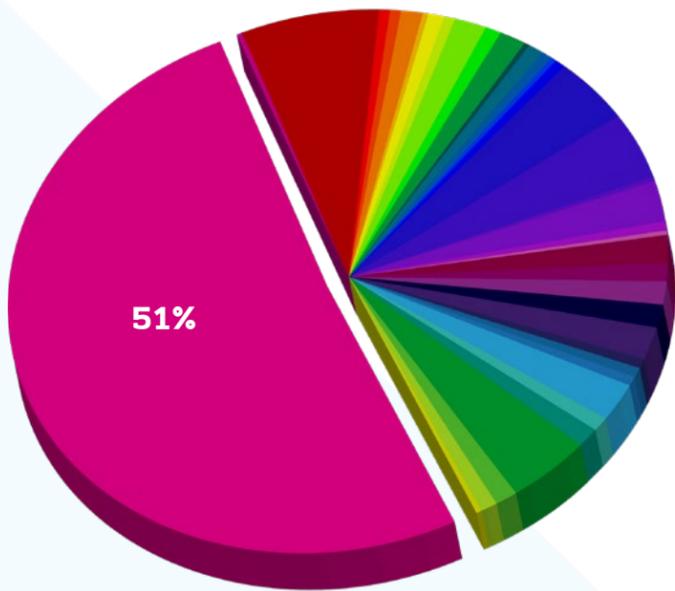
- Researched Google Authentication in Genius/Buzz
- Launched Genius/Skyward Data Integration Project
- Added Summer School Grades 6-8
- Supported 4,000 Students, 300 Teacher, and 40 Districts with District Connect
- Added Bloomer as New Affiliated District
- Added East Troy as New Affiliated District
- Added Edgar as New Affiliated District
- Added Wisconsin Dells as New Affiliated District
- Added Clinton Community as New Affiliated District
- Added Athens as New Affiliated District
- Added Mercer as New Affiliated District
- Added New London as New Affiliated District
- Added Physical Education & Technology Teacher
- Added 2 Elementary/Middle School Teachers
- Added Elementary Teacher
- Added Middle & High School Business Education Teacher
- Added Middle & High School Math Teacher
- Added Middle School Special Education Teacher
- Added High School English Teacher
- Added Middle School Teacher
- Added High School Science Teacher
- Added High School Social Studies Teacher
- Added 3 Special Education Teachers
- Added School Counselor
- Added School Psychologist
- Piloted FastBridge Academic Progress Monitoring
- Published Policy RVA-IGBB Programs for Gifted & Talented
- Initiated 18-21 Year Old Special Education Program
- Implemented Zoom Classrooms
- Presented LeRoy Butler as School Kickoff Event
- Piloted “GoGuardian Parent” Application
- Implemented “GoGuardian Beacon 24/7” Self-Harm Monitoring
- Revised Policy RVA-DB “Operational Budget & Agreements”
- Created Policy RVA-IGDF “Sales & Fundraising”
- Customized Consortium District URL’s for District Connect
- Launched Skyward Online Scheduling and Course Requests with Registration
- Initiated RVA Theater “Showstoppers” Group
- Initiated Online Music Programming
- Investigated Schoology LMS
- Increased Medford School District Authorizer Payment to 6% of Revenues
- Implemented Online Teacher Walk-Throughs Evaluation Process
- Reviewed of All Policy Sector RVA Policies
- Published RVA Special Education Best Practices White Paper
- Restructured Family Online Reimbursements
- Implemented First “Camera-On” Initiatives
- Implemented Over-the-Top (OTT) Marketing Campaign
- Increased Reach of Group Activities to Nearly 8,000 Participants
- Participated in Inaugural Varsity eSports Fall & Spring Seasons

FEW OF THE SCHOOL INITIATIVES,

WITH THE LARGE EXCEPTION OF THE RAPIDLY EXPANDED “DISTRICT CONNECT” PROGRAM, WERE PANDEMIC DRIVEN.

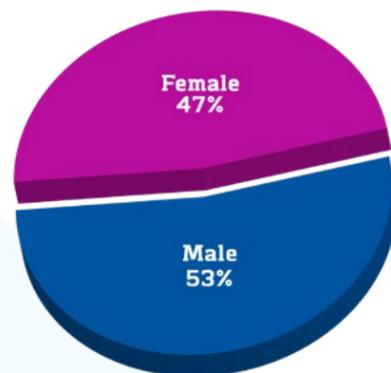
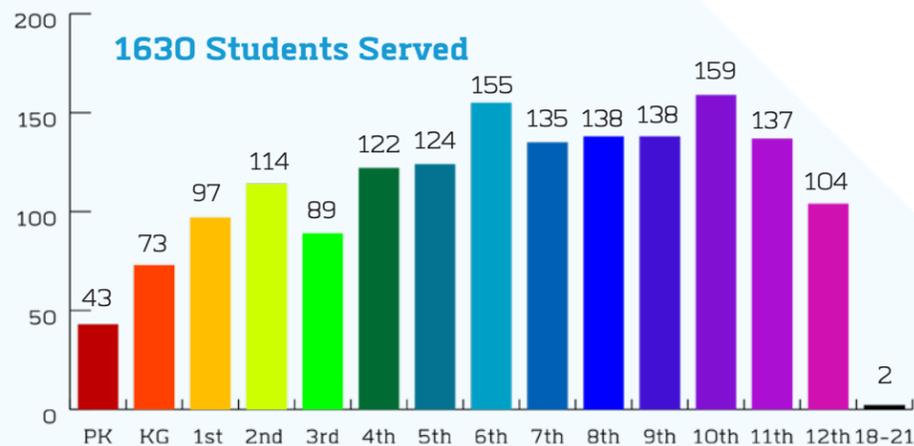
ENROLLMENT STATISTICS & DEMOGRAPHICS

Over the course of the 2020-2021 school year, the RVA grew as a school in both its full-time virtual school enrollments and in serving students in traditional school classrooms by providing professional development and digital course content.



ENROLLMENTS BY DISTRICT

Abbotsford.....	4	Mosinee	40
Antigo.....	111	Neillsville	8
Ashland.....	10	New London.....	2
Athens.....	8	Owen-Withee.....	5
Auburndale	20	Phillips.....	27
Bloomer.....	4	Pittsville.....	19
Bowler.....	15	Prentice.....	22
Chequamegon.....	6	Rhineland.....	23
Clinton.....	27	Rib Lake.....	29
Clintonville.....	13	Rosholt.....	9
Colby.....	22	Southern Door.....	9
East Troy.....	0	Spencer.....	8
Edgar.....	7	Stevens Point.....	37
Elcho.....	13	Stratford.....	17
Greenwood.....	2	Thorp.....	14
Iola-Scandinavia..	7	Tomah.....	70
Loyal.....	6	Westby.....	18
Marion.....	8	White Lake.....	12
Marshfield.....	66	Wisconsin Dells....	4
Medford.....	72		
Mercer.....	3	Open Enrolled.....	833



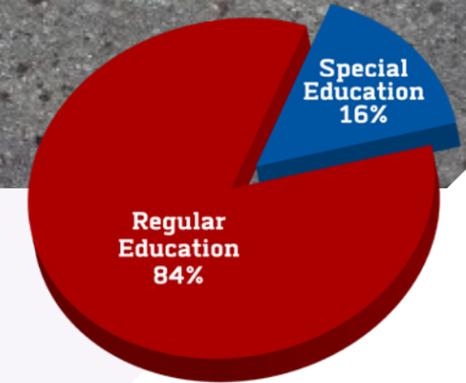
SPECIAL EDUCATION

Students enrolled in the RVA are provided by law the same special services as they would in any other public school. The RVA, under the authorization of the Medford Area Public School District, retains the legal responsibility to meet all special education and related services provided by the State of Wisconsin Statute 115.787 other than for those students residing within the consortium.

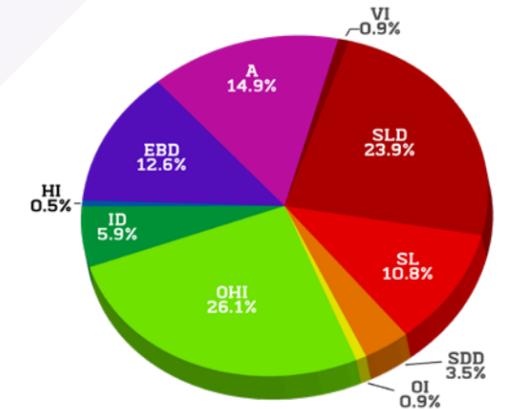
RVA Director of Special Education, Sam Penry, noted that in the 2020-2021 school year, 256 special education students made up roughly 16% of the Rural Virtual Academy total student body. These students with special needs represent a wide variety of disabilities with some only requiring very limited therapy services while others require fully-adapted curricular and instructional options to meet their needs. Beginning in the 2021-2022 school year, the RVA has now hired 1.5 teachers with specific licensing in being able to provide targeted academic interventions. These teachers are being tasked with developing and implementing academic intervention programming to assist children who struggle with learning basic skills, but who are not behind

enough to qualify for special education services. The goal of any academic intervention program is to catch learning deficits early enough so that they can potentially be corrected and thus avoid special education services altogether.

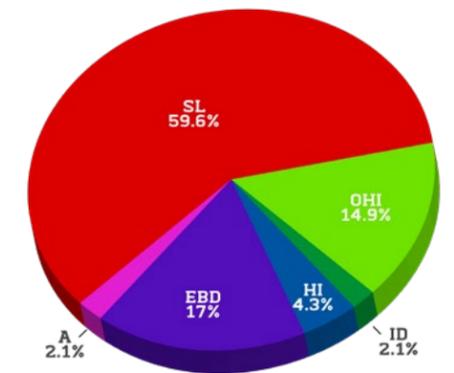
During the 2020-2021 school year, the RVA added a 18-21 year old special education program, and this program will continue to expand in future years. The upcoming 2021-2022 school year shows that the program will be hosting five students at the beginning of the year. The RVA's special education department currently consists of 15 full-time employees and continues to grow as the demand for virtual services in special education continues to increase. The RVA grows at a steady rate while remaining cognizant of providing the highest quality program and services to our families. New and innovative ways of supporting students and families continue to remain at the forefront of the RVA's special education team.



PRIMARY DISABILITY



SECONDARY DISABILITY



ABBREVIATION KEY

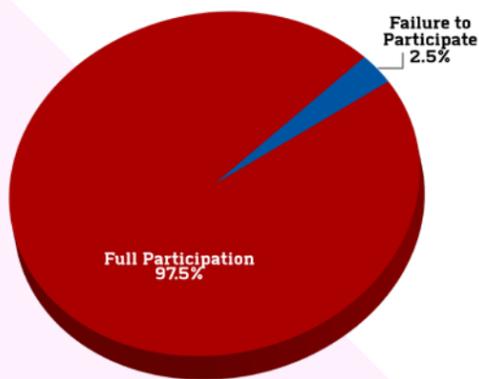
SDD, Significant Developmental Delay	A, Autism
EBD, Emotional Behavioral Disability	ID, Intellectual Disability
SLD, Specific Learning Disability	OI, Orthopedic Impairment
OHI, Other Health Impairment	HI, Hearing Impairment
SL, Speech and Language Impairment	VI, Vision Impairment

ENTRY/ WITHDRAWAL

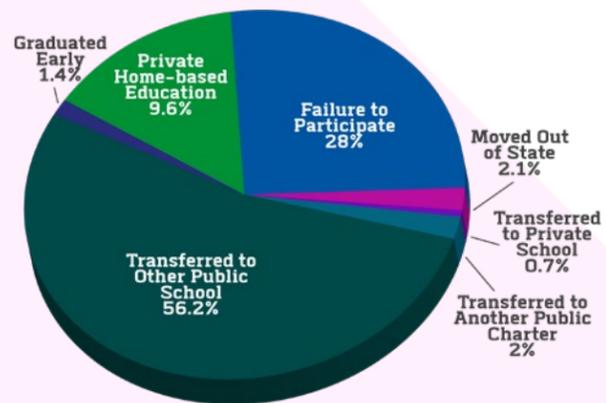
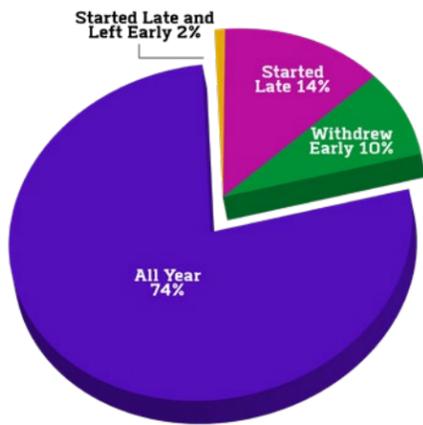
Every student who attends the RVA enters the school through parental choice. There are no student placements to the RVA made by school districts. The RVA is a year-round school permitting students to enter the school at any time of the year, pending it is in their best interest and in allowable enrollment periods determined by the Department of Public Instruction. Students can also transfer out of the RVA at any point in the school year. At times, the flexibility and accountability of the RVA does not make a good match

for students. Wisconsin statute 118.40(8)(g) requires public virtual charter schools to remand students back to their resident districts if students demonstrate a “failure to participate” to an assignment or other teacher directive three times in a semester. This helps ensure that students who are provided the privilege to attend a virtual charter school, like the RVA, demonstrate the appropriate levels of responsibility necessary to make this form of education a successful opportunity.

PARTICIPATION



ENTRY/WITHDRAWAL



EARLY WITHDRAWAL REASONS



Tatyana's
I am 3 years old of pre-Kinder 1st day 2020
When I grow up I want to be una **Bailarina**
My Favorite Color is **Purple**
I LOVE
• Jehova • Books
• Daddy, mommy, Santitos, Robert
• Play outside in the Dirt
• Cook
• Sparkles

EVERY STUDENT WHO ATTENDS THE RVA ENTERS THE SCHOOL THROUGH **PARENTAL CHOICE.** THERE ARE NO STUDENT ASSIGNMENTS TO THE RVA MADE BY SCHOOL DISTRICTS.



ADMINISTRATION, BOARD, STAFF & TEACHERS

RVA ADMINISTRATION & SUPPORT SERVICES

- | | | | |
|--|--|---|--|
| Charlie Heckel
Administrator | Josh Duwe
Director of Activities | Carrie LeMahieu
School Psychologist | Leigh Sisneros
High School Student Services & District Connect Coordinator |
| Sara Holewinski
Principal | Audra Brooks
Director of Finance
Medford Schools | Jacki Streveler
School Counselor | Jill Chasteen
Special Education Student Services Coordinator |
| Kathy Alexander
Director of Pupil Services | Dennis Hinderliter
Director of Technology
Medford Schools | Taryn Reardon
School Counselor | Leatha Hopperdietzel
Special Education Student Services Coordinator |
| Athena Podolak
Director of Marketing | Becky Goodrich
Human Resources
Medford Schools | Kelli Ray
Elementary Student Services Coordinator | Quinn Robinson
District Connect Coordinator |
| Alli Ranum
Director of District Connect | Dawn Meissner
School Psychologist | | |

RVA GOVERNANCE BOARD

- | | | |
|---|--|---|
| Greg Krause (President)
Prentice Representative | Jessica Weich
Abbotsford Representative | Paul Dixon
Medford Representative |
| Tammy Gilkes
Westby Representative | Ashley Bohman
Marshfield Representative | Jessica Haenel
RVA Teacher |
| Melissa Marti
Pittsville Representative | Caitlin Pierce
White Lake Representative | Charlone Nikolaus
Parent Advisory Council President |



RVA SUPPORT STAFF

- | | | | |
|--|--|---|---|
| Nikki Clements
Accountant & Board Secretary | Jessica Sherfield
Technology Support | Wendy Gebauer
High School Secretary | Maya Higgins
Elementary Secretary |
| Jen Harris
Executive Admin. Assistant & Enrollment Secretary | Brian Abel
Technology Support | Sandy Pope
Middle School Secretary | Rachel Wellman
District Connect Support |
| Ember Roberts
Special Education Secretary & Office Manager | Angie Juedes
Elementary Secretary | Kristen Raasch
Elementary Secretary | |

ELEMENTARY TEACHERS

- | | | | |
|---------------------|--------------------------|-------------------------|--------------------------|
| Becky Born | Kirsten Jolivette | Kari Logterman | Christine Vazquez |
| Toni Covey | Andrea DuWell | Kelli Ray | Nicole O'Connor |
| Shari Culver | Alison Reilly | Colleen Waldhart | Tosha Tessen |

MIDDLE SCHOOL TEACHERS

- | | | | |
|-----------------------|--------------------------|------------------------|-------------------------|
| Laura Mukerji | Alex O'Connor | Skyler Anderson | Tosha Tessen |
| Allison Miller | Cassandra Riek | Nicole Homeyer | Chrstine Vazquez |
| Jenna Versch | Stephanie Clabots | Jesse MacDonald | Brooke Walsh |
| Tricia Schmahl | Brian Abel | Autumn Schlei | |

HIGH SCHOOL TEACHERS

- | | | | |
|---|---|----------------------------------|-----------------------------------|
| Jessica Haenel
Physical Education & Health | Josh Duwe
Leadership & Math | Leanna Oertel
English | Autumn Schlei
Spanish |
| Brian Abel
Physical Education & Health | John Holbrook
Social Studies | Leigh Sisneros
English | Moriah Main
Science |
| Ryan Steinhoff
Driver's Education, Physical Education | Casey Kopp
Social Studies | Alison Smith
English | Quinn Robinson
Science |
| Nicole Homeyer
Business & At-Risk | Michael Phillips
Social Studies | Katie Zander
Math | Ryan Bloom
Science |
| Ryan Gutsch
Music | Kevin Wellman
Social Studies | Greg Smith
Math | Karla Svedarsky
Science |
| Tosha Tessen
Art | Jennifer Jadin
English | Brooke Walsh
Math | Kelly Williams
At-Risk |

SPECIAL EDUCATION TEACHERS

- | | | | |
|---|---|--|--|
| Connie Hurley-Pronley
Speech & Language Pathologist | Pam Beron
Special Education | Nicole Wolf
Special Education | Leatha Hopperdietzel
Special Education |
| Elizabeth Gardner
Speech & Language Pathologist | Jill Chasteen
Special Education | Barby Serocki
Special Education | Morgan Van Ryn
Special Education |
| Jacki Young
Occupational Therapist | Melanie Ellenbecker
Special Education | Bradley Hostak
Special Education | Nathan Walz
Special Education |

REGIONAL EVENT COORDINATORS

- | | | | |
|--|---|---|-----------------------------------|
| Joanne McCall-Larson
Ashland | Leatha Hopperdietzel
Marshfield | Nicole O'Connor
Madison | Quinn Robinson
Minocqua |
| Tena Gnewuch
Merrill | Mandy Thompson
Wausau | Pam MacDonald
Appleton | Josh Duwe
Wausau |
| Emily Ernster
Eau Claire | Alli Ranum
Medford | Tracie Moldenhauer
Wausau, Virtual Event, & Mentor Series Coordinator | |
| Charlone Nikolaus
Green Bay | Michelle Jacob
Milwaukee | Sara Osthoff
New Richmond | |
| Kelly Prodzinski
LaCrosse | Zainab Khan
Richland Center | Jessica Haenel
Medford | |

CURRICULUM USE

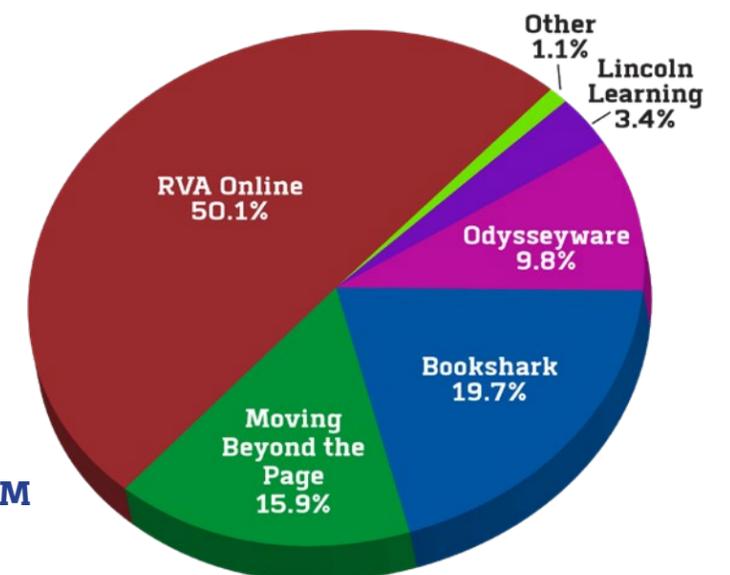
The RVA offers families wide-ranging options of curriculum choices from completely offline, to completely online, and options in between. All curriculum choices are secular and piloted prior to being adopted to ensure they meet the rigor and learning standards which meet or exceed those found in traditional school settings. The RVA is not exclusively contracted with any particular vendor and is constantly looking for new and improved learning options for our students. In addition to individually piloting, negotiating prices, and adopting curriculum on its own, the RVA also partners with a large consortium called the Wisconsin eSchool Network. This network is composed of school districts from around Wisconsin, in partnership with the Wisconsin Department of Public Instruction, who collectively vet and procure digital content from a variety of industry leading vendors. The RVA is an Invested Member of the network and maintains a seat on the Board of Directors. The network acts as a cooperative and because of the volume purchases made, the RVA has access to the highest quality digital content found on the market at the lowest access prices. These cost savings are passed along to the RVA consortium and help keep

overall per pupil costs at some of the lowest found in virtual education. Additionally, cost savings in curriculum allows the RVA to expand our human capital ensuring that families are well supported in all areas of their child's education.

All curriculum options match Wisconsin State Academic Standards and teachers are provided ongoing professional development to ensure they can support parents and students in the delivery of daily lessons to fidelity.

During the 2020-2021 school year, the RVA brought live, daily, direct instructional options to the elementary PreK-5 grade levels. This instructional option proved to be an excellent option for parents. End-of-year survey results note that the average satisfaction rating was 4.57 out of 5 out of the families whose children took part in these live elementary classes. Early indications appear that the want for live instructional courses from our families will continue to grow and staffing configurations to meet this demand are being made.

The following chart shows the percentage of curriculum choices selected by parents in the RVA.



RVA CURRICULUM USE

THE RVA IS NOT EXCLUSIVELY CONTRACTED WITH ANY PARTICULAR VENDOR AND IS **CONSTANTLY** LOOKING FOR NEW AND IMPROVED LEARNING OPTIONS FOR OUR STUDENTS.

OUR ACADEMIC PERFORMANCE & PUPIL SERVICES



A CHILD WHO IS ABLE TO DEMONSTRATE THEIR LEARNING IN WAYS THAT UTILIZE THEIR **NATURAL TALENTS** ALLOWS FOR THAT NEW LEARNING TO NOT ONLY BE MASTERED, BUT REMEMBERED.

Academic performance of students in school can be measured in various ways including formative assessments gathered by reviewing daily work, summative assessments gathered periodically to measure incremental learning over the course of the year in any particular subject, and in the use of standardized measures such as state exams, progress monitoring probes, and placement tests. The following gives a brief description of each of these types of academic measures used by the RVA over the course of the 2020-2021 school year.

Formative and Summative 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 RVA teachers. 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 RVA teachers.

Performance-Based, Alternative & Other Authentic Assessments

Providing student choice in their way to demonstrate mastery over learning is one of the academic pillars of the RVA. We know that every child learns differently and if given the chance to use their strengths, a child will, more often than not, exceed academic expectations.

Standardized assessments focusing on memorization of facts, “true

/false”, multiple choice, and matching can not assess a person’s partial understanding of a topic and does not best allow a student to demonstrate connectivity to previously mastered content. The use of authentic assessments not only provides students and families a unique way to demonstrate mastery, it also produces an authentic demonstration of learning to the teacher. We believe that students need to be able to articulate and express their thoughts through discussion, creation, and problem-solving. A child who is able to demonstrate their learning in ways that utilize their natural talents allows for that new learning to not only be mastered, but remembered.

In the 2020-2021 school year, one of the school’s goals was to focus the number of authentic assessments being provided to students. Parents and students were asked in the year-end school wide satisfaction survey to assess the performance of the RVA teachers in their ability to meet the goal of providing authentic assessments. The question asked was, “I or my child was provided the opportunity to produce discussions, projects, videos, and other forms of alternate assessments to demonstrate what was learned.” 91% of respondents graded our teachers with an “A” or “B” in meeting this goal. Authentic assessments are embedded in teacher lesson plans and online courses allowing for them to be reused from year-to-year. We will continue working with staff to further build options beyond the books for students to demonstrate learning in unique ways.

We also know that a child who is engaged in their learning and who has a strong relationship with their teacher tends to academically perform better than a student without those critical connections. During the 45 days of the 3rd

quarter, our staff were given a “Positive Phone Call Challenge.” During this time, staff were encouraged to reach out to students and families with positive phone calls ensuring that all families and students were able to connect with us on a personal level, not just in class. We also know the power of positivity and that one of the criticisms of traditional school systems is that schools typically only call when something is needed or there is a concern. 644 calls were made during this time by our staff again highlighting the outstanding and collaborative effort of our school to value the relationships they have with their students and families. These personalized connections are also built upon during our live instruction classes, online clubs, activities, and field trips. In the 2020-2021 school year, over 800 students took part in live daily instructional classes and over 8,000 participants took part in over 200 different clubs and activities.

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.

During the 2020-2021 school year, the RVA required all new elementary students to take both the Diagnostic Online Reading Assessment (DORA) and Adaptive Diagnostic Assessment of Mathematics (ADAM). The DORA/ADAM tests are again offered in the Spring to measure growth for students in grades PreK-2. The RVA annually participates in state-mandated standardized

examinations including the American College Test (ACT), ACT Aspire, Access, Dynamic Learning Maps (DLM), and Wisconsin Forward exams. Additionally, the RVA continues to utilize AIMSweb® and other products to assist in the progress monitoring of students using intervention curriculum to help determine if progress was being made. A pilot of FastBridge™ as a potential replacement for DORA/ADAM and AIMSweb® was conducted with the results proving to be not as valuable as with current assessments.

OVER 800
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OVER 8,000
PARTICIPANTS TOOK
PART IN OVER 200
DIFFERENT CLUBS
AND ACTIVITIES

Grade Advancement

RVA students receive grades on assignments similar to students enrolled in traditional schools. Some assignments are graded automatically within the course, some are graded by RVA teachers, and where relevant, the teachers provide 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 all the work for the year. Annual report cards are issued to all students in grades PreK-8. When in high school, 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.

All students attending the RVA in 2020-2021, who were not removed for lack of academic participation, have either successfully completed their grade level coursework or are completing coursework over the summer for promotion to the next grade level.

Graduation

In 2020-2021, the RVA celebrated its 4th graduating class. The RVA had 100% of the 91 seniors meet the necessary requirements to graduate. Three students are returning in the fall to participate in the RVA's 18-21 year old transitional program. This transitional program is designed to provide opportunities for students with exceptional needs to gain independent living skills, social skills, employment, self-advocacy in real-life settings, and to participate in age-appropriate activities in their communities.

All students eligible to graduate met or exceeded the full graduation requirements set forth by the State of Wisconsin statute 118.33, our authorizer, the Medford Area Public School District's, Board of Education's graduation policy, all corresponding consortium Board of Education policies, and all other expectations set-forth by the school. Students and families were again provided an option to participate in different commencement exercises. Consortium students were permitted

to choose whether to walk in their community's local public school commencement exercise or in the ceremony hosted by the RVA on May 28th in Mosinee. Students attending the RVA through open enrollment are permitted to walk in either the community public school commencement ceremony held in Medford, WI or participate in the RVA's ceremony.

State Testing

The State of Wisconsin requires testing of all public education students in grades PreK - 11. 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 RVA teachers or other proctors assigned by the RVA Administration. The RVA teachers or assigned proctor must be present at all times while the tests are administered. These exams included: ACT, Wisconsin Forward, Access, Dynamic Learning Maps (DLM), and ACT Aspire. The Assessment of Reading Readiness was offered to students in grades PreK-2 to be completed online from home.

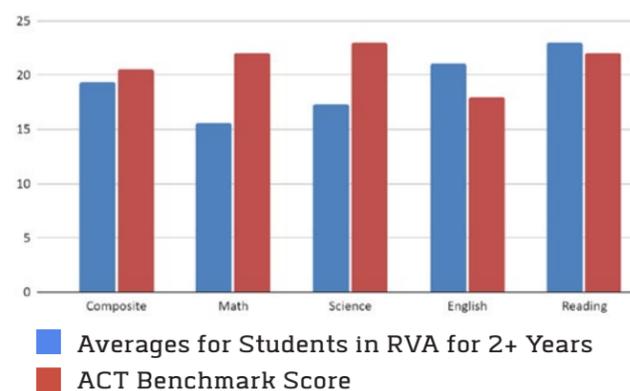
Some of the exams were given in the fall, while most were given in the spring, and others were given multiple times over the course of the year. The Assessment of Reading Readiness was offered to students in grades PreK-2 to be completed online from home. Due to the COVID-19 pandemic the RVA did experience the largest number of families requesting "opt-outs" and refusals to take the required examinations this year than ever before. Director of Pupil

Services, Kathy Alexander reported that of the 1090 students eligible to participate in state examinations, 822 (75%) were voluntarily opted out of testing by their parents. Of these students, 119 juniors were eligible to participate and complete the ACT examination with 47 students being opted out. Although not encouraged, these opt-outs are permitted by State of Wisconsin statute 118.30 "Pupil Assessments" and RVA policy RVA-IL "Testing Program."

Internal data review of the RVA's 2021 ACT results show that students who have been enrolled in the RVA High School for two or more years demonstrate at or above benchmark performance in the areas of English and Reading. The ACT College Readiness Benchmarks were established prior to the pandemic and overall Wisconsin ACT scores for 2021 were not available at the time of this report, so it is difficult to determine how RVA students compare to others in the state at this time.

Results are available for public review from academic outcomes achieved on state-mandated standardized tests from the 2018-2019 school year. More recent results are not available because all state exams were cancelled due to COVID during the 2019-2020 school year. However, the most recent results show the

Averages for Students in RVA 2+ Years and ACT Benchmark Score



RVA "Meeting Expectations." Each year, the Wisconsin Department of Public Instruction compiles the results and produces a "school report card" for the public to view the academic outcomes of students who participated in these exams. The RVA's report card is a combined synopsis of those students who took the mandated exams from all of our consortium districts and open enrolled students. Taken in context, the results show the school meeting expectations of the half, or so, eligible students who participated. Due to the low participation rate, data representing growth in subgroup areas reported in the "Closing the Gap" are non applicable. Other outcomes used in detailed reports including "School Growth," "Student Engagement," and "On-Track and Post-Secondary Readiness" only have limited data points.

Additionally, since the majority of students participating in the examinations were open enrolled to the RVA, the overall scores do not reflect upon the results of the overall district score of the Medford Area Public School District or any of the other invested member districts.

Academic and Career Planning

The RVA believes that all students should graduate from high school ready to achieve their postsecondary goals, whether that be a career, college or the military. High school counselors and student services coordinators offer multiple Academic and Career Planning (ACP) activities throughout the year. Some examples of these activities include college application assistance, hosting a Financial Aid Night, and individual student planning conferences throughout the year. The counselors conducted presentations on Personality Styles, Exploring Career Factors, Getting Experience, Study Skills & Habits for 9th graders;

Work Values; Careers and Lifestyle Costs; Workplace Skills & Attitudes; and Program Prospects for 10th graders; Choosing a College; Career Demands; Entrepreneurial Skills; Work/Life Balance; Career Backup Plans; Job Interviews; Defining Success; and Career Path Choices for 11th graders.

Monthly guest speakers also presented to students on topics such as health careers, technical and industrial opportunities, computer careers and various other career clusters that have jobs in high demand fields.

Dual Credit Opportunities

The RVA provides high school students the opportunity to earn both high school and college credit at no cost to the student or family. RVA teachers are trained and approved by Northcentral Technical College to teach college level course. The majority of the dual credit courses are highly transferable to technical colleges and four year universities throughout Wisconsin. During the 2019-20 school year, 47 RVA students took advantage of the dual credit courses and earned 334 college credits, which saved over \$50,000 in tuition costs.

During the 2020-21 school year, the following dual credit courses were offered:

- Introduction to Sociology
- Introduction to Psychology
- Cents & Sensibility
- Written Communication
- Oral & Interpersonal Communication
- College Algebra
- Applied Math
- Medical Terminology
- Body, Structure, Functions

OnCourse

For students who are credit deficient or have unique challenges, the RVA has developed the OnCourse program. OnCourse is dedicated to

supporting the needs of an individual student and their academic pathway according to credits, personal needs, skills, and post-secondary goals. Students enrolled in the OnCourse program are assigned an OnCourse

STUDENTS EARNED
334 COLLEGE CREDITS,
WHICH SAVED OVER
\$50,000
IN TUITION.

teacher who serves as their advocate, meets regularly with the student, and works with the students to develop individual learning plans with the goal to graduate with their peers.

This year, the OnCourse program served a total of 46 students who were identified as credit deficient when entering the program. Fourteen of these students were seniors, with 12 seniors successfully graduating this year and two seniors who were remanded at the end of the first semester due to failure to participate.

Below are the results of the 31 other students served through OnCourse this school year:

- 7 students were graduated from the OnCourse program for earning enough credits to be on track for graduation
- 8 students are now on track for graduation, and will be moving to RVA Live Instruction courses next school year but will continue to be monitored by OnCourse teachers
- One student qualified for special education
- Three students were remanded back to their resident school districts for failure to participate
- 12 students have regained credits but are still not on track to graduate and will remain in the OnCourse program for next year



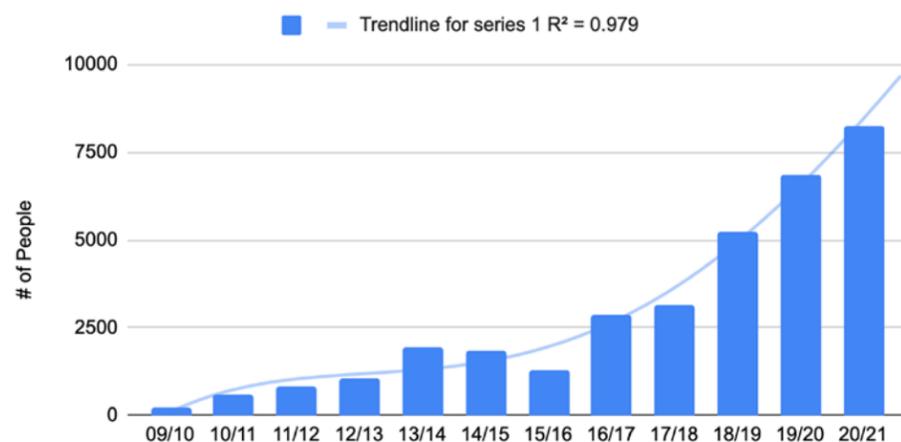
ACTIVITIES

RVA Director of Activities, Josh Duwe, reported that during the 2020-2021 school year, 124 virtual events were provided to our RVA families by our 17 Regional Event Coordinators. Throughout the year, 8,252 participants took part in these activities across the State. In addition to these virtual activities, RVA teachers provided access to online clubs and events including “Snow Days,” “LEGO Club,” “RVA’s Got Talent,” “Writer’s Block,” “Cooking Club,” “Sign Language,” “Online Art,” “Story Club,” and “Virtual Yoga.” Students were also able to take part in RVA’s new “Virtual Music” and “Theater Performances” put on by the RVA “ShowStoppers” theater group. Co-curricular opportunities including “RVA Weekly,” “Forensics,” “Yearbook,” and our newly found “eSports team,” gave high school students another way to connect and celebrate outside of the school

day. In total, activities and clubs equaled over 200 different activities for families and students to take part in throughout the school year. Additionally, our parent driven “RVA Mentor Series” continues to grow with the development of the “Home Mentor Network,” a collaborative group with a focus on the encouragement and support of

RVA home mentors. The upcoming 2021-2022 school year brings with it a return to in-person events. These events will be combined with virtual opportunities and in combination will hopefully expand the reach of RVA activities to even more students and families.

of People vs. Year



Month	Date	Event	#	\$/per
AUG	27	LeRoy Butler All School Assembly Kick-off	445	1.12
	9	Pet Show and Tell	172	0
	14	Minocqua Region Virtual Meet & Greet	7	0
	15	Wausau Region Virtual Meet & Greet	27	0
	15	Green Bay Region Virtual Meet & Greet	17	0
	15	La Crosse Region Virtual Meet & Greet	17	0
	15	Marshfield Region Virtual Meet & Greet	14	0
	16	Merrill/Antigo Region Virtual Meet & Greet	31	0
	16	Milwaukee Region Virtual Meet & Greet	26	0
SEPT	16	Ashland Region Virtual Meet & Greet	1	0
	16	Richland Center/Tomah Region Virtual Meet & Greet	24	0
	17	New Richmond Region Virtual Meet & Greet	14	0
	17	Madison Region Virtual Meet & Greet	22	0
	17	Medford Region Virtual Meet & Greet	9	0
	17	Appleton Region Virtual Meet & Greet	22	0
	17	Eau Claire Region Virtual Meet & Greet	12	0
	22	All About Sea Turtles Maritime Aquarium Presentation	148	3.49
	24	Virtual International Spy Museum Program	58	3.62
	5	1st Annual RVA Walk/Run-A-Thon	104	0
	6	Mentor Series: Organized for Scholastic Success	28	7.14
	14	San Diego Zoo Virtual Story Tour	168	0.89
	15	Clearwater Aquarium Tour	272	0.55
	20	Behind the Scenes of Taxidermy	90	0
	21	Virtual Dog Training Workshop	111	0.90
OCT	21	Chippewa Valley Museum Tour	47	6.38
	22	EduMotion Virtual Dance Lesson	46	3.80
	26	Marsh Haven Nature Center: Creepy, Crawly, Cool	21	0
	27	Owl Detective Program	39	3.21
	28	International Wolf Program	108	0.28
	28	Interviewing a Dentist	76	2.15
	29	Early Steamers, Schooners and Shipwrecks	113	1.99
	29	Pen Pal Letter Writing Program	165	2.45
	29	Randy Peterson Concert & Song Writing Workshop	47	6.38
	3	Fall Photos Share & Tell	10	0
	4	Glass Orchard Glass Blowing Presentation	244	1.09
	10	Balloon Twisting Workshop	464	3.99
	10	Mentor Series Watch Party ADHD	27	0
	13	Mug Cake Workshop	130	0
NOV	16	Mission to Mars Presentation	69	2.54
	17	What is a Dinosaur? with Dino George	109	1.15
	19	RVA Family Feud Game Night	61	0.00
	20	Acrylic Paint Pouring Workshop	70	8.25
	23	Tangled Watch Party	121	0
	30	DIY Hand Scrub Workshop	336	12.44
	30	Virtual Holiday Program	15	0
	1	RVAHS Great Northern Tour	135	0.00
	3	Bayfield Fish Hatchery Tour	15	0.00
	7	Frozen II Movie Appleton plus Funset Games	13	0.00
	8	Frozen II Movie Marshfield	15	1.67
DEC	10	Scheckel Science Show	128	0.00
	17	Ice Skating and Gift Exchange	62	0.00
	18	Bowling and Billiards	38	0.00
	19	Key West Aquarium Online Tour	100	10.50

ACTIVITIES HELD THROUGHOUT THE YEAR

Month	Date	Event	#	\$/per
	6	Holocaust Museum: The Survivor Story	42	3.57
	6	The World Record Paper Airplane Guy Workshop	100	5.00
	7	High School Hot Spot: Pet Pictionary	5	0
	11	Sing Along with Emily Arrow	33	2.73
	12	Tempel Horses Talk and Tour	74	1.35
	14	High School Hot Spot: Music of the RVA	6	0
	15	Fifth Day farm Virtual Petting Zoo	84	0.89
JAN	19	Queen Poppy's Party	22	0.00
	18	Titanic Guided Tour	257	1.56
	21	High School Hot Spot: Share your Travels	7	0
	21	Signs of Animals in Winter	56	4.46
	25	Valentines/Community Service	32	0
	25	Play-doh Masters Workshop	394	4.21
	27	Excavating Dinosaurs Presentation	75	3.00
	28	Up-cycled Up North Workshop	24	2.08
	28	High School Hot Spot: Open Mic	16	0
	2	Intro to Karate (ages 4-6)	38	3.95
	3	Great Wall of China Virtual Tour	65	2.77
	4	Calligraphy Writing Workshop	114	4.06
	5	Ice Cream for Breakfast Day	31	0
	8	Baseball Hall of Fame Tour	22	6.82
	9	Watch Party: The Silhouettes	64	0
	11	Native Giant Silk Moths Presentation	43	3.49
	12	Intro to Karate (ages 7-11)	45	3.33
FEB	15	Virtual Lab: Owl Pellet Dissection	166	4.19
	16	Intro to Karate (ages 11+)	7	21.43
	17	RVA Virtual Yoga Sessions	257	1.87
	18	Key West Aquarium Tour	104	0.53
	23	Dino George/Dragons Legends Myths	53	2.36
	23	Guest Speaker: Aaron Scott of The Voice	45	0
	24	A Midwinter's Walk Through Tropical Suriname	88	0
	25	Community Service: Toys for Animal Shelters	35	0
	26	Yellow Finch Drawing Session	12	3.33
	4	Madison Planetarium Presentation	52	1.00
	5	Mason Bee Habitat Workshop	51	0
	11	Nature Upcycled Workshop	105	6.38
	15	Virtual Watch Party Our Friend Martin	14	0
MAR	18	Winter Photos Event	9	0
	19	San Diego Zoo Part II	83	3.61
	23	Fangs, Frogs, and More Presentation	86	3.43
	23	Marian and Friends Ventriloquist Show	53	6.60
	31	Springtime w/Beatrix P. & Peter Rabbit	11	0
	1	Restore the Earth: Ocean Plastic	25	0.83
	6	Awesome Opossum Presentation	17	0
	7	Virtual Fire Station Tour	22	0
	9	STEM Roller Coaster Challenge	0	0
	12	Happy Birds Live Parrot Show	108	2.73
	26	Native Butterfly Event	25	6.00
APR	16-23	Earth Week Challenge	127	0.59
	28	Arbor Day Celebration: All About Trees	31	0.00
	28	Learning the Art of Macrame Workshop	202	4.57
	30	Elephant and Piggy Party	35	0
	30	Arbor Day Celebration: Tree Pick Up	99	3.35
MAY	1	Exotic Birds - Parrot Pets Presentation	18	2.78



EXIT

CAPACITY HAS BEEN ADDED TO ALLOW THE CONSORTIUM TO GROW TO

53 MEMBERS

WITHOUT JEOPARDIZING THE QUALITY OF SUPPORT CURRENTLY BEING PROVIDED TO RVA PARTNERS.



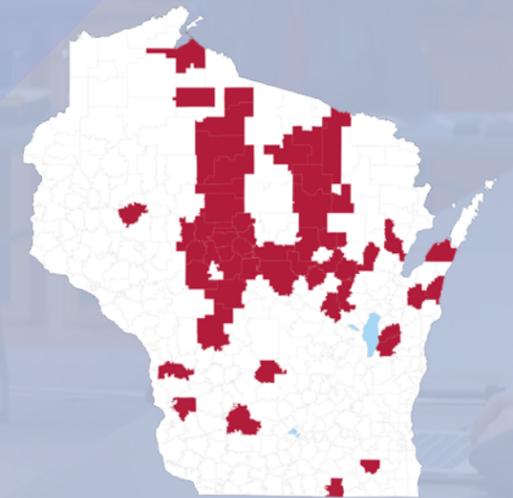
OUR STRENGTH LIES IN OUR PARTNERSHIPS

The RVA Consortium

The RVA's consortium continued to grow over the 2020-2021 school year. Through the use of the State of Wisconsin statute 66.0301, the RVA uses these cooperative agreements to share in educational partnerships with districts all throughout Wisconsin. Initially, all districts have the option to join the RVA for only a single year. Single-year members are considered "affiliate" members and are provided a reduced per enrollment cost, in comparison to open enrollment as well as access to digital curriculum to be used in traditional classrooms. Affiliate partnerships provided both the RVA and the new affiliate district a low-risk pathway to vet the partnership and shared services. After one year, affiliate members can choose to commit to a multi-year partnership.

Multi-year members are considered "invested" members. The invested districts are committed to support the operations of the RVA both fiscally and through governance for the length of the charter, which is a maximum of five years. These districts are subject to a formulary where the end cost

per pupil is determined by the total revenue, less expenses, then divided by the total number of students attending. Additionally, these districts can hold a voting seat on the RVA Governance Board as well as access to digital content and professional development for teachers wishing to incorporate digital learning courses in their local school districts' traditional classrooms.



A total of 13 new affiliate partnerships were approved along with the conversion of 11 current affiliated.

A total of 13 new affiliate partnerships were approved along with the conversion of 11 current affiliated members to invested beginning in the 2021-2022 school year. Capacity has been added to allow the consortium to grow to 53 school district members without jeopardizing the quality of support currently being provided to RVA partners. The RVA is committed to maintaining ongoing efforts to bring on future member districts throughout Wisconsin and beyond.

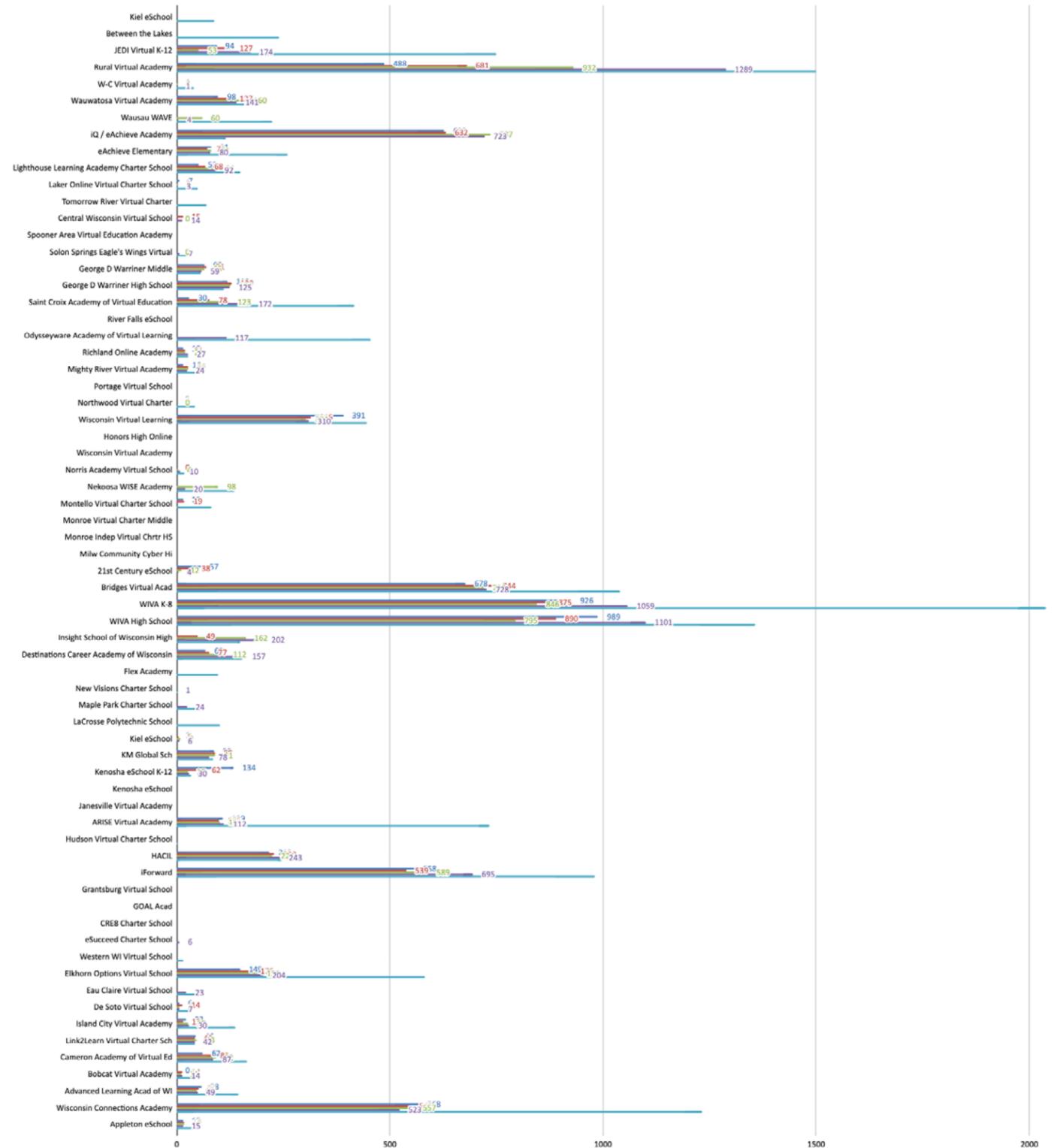
FULL-TIME VIRTUAL & SUPPLEMENTAL GROWTH TRENDS

The RVA serves not only full-time virtual enrollments but also supports the growth of digital learning in the traditional classrooms throughout all the consortium district's schools. The use of part-time, supplemental, online courses in traditional classrooms is managed under the RVA's District Connect team. By offering both services, the RVA is able to provide partner districts greater leverage to support the increasing benefits digital learning brings to education. These benefits include cost savings over traditional textbooks, engaging content embedded with videos and interactive lessons, portable and flexible learning solutions, the most current information, and instantaneous feedback.



FULL-TIME VIRTUAL SCHOOL GROWTH

Using the most recent enrollment data available from the Department of Public Instruction's public "WISEdash" portal, the RVA now ranks, out of 52, as the second largest virtual school in Wisconsin. Further review of the Wisconsin virtual school landscape shows that approximately half of the current virtual schools are new or growing, while the remaining half are declining or closing. To date, RVA is one of only five that continue to operate as a consortium.





GROWTH IN 2020-2021

By virtue of partnering with the RVA, consortium partners can have access to the RVA's digital content, learning management systems, professional development, and administrative support services.

According to Director of District Connect Alli Ranum, RVA's District Connect team saw explosive growth in the 2020-2021 school year due to an increased demand for digital curriculum in partner schools' virtual programs. These local district programs were largely new and launched as a result of school closures and parents wanting locally provided virtual educational options for their children due to the pandemic. Due to space limitations, not all families were able to get their children into the RVA's full-time school and likewise, districts wanted to serve their own local families using their own instructional staff and resources. For these reasons, the RVA's District Connect rapidly expanded and met every requested demand to support partner school districts through their pandemic educational needs.

The motto of this team has been and will continue to be, "Your district's partner in education." This means providing low-cost, digital learning solutions and free professional development to all

consortium partner districts of the RVA. It also means restructuring workshops when the attendee list changes from what was originally expected and providing professional development for districts on nearly any requested topic. This past year, those on topics included "Conceptualizing a Virtual Program," "Get Blended," "Staying Connected to Students in a Virtual World," "Pump Up Your Productivity," "Power Up Your Lessons," "Building Virtual Community," "Grading Efficiencies & Best Practices," "Buzz 101," and many more. Overall, the District Connect team provided thousands of support hours to teachers and administrators across the state.

Some partner districts decided to take their virtual learning and programs to the next level by utilizing RVA's diverse catalog of online courses and supplements. Once districts decided to go that route, District Connect Coordinators were able to form a relationship with teachers and support more than 300 teachers from 40 partner districts.



District Connect Staff in Action!

Staff has enjoyed the opportunity to connect with in-building teachers and even connect them to each other. In the coming years, this team hopes to truly fulfill the meaning of its name by providing networking opportunities to connect districts with one another.

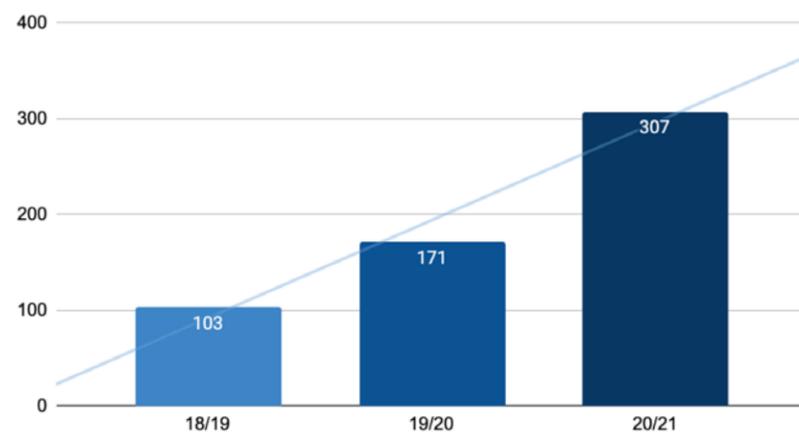
With the support of more teachers comes an exponential increase in students supported. Over the past year, District Connect provided over 15,000 course enrollments to more than 4,000 students across the state of Wisconsin!

While an increase in digital access usage was observed, many districts still opted for asynchronous instruction whether students were in-building or attending virtually from home. The team

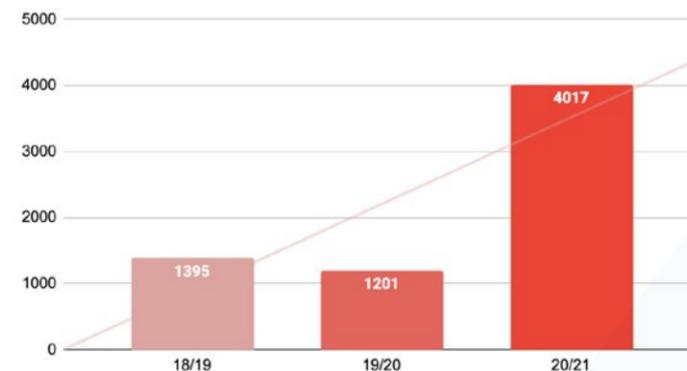
looks forward to continuing the support and encouragement of utilizing digital curriculum in a classroom setting, virtual or in-person, to provide a richer learning experience for both students and teachers.

Looking ahead to next year is always exciting at RVA, this year is no exception. The District Connect team continues to grow and expand offerings to districts. For the 2021-2022 school year, the team is planning to provide special education services for partner districts to use with their in-building students. Many partner districts are cash-strapped and in need of affordable, quality, special education supports, and RVA is ready to provide it.

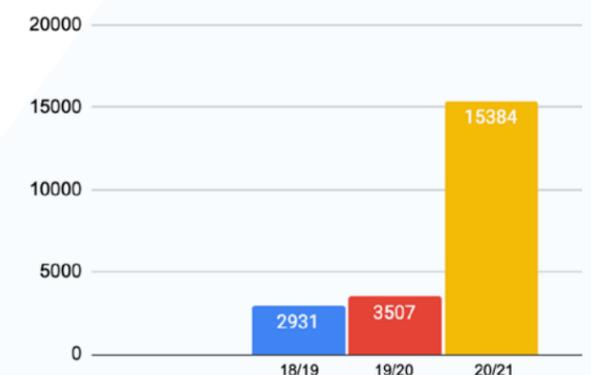
Teachers Supported by District Connect



Students Served by District Connect



Total Courses



INBOUND & OUTBOUND **MARKETING**

The RVA's marketing efforts focus on two primary aspects in support of the school. First is outbound marketing which comprises utilizing various forms of mass media to bring greater public awareness about the school to families throughout the State of Wisconsin. Secondly, the RVA's marketing efforts target inbound improvements which include improving efficiencies and user experiences for families who are enrolling or are already enrolled in the school.

According to RVA Director of Marketing, Athena Podolak, during the 2020-2021 school year, the RVA's marketing strategy saw a significant change as the demand for enrollment soared amid the COVID pandemic. As a result, it was decided not to advertise during the summer months which equated to savings of nearly half of the budgeted expenditures for outbound marketing for the year.

The school continued to focus on improving inbound marketing strategies with more vigor, specifically with the exploration and acquisition of a Customer Relationship Management (CRM) software for both the RVA's full-time side and District Connect with the balance of the marketing budget. This allocation of dollars occurred as a direct result of parental feedback solicited through school-wide surveys suggesting improvements in ordering processes and more immediate access to customer support.

With the upcoming implementation of the CRM, it is the RVA's goal to keep our families more informed during the curriculum and enrollment process. Families will be able to track progress through an online portal keeping them informed and reducing calls during the summer enrollment season. In addition, the RVA is implementing an online service desk with a ticketing support system for our families to launch service requests for technical issues and other school-related concerns. On our District Connect side, districts will be able to make requests through their own online service desk, such as enrollment requests, and have those requests be tracked through completion.

Every fall, the RVA surveys families and asks questions ranging from why they chose virtual education over homeschooling on their own, why they chose the RVA over other virtual schools, and for specific feedback regarding their experience through the enrollment process. The results of the 2020-2021 Fall Survey resulted in numerous takeaways which included:

Why parents chose the RVA:

- The overwhelming majority of RVA families first heard of the school from word-of-mouth from a friend
- RVA families chose virtual education because they desired a more flexible schedule, an individualized educational approach, and they wanted to develop morals and character in their children
- 78% of RVA families chose virtual schooling over homeschooling on their own because they desired the support of dedicated teachers and staff, a variety of curriculum options, and were drawn to the large variety of field trips offered
- 15% of the respondents were completely new to virtual education, 10% came from other virtual schools
- Most families relied on trusted friends/family, internet research, and feedback from existing virtual school families to gather information before deciding to enroll in the RVA

Areas the RVA was noted as doing well:

- New RVA families enrollment numbers continued to grow as families chose to take control of their children's education and discover the RVA was the right choice for their child's education
- RVA teachers and staff were praised for their compassion, service, and availability

Areas the RVA was noted in need of improvement:

- RVA families wanted more communication throughout the enrollment process and more information about the curriculum offered in Elementary and Middle School

Actions taken based on feedback provided:

- The RVA is implementing a CRM to address communication dark periods through enrollment and in curriculum ordering and we revamped our website to include specific curriculum pages featuring videos from RVA teachers and more in-depth curriculum information broken down by grade band



"THANKS FOR BEING A WONDERFUL SCHOOL WORTHY OF BEING PRAISED. TO ALL THE STAFF, KEEP UP THE GREAT WORK. THANK YOU FOR ALWAYS BEING OPEN TO FEEDBACK AND **WILLING TO ADAPT** TO THE NEEDS OF THE SCHOOL. WE LOVE RVA AND SHARE OUR FEELINGS EVERY CHANCE WE GET."

- FALL SURVEY RESPONSE



BECAUSE THREE DIFFERENT FINANCIAL ENROLLMENT PATHWAYS EXIST TO GENERATE PER PUPIL REVENUE BASED ON THE CHILD'S RESIDENT DISTRICT WE CALCULATE REVENUES PER STUDENT IN THREE DIFFERENT WAYS.



FINANCIALS

BUDGET & EXPENDITURES

During the 2020-2021 school year, the RVA operated on a budget based upon having a total of 1,500 expected full-time enrollments. A full-time enrollment is calculated in different ways depending upon the fiscal relationship the RVA has with the child's resident school district. Families enroll their children into the RVA through one of three different financial pathways: open enrollment, affiliated school district, or invested school district.

Because the RVA operates off of tax revenue based on the total number of students it serves, when budgeting for all school operations the total number of full-time equivalent (FTE) enrollments is calculated. Because three different financial enrollment pathways exist to generate per pupil revenue based on the child's resident district we calculate revenues per student in three different ways.

First, for students who are attending the RVA under the state's open enrollment program, the total number of days students are enrolled in the RVA is calculated. This number is then divided by the maximum number of annual school days allowed by Wisconsin law which is 180. This calculation provides us the total number of FTE open enrollments. In 2020-2021, the total number of days attended was 142,273 bringing the total number of full-time equivalent open enrolled students to 790.41. This FTE is then multiplied by the per pupil state aid allotment to provide an estimate on the amount of inter-district state aid revenue the RVA is expected to receive through open enrollment.

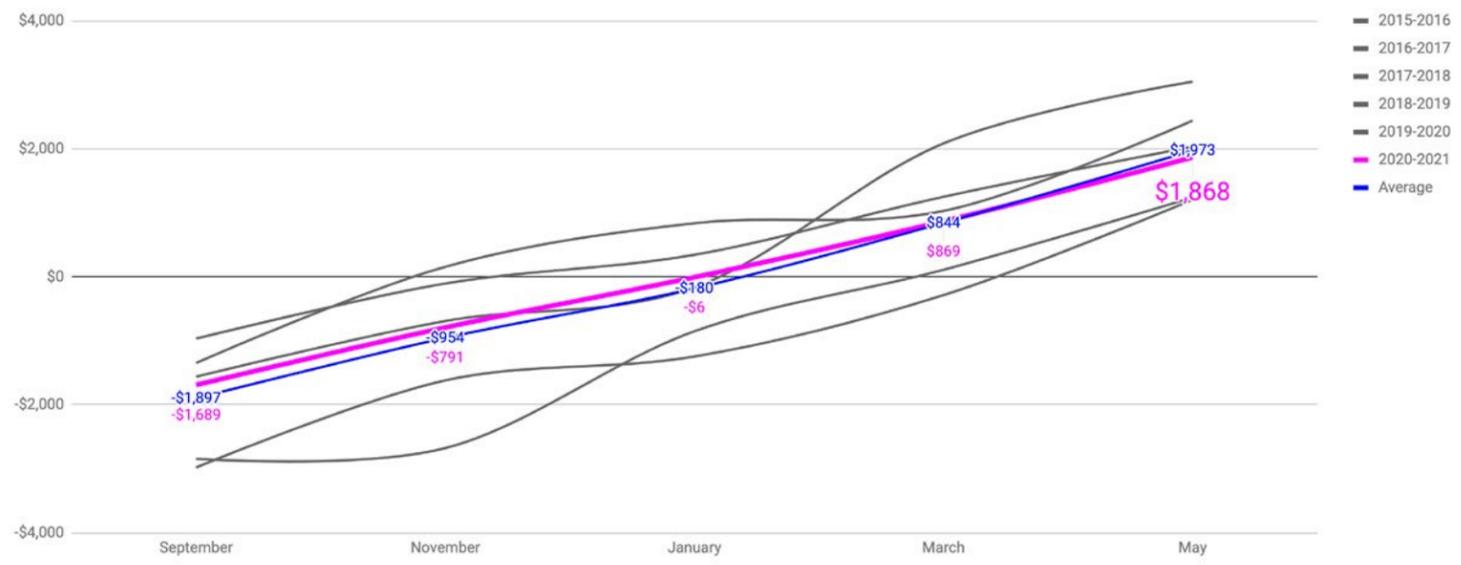
Second, the total number of days of attendance from students attending the RVA from affiliated member districts is calculated. The formula for calculating affiliate FTE's is nearly the same as for open enrollment students. This past year, the RVA had 13,374 days of attendance by affiliate students equating to an FTE of 74.3. Affiliate

member districts receive a tuition reduction in comparison to the state's enrollment amount. Each affiliate member district has a different tuition rate negotiated with the RVA, but we can use the FTE multiplied against individual affiliate member tuition rates to arrive at a revenue estimate.

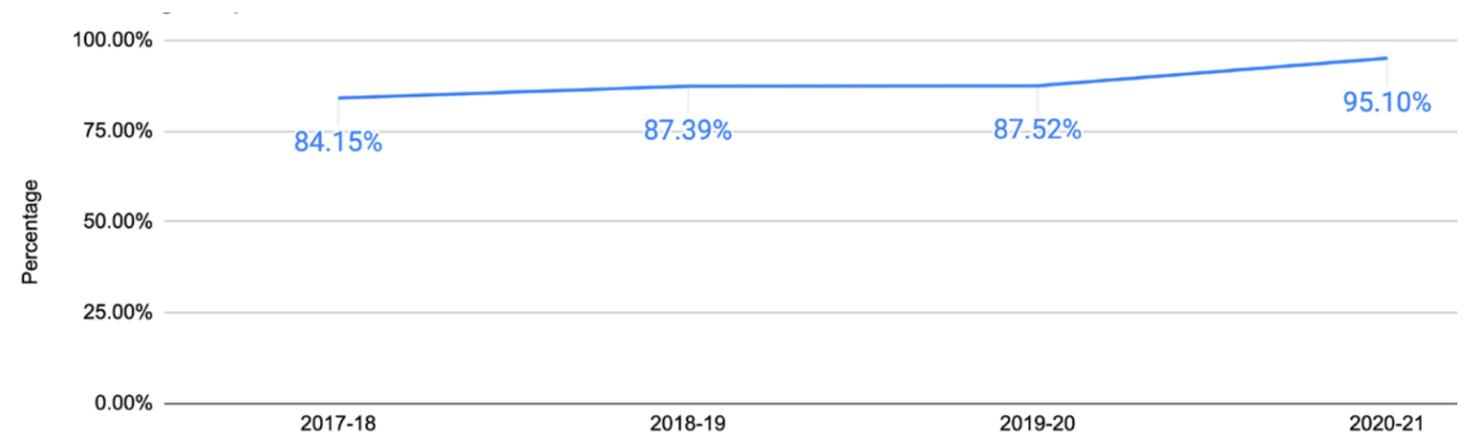
Last, the total number of students enrolled from invested member districts is calculated. A student from an invested member district has his or her enrollment FTE prorated to the nearest quarter of the school year versus calculating per day. As an example, a student from an invested member district who attended the RVA from the beginning of the school year through the first semester (2 quarters) would be counted as a 0.5 FTE. A student who attended all year would be counted as 1.0 FTE. Preschool student enrollments are based on a full-time equivalency of 0.6 as determined by statute. In the 2020-2021 school year the RVA had 636.6 FTE enrollments from its invested consortium districts.

In total, the number of FTE students attending the RVA during the 2020-2021 school year was 1501.31. This was approximately 1.31 FTE's over the budgeted amount, but less than a fraction of a percent off of the expected 1,500 FTE's which was budgeted. The actual number of different students who attended the RVA during the 2020-2021 school year was 1,630. 1,481 students were active in the school at the end of the year. Overall, this equated to a 35% increase in enrollments over the previous school year and almost exactly what was budgeted for in expected revenues. Sum total of all expenditures came in 3% more than anticipated due to salaries being slightly higher and family internet reimbursements both coming in higher than anticipated. Overall, however, budgets for both expected revenues and expenditures were very close to actual at year-end.

**Invested Full-time Per Pupil Costs:
5 Year Look-back, Actuals with Average**



Percentage Open Enrollment Revenue: Actualized



PROJECTIONS & ACTUALS: Budget and Spending

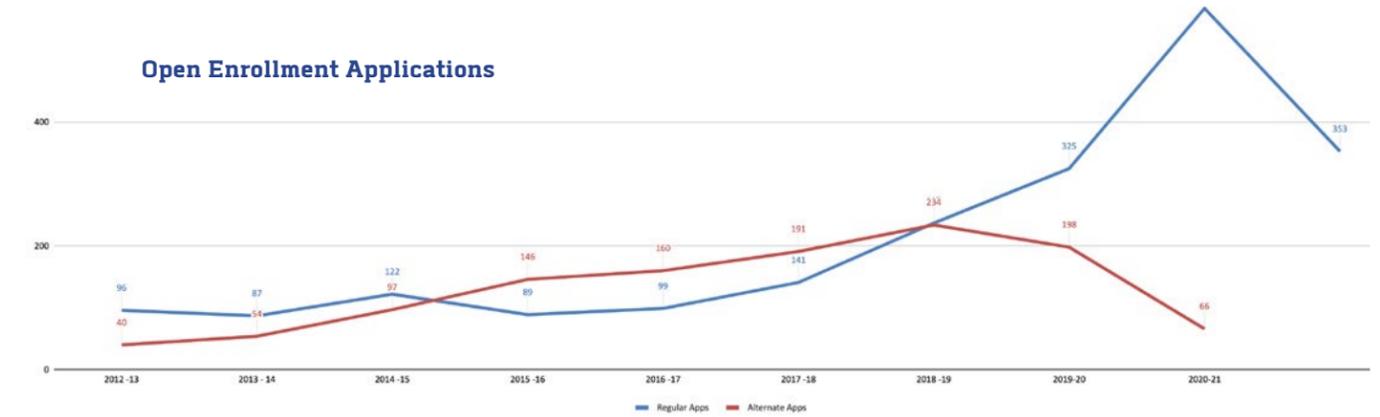
The past several years has brought with it exceptional growth for the RVA. Even with the orchestrated moderate growth over the 2020-2021 school year, invested member districts benefited from the fifth consecutive year of below average per pupil costs associated to support the operations of the school. Looking forward, the projections show a moderate increase in per pupil expenditures for the 2021-2022 school year with end-of-year costs being projected to be on average.

Description	2020/21 Budget	2020/21 Actual	2021/22 Budget
Advertising	\$195,000.00	\$137,250.06	\$195,000.00
Board stipends/mileage	\$2,000.00	\$2,138.00	\$0.00
Capital equipment	\$145,000.00	\$495,324.89	\$250,000.00
Communication (Zoom/Blackboard)	\$50,000.00	\$17,092.46	\$25,000.00
Computer supplies (batteries, mice, flash drives, bags)	\$90,000.00	\$12,448.08	\$50,000.00
Construction Services	\$0.00	\$0.00	\$0.00
Curriculum (Calvert/LL/Odyss/BS/art/sped/other/FL)	\$875,000.00	\$729,051.78	\$755,000.00
Curriculum (high school)-American School Early College Ent Program/Start College Now	\$40,500.00	\$9,874.39	\$10,000.00
Curriculum (online)-WeN	\$300,000.00	\$305,057.00	\$675,000.00
Dues	\$45,000.00	\$3,362.50	\$25,000.00
Excellence sholarships	\$33,000.00	\$0.00	\$0.00
Field trips/student clubs (student council)	\$67,500.00	\$9,314.15	\$0.00
General supplies (student--rewards, consumables)	\$105,000.00	\$55,182.05	\$150,000.00
Internet reimbursements	\$395,500.00	\$419,163.87	\$497,680.00
Interest payments	\$10,000.00	\$60,000.00	\$60,000.00
Office supplies/PAC Meetings (staff)	\$51,000.00	\$279,427.35	\$93,500.00
Personal services (High School Electives)	\$2,000.00	\$5,460.00	\$2,000.00
Personal services (curr.writing, website, Art, Regional Event Coordinators, Guidance, Mentors, cocurr, legal/hs dances)	\$158,300.00	\$174,947.71	\$172,250.00
Personal services (Reg hr)	\$45,000.00	\$1,357.49	\$0.00
Personal services (High School)	\$6,000.00	\$0.00	\$0.00
Personal services (stipends)	\$4,500.00	\$0.00	\$0.00
Personal services (substitutes)	\$26,500.00	\$11,057.25	\$25,000.00
Personal services (new staff)	\$100,000.00	\$0.00	\$0.00
Personal services (TinyEye, PrLrn, StSvc, Psych, PT Consult, VSC, Marinette SD)	\$40,000.00	\$14,211.25	\$0.00
Postage	\$50,000.00	\$72,130.86	\$60,000.00
Professional development (Training, Tuition)	\$37,500.00	\$3,352.00	\$0.00
Professional Merits	\$7,500.00	\$0.00	\$0.00
Property Services (Copier)	\$12,500.00	\$7,884.20	\$12,500.00
Rent/Heat/electricity/property insurance (RVA Office)	\$81,375.00	\$93,210.86	\$96,100.00
Insurance (crime/cyber/liability/auto/umbrella/worker comp)			\$34,270.00
Salaries (RVA staff)	\$5,195,203.00	\$5,388,529.00	\$7,250,270.00
Shared Consortium Teachers/Learning Ctr.	\$150,000.00	\$140,625.00	\$181,000.00
Staff physicals/tb tests	\$1,250.00	\$1,370.15	\$0.00
PT Open Enrollment	\$7,500.00	\$0.00	\$0.00
Telephone (Charter/TDS/Verizon/CenturyLink)	\$8,500.00	\$16,015.37	\$20,000.00
Testing/Orientations	\$8,000.00	\$1,725.00	\$0.00
Travel (reg & sped) (inc. fuel for vehicle/vehicle)	\$127,500.00	\$2,211.01	\$83,000.00
Other Post Employment Benefit Contribution/HRA/EAS	\$30,000.00	\$72,750.00	\$96,200.00
Wellness Program	\$3,000.00	\$6,704.00	\$0.00
	\$8,299,784.00	\$8,548,227.73	\$10,818,770.00

OPEN ENROLLMENT

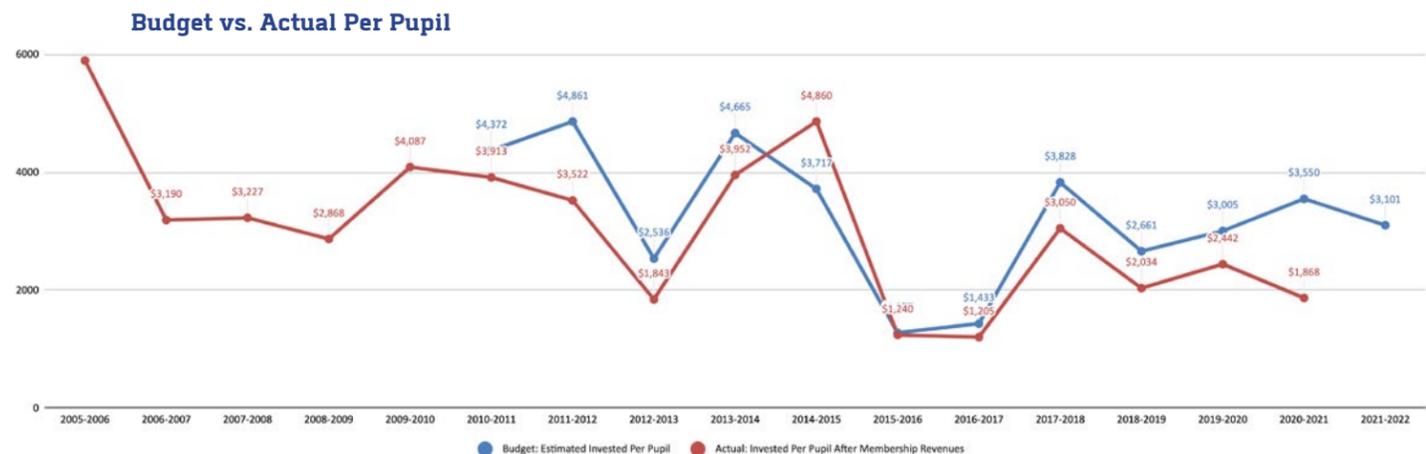
Through Wisconsin's open enrollment laws, parents can select to send their child to any public school district they choose at any time of the year. Additionally, parents can annually select up to three different school districts to send their child to besides their resident district. Open enrollment has two pathways. The first is called the "regular" application process. The regular application process allows for parents during the months of February through April to file for open enrollment for the next school year. The second pathway is called the "alternate" application process. The alternate process allows for a family to open enroll out of their resident district at any time during the current school year for particular reasons.

Prior to the start of the 2020-2021 school year, the RVA experienced growth from 325 to 584 families choosing to apply to attend the school for the following school year through the regular application process. This increase was attributed to the Department of Public Instruction extending the regular open enrollment application window through the month of May giving parents one additional month to decide schooling options for their children during the pandemic. During the 2020-2021 school year, the RVA saw a reduction in alternate open enrollments from 198 to 66 applications. This decline was attributed directly to the school reaching school and class size board policy limits by the start of the 2020-2021 school year and choosing not to hire and exceed. With a school closure in place prospective families were kept on a wait list throughout the year. As 130 spaces opened over the course of the school year, families were contacted and encouraged to file for open enrollment if still interested in wanting their child(ren) to attend. Throughout the school year, the RVA maintained a waiting list of a few hundred students. The graph below illustrates the growth of open enrollment to the RVA in each of these areas.



PROJECTIONS & ACTUALS: Cost Per Pupil

The RVA's invested partners have experienced unprecedented economical per pupil costs over the previous three fiscal years. The 2018-2019 fiscal year brought the year-end per pupil cost to invested member districts to \$2,034. This was followed with only a marginal increase to \$2,442 per pupil at the end of this 2019-2020 fiscal year. This past school year, the invested tuition rate fell to \$1,868 per pupil. The historical 16 year combined average per pupil cost for full-time virtual school services to invested member districts is \$3,074, with the six year look back average coming to \$1,973. Casting forward, the per pupil amount per invested member district is expected to increase. This forecasted increase is due to needing additional staff and other value-added additions to the school with 2021-2022 year-end projections estimated to be approximately \$3,101. This estimate is above the historical average, but represents a realistic impact considering the amount of teaching and support staff capacity being added to the school.



2020-2021 RVA BUDGET

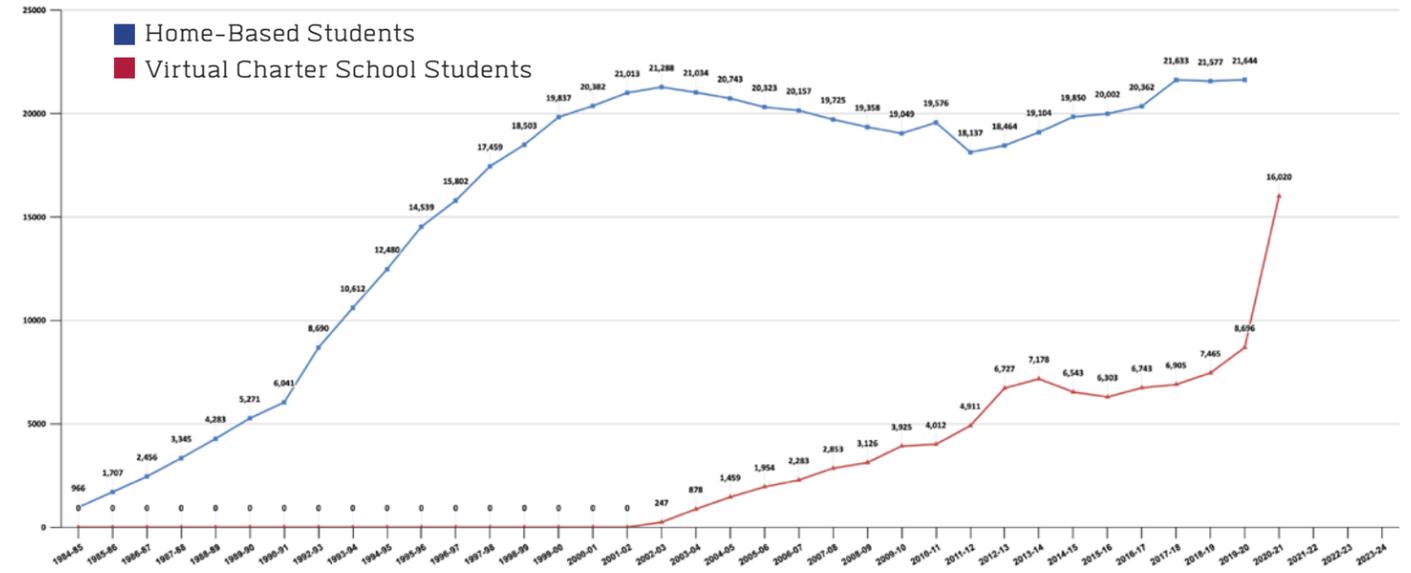
The 2021-2022 budget reflects a conservative estimate of 30% growth based against historical averages. This budget supports approximately 1,800 full-time students and an additional approximate 6,000 part-time District Connect enrollments.

Looking forward to 2021-2022, it is the consensus of our consortium partners, RVA leadership, and entire staff that we need to continue to scale up to meet the growing demand of parents seeking flexible learning options found in the RVA. Coming out of a pandemic has left school districts facing the fact that many parents are seeking permanent virtual schooling options. Many parents have found this form of education is a good fit for their family. As a result, we have been contacted by close to 100 school districts over the past year inquiring about partnership options. Most districts are fiscally challenged and ill-equipped to be able to provide both a high quality traditional and virtual learning option for their resident families. Because of this, most districts who contact us are looking for a turn-key, high-quality, low cost solution. Although the RVA is poised to take on this challenge, we have decided it is not in the RVA's best interest to grow too fast and jeopardize the quality of educational opportunities to either families or districts. Because of this, we have asked for enrollment caps to remain in place by both the RVA Governance and Medford School Boards, each in agreement. Unfortunately, however, enrollment caps this past year kept families from being able to gain access to the RVA resulting in families choosing enrollment options outside of our consortium. Likewise, families wanting to open enroll into the RVA were turned away resulting in lost opportunities for children and passage of enrollments to other educational institutions.

Therefore, the 2021-2022 budget supports an approximate 30% spending increase over the previous year allowing the RVA to grow again to partially meet enrollment demands. This is a conservative estimate and takes into account continual openings of new virtual charters and potential saturation limits. It is believed to be prudent to protect quality and maintain realistic growth objectives to ensure the future longevity of the school. This budget provides for an end-of-year per pupil amount targeted to be approximately \$3,101. It is important to remember that this prediction is only a budgetary estimate. In preparation for growing 30% in the 2021-2022 school year, the RVA is hiring approximately 20 new full-time staff. The targeted per pupil amount is higher than the historical average due to the significant increase in staffing. Using historical data as a reference, the RVA has experienced above average per pupil costs in years when staffing additions were the highest due to the caseloads of those teachers not being fully maximized in year one. Historically, it should also be recognized that the lowest per pupil costs have resulted in years two and three after large investments in staffing capacity.

VIRTUAL SCHOOL & HOME-BASED ENROLLMENT

Another key indicator of predicted growth can be found in comparing the number of Wisconsin private home-based education students against those enrollments in public virtual charter schools. A significant portion of students enrolling in the RVA come from previously attending a private home-based school program. Analysis of this data shows both Wisconsin's private home-based as well as public virtual school enrollments continue to increase.



	2019-2020	2020-2021	2021-2022
Total Operating Budget	\$6,407,747	\$8,299,784	\$10,815,170
Budget Increase % Year to Year	30%	30%	30%
Budget Increase % Average	37%	36%	35%
Expenditures	\$6,371,881	\$8,548,228	\$10,810,989
Total Affiliate & OE days of attendance	113,614	155,647	189,705
Affiliate & OE days /180 = Total FTE	631.19	864.71	1053.92
Total Invested FTE days	483.53	636.6	752.56
Total Combined FTE (Affiliate, OE, and Invested)	1114.72	1501.31	1806.48
Enrollment FTE Increase (%) Year to Year	19%	35%	20%
Enrollment FTE Increase (%) Average	35%	35%	33%
Expenditures / FTE	\$5,716	\$5,694	\$5,985
Average Expenditures / FTE	\$5,343	\$5,382	\$5,442
Revenue - Medford 6%	\$4,918,928	\$7,029,509	\$8,477,120
Revenue Increase (%) Year to Year	20%	43%	21%
Revenue Increase (%) Average	35%	36%	34%
Total Per Pupil	\$1,303	\$1,012	\$1,292



SCHOOL SATISFACTION SURVEY

As part of our school's commitment to our families, governance board, authorizing school district, and consortium of schools to provide transparency and input into our performance, we annually ask our RVA parents and students to complete an end-of-year survey. This survey is provided to all parents of full-time enrolled students and students in grades 6-12. The results of this survey are one input RVA staff use to help guide our school in goal setting and improvement plans for subsequent years.

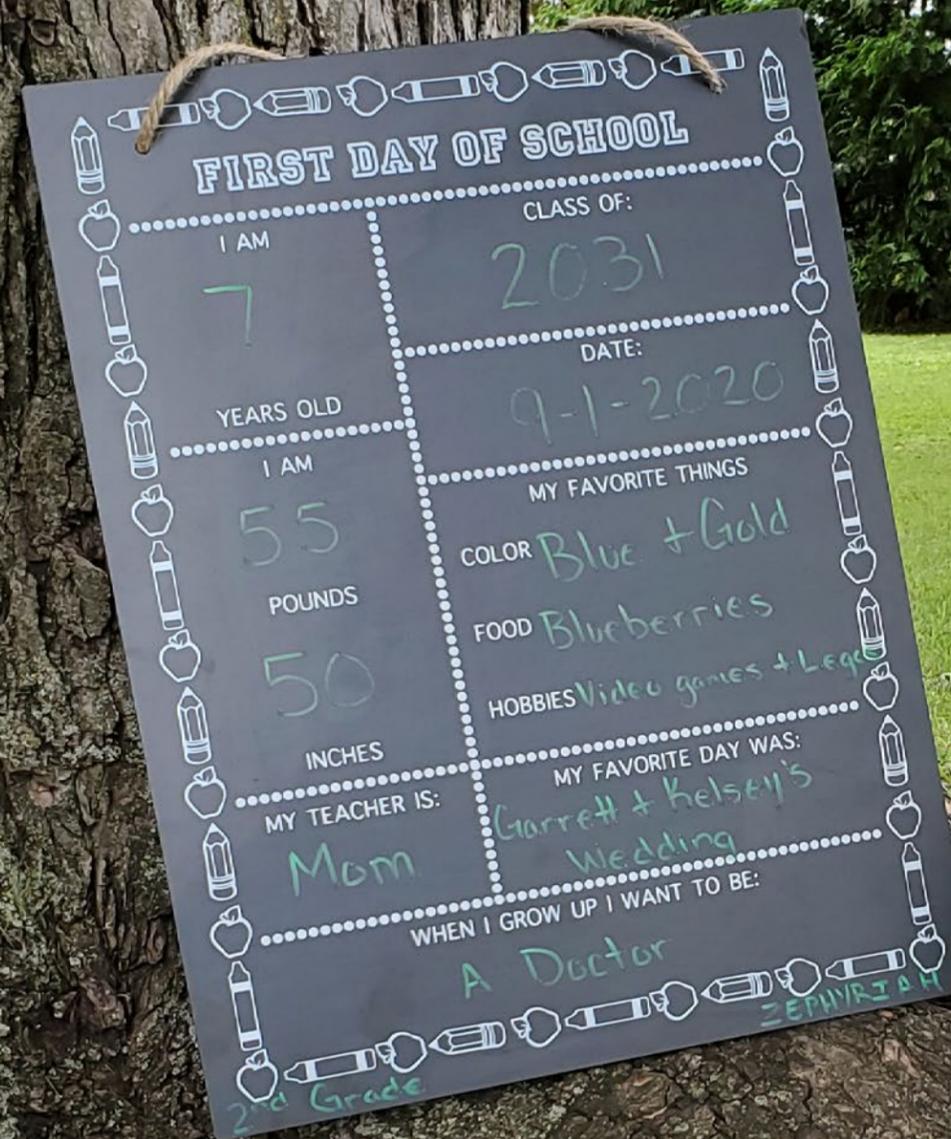
Who Took the Survey?

Are you completing this survey as a parent or a student in the RVA?

54.8% Parents
45.2% Students

Trend! More students are taking the survey each year.

2019-20	2018-19	2017-18
61.6% Parents	62.3% Parents	72.5% Parents
38.4% Students	37.7% Students	27.5% Students

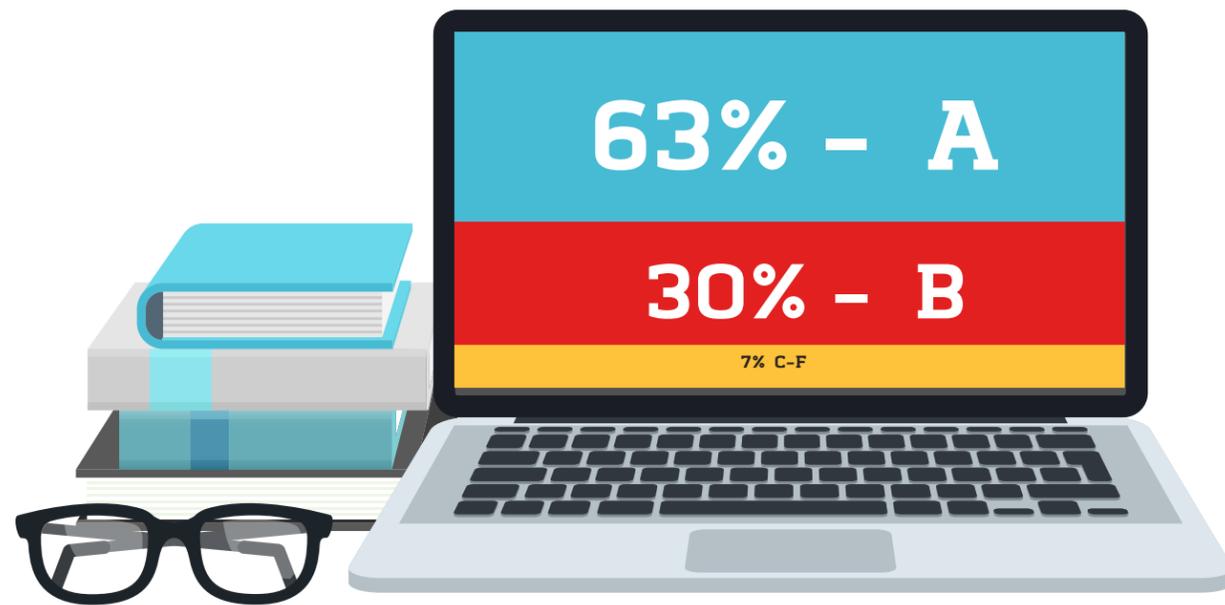


THE RESULTS OF THIS SURVEY ARE ONE INPUT RVA STAFF USE TO HELP **GUIDE OUR SCHOOL** IN GOAL SETTING AND IMPROVEMENT PLANS FOR SUBSEQUENT YEARS.



Academic Resources

Please rate your overall satisfaction of your Core Curriculum choice. (Elementary choices included options such as: Bookshark, Lincoln, RVA Online Courses, Odysseyware, etc. High School choices included options such as RVA Online, American School and Odysseyware.)



Comments:

Book shark is awesome!

We did not like the writing portion of Bookshark. ***** has helped us select an alternative for next year. Saxon Math has very outdated references making it difficult for my child to connect. They need to update their material.

Please either page numbers or figure out how to relabel the pages. With 3 little ones in live classes we sometimes have a issue finding the page or the correct page.

We currently use simply classical and I wish that were a continuing offering as they do have a charter school option that is non religious.

We liked being able to mix and match love with offline curriculum for the best fit.

I enjoy the wide variety of options that come with the core curriculum's. They're easy to navigate.

The "Buzz" website explains topics well, but glitches can cause difficulty in navigation. Additionally, Saxon Math lessons can exclude details that are later important.

I thought it was great

The online classes and Moving Beyond the Page were a great addition this year.

“

We have done LIVE classes and they are ok. The 1st grade social studies wasn't my favorite. The teacher added in a lot of supplemental things which I didn't 100% appreciate but it was ok. That being said, we will continue with LIVE classes so these are just minor things I don't care for. No curriculum is perfect. I do wish there was another online only option that could be done independently though. We have done OW and that is way too hard and confusing.

I feel like it was well chosen, but some of the courses had outdated information.

We have used both BookShark and Moving Beyond the Page (for Science only). I am planning to switch my Middle School son into Moving Beyond the Page for Language Arts/Social Studies because I think it's more in-depth.

We do enjoy BookShark; it's just a lot of reading to do, especially with several kids! :)

MBTP.. I really like the curriculum. We have noticed that some of the answers were incorrect during the units.

I like all my core classes, and my teachers are very helpful.

In the elementary we have loved BookShark. Live classes are great, but I found that my kiddos are easily distracted!

Our previous 2 years we utilized BookShark. This year we chose to switch over to Moving Beyond the Page and we love it! There are so many more activities and worksheets to solidify the things he has been learning. There was much fun to be had and many laughs, all while learning. I am thankful that RVA has offered MBTP as an option for curriculum!

The boys have thrived on those online courses. They are well supported with phenomenal staff.

RVA online works very well for us

We loved Moving Beyond the Page!!

I think it is all mighty fine!

American School is a good option for us. We appreciate having this curriculum.

Moving Beyond the Page has been a breath of fresh air for us this year! This was the curriculum that we needed. We love the incredible novels and how the Reading, Science, and History components are woven together. The ability to pick and choose a variety of hands-on projects and activities makes everyday learning fun and interactive! Thank you for allowing this curriculum option!!

I love everything!

Bookshark not as challenging for 7th grade. Moving beyond the page is good LA and history but the time it takes to do the work is way too much.

Moving Beyond the Page has brought us deep in learning. I really am enjoying the MBTP curriculum because I like the way that it is set up. There are so many activities and how the Language Arts twist in with the Social Studies and Science. They did a good job of pairing the two. It is very fun with all the ways that you learn with MBTP. It is good because it does not only have papers it has papers but it has activities, books to read, experiments, cooking projects and craft projects

Its very helpful! When taking quizzes or working on assignments I could always look back in lessons in Buzz and the lessons my teachers made to help me do better on my assignments :)

We really like Bookshark because of the great abundance of worthwhile books we receive, but their Language Arts is not idea for many reasons.

We tried the live classes for math this year, and my son really loves the teacher, but the live classes use a common core type of curriculum, which not at all the kind of curriculum we would like to use. So, we will stick with Bookshark again this next year, and supplement with some curriculum we will buy ourselves.

I like using Buzz a lot, the web page is great, and I just like how it works

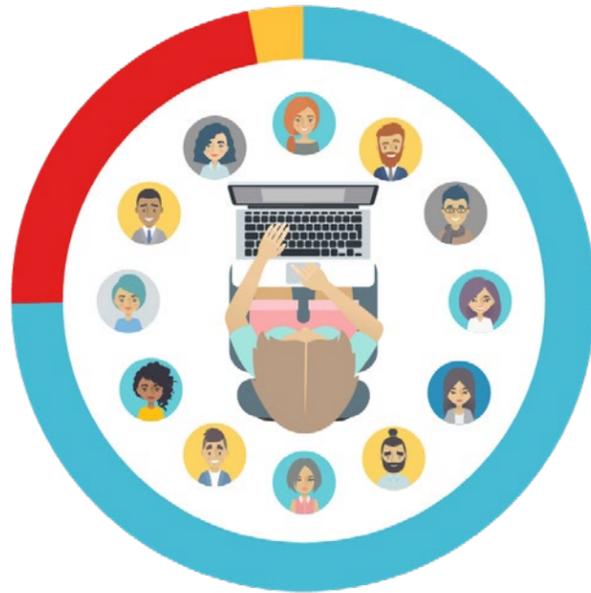
Odysseyware works best for us due to the flexibility and the independent learning we need, but they could do better in pretty much every area, especially in activities to help the learner retain the information and also ensuring that the information they base their questions upon is actually found in the reading material.

”

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RVA Teachers

My teacher(s) overall.



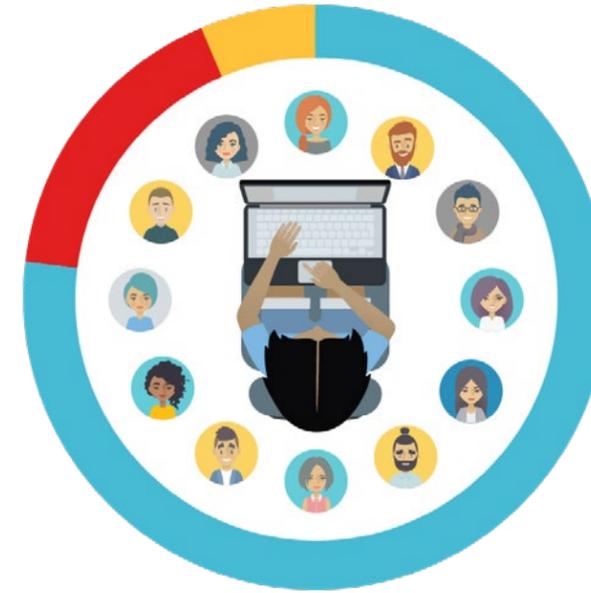
75% - A

22% - B

3% - C,D,F

RVA Teachers

The personal care you feel your child receives from his or her teachers.



77% - A

17% - B

6% - C,D,F

“

The RVA more than met our expectations.

The staff is always so good at replying to emails or phone calls. They are also so willing to jump on to zoom incase you need that little bit more face to face help.

**** was great for **** - we love her organizational skills, kindness and she's an all around great teacher. ****'s favorite class was Spanish because of **** - even with the leave and mix of teachers she did well. She was super happy to have **** back of course! It was such a relief for me to know my kids were in GREAT hands in the RVA this year.

A for everyone except **** as I previously described.

I don't like that internet reimbursement is being decreased to \$30 per month.

I appreciate the numerous curriculum offerings at the Elementary and Middle School levels. I wish that the RVA was able to provide some options other than on-line only for High School.

The RVA staff and teachers have been Amazing.

If I have any questions my teachers help me out, they almost always reply right away, I have no complaints, the RVA is a wonderful school.

The kids have been part of some great clubs and have made lots of friends. They LOVE their teachers and look forward to class.

As a new parent to RVA - at first it is a lot!! But after January I felt like I kind of knew what was needed to be done. But we didn't do any clubs due to the overwhelming schedules for me to maintain for a 7th grader, 6th grader & 1st grader. There could have been a parent meeting in January for the new parents to review RVA operations. There were way too many emails to keep up with - but loved loved the response time of the teachers when help was needed. But the important emails can get lost in all the club emails. But communication is important for sure. We really were overly impressed with RVA- Thank you so much for all your hard work RVA Staff!!

I love the staff I have worked with these many years. Can't say enough.

RVA did a good job providing virtual field trips. We hope these continue into the future as an option.

Relationships, Values, Academics has got to be the BEST thing to ever happen to public education! We can REALLY see and feel the difference!

Again, we love ****. We weren't sure what to expect in our first year of RVA but **** has gone above and beyond what we could have imagined!

The teachers are very prompt in their replies, and give so much help to my kids. They are full of ideas and support me as the home mentor.

All of my teachers did a wonderful job helping and reaching out to me when I was struggling with assignments. One teacher that did a great job of helping out and meeting with me personally on her own time!

RVA is Awesome!

We are still in the process of figuring out how best to help my child succeed in accomplishing lessons. We appreciate the kindness and encouragement we've received.

I thoroughly enjoyed my first year at the RVA. I felt very welcome and included in all the activities and had beneficial communication with my teachers.

****, ****, and **** have been just amazing! **** has been with our family for 4 years and is a joy to work with. She is helpful and really just a positive reinforcement to the goals I set for my kids. **** and **** are in more contact with my middle schooler, but have been excellent with communication. Especially ****. My son mentions her care and personal interest often..

I enjoyed the fact that my teachers didn't take a long time to get back to me, even though I am sure they had plenty on their plate.

”

RVA Administration & General Faculty



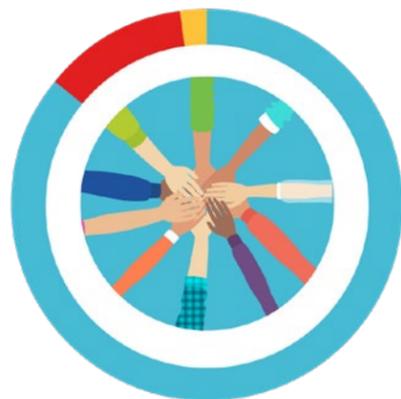
Administrator (Charlie Heckel)

- 92% - A
- 6% - B
- 2% - C,D,F



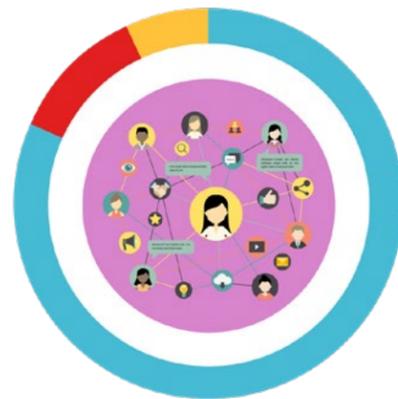
Principal (Sara Holewinski)

- 93% - A
- 4% - B
- 3% - C,D,F



Office Support

- 86% - A
- 12% - B
- 2% - C,D,F



Regional Event Coordinators

- 81% - A
- 12% - B
- 7% - C,D,F

Online Clubs, Field Trips & Activities



- 75% - A
- 15% - B
- 10% - C,D,F

Parent Advisory Council



- 82% - A
- 12% - B
- 6% - C,D,F

Governance Board



- 85% - A
- 12% - B
- 3% - C,D,F

“

The Staff at the RVA is the best ever. They are all so willing to help out no matter what the issue is.

RVA has been and continues to be great. I have a few suggestions regarding scheduling for elementary LIVE classes though. I do wish they didn't wait all the way until 9am to start and going until noon is really late and long with no lunch. If it were up to me, I would start then like the middle school at 8am and finish them at 11. I have older students too so when they start at 8 but my 1st and 2nd graders don't start until 9 is makes it hard for the 1st and 2nd graders to find quiet things to do. And then by noon they are wiped out. :).

In past years, we really enjoyed the field trips. We appreciate the creativity that the RVA showed in creating some online activities. We particularly enjoyed the balloons; cake in a mug; play-dough; and DIY hand-scrub. Online presence, though, just isn't nearly as satisfying or enjoyable as in-person.

I hope that the RVA will offer in-person field trips this year!

The RVA Internet Reimbursement was a wonderful thing. I am very disappointed that this has changed. I hope that the RVA sees it as very beneficial making the adjustment back to what it has been.

I have had a great experience in the RVA. I have never had any problems, and if I have a question my teachers always help me out. I really like the three week checks, this really helps me break up the months. I am so very privileged to be in the RVA, and I thank you all for this.

This year was not typical! Hopefully in the coming school year we'll be able to do in person field trips!

There are a great many councils and mentorships available to help parents, and I am certain as the boys come up into high school, they will become more necessary and useful to me. Thus far, I have not had a great deal of contact, except for office staff, they are incredible. This year has been a one off for field trips. We certainly have enjoyed them in the past, however I could not motivate the boys to do a lot of the virtual field trips that were available. It just didn't interest them, though I appreciate the time and the effort that went into them, and hope that there were families who took advantage of such a great opportunity.

Please reconsider the internet reimbursement change for next year. Some families depend on this.

Ya'll do an overall dandy job! :)

Really hope we can have in person field trips soon. So miss them.

”

RVA Goals



Rate how well we met our mission to support "Relationships, Values, Academics"

75% - A 17% - B 8% - C,D,F



The individual attention your child receives

78% - A 16% - B 6% - C,D,F



Parents and/or students feel welcome in our school

86% - A 9% - B 5% - C,D,F



Parent and/or student understanding about the school and its general operations

79% - A 17% - B 4% - C,D,F



Your views thoughts and opinions are seriously considered when school decisions are made

76% - A 16% - B 8% - C,D,F



School provides solutions and resources to assist parents in students learning

77% - A 16% - B 7% - C,D,F



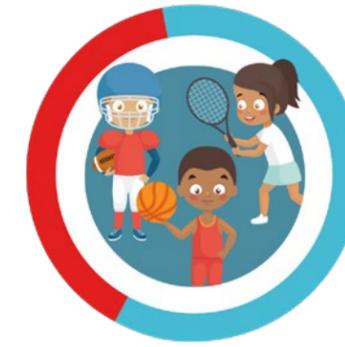
The RVA provided opportunities to produce discussions, projects, videos or other forms of alternate assessments to demonstrate what was learned

80% - A 12% - B 8% - C,D,F



When reaching out for help a response is given within 24 hours

73% - A 20% - B 7% - C,D,F



I would like the option to have RVA students be able to participate in WIAA sports in our local districts.

61% - Yes 39% - No

Additional Feedback



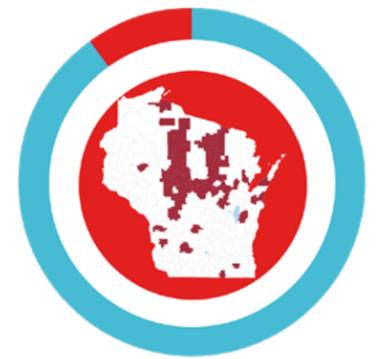
When considering the amount of interaction your family has with RVA staff, would you like to see less, the same or more interaction?

80% - Same
18% - More
2% - Less



Please rate the value of the Mentor Series experience?

64% - A
30% - B
6% - C,D,F



The RVA partners with 40 school districts in Wisconsin, which is called the "RVA Consortium." Should the RVA continue to add districts to this consortium?

91% - Yes
9% - No



Do you believe the RVA should continue investing time and dollars into the development of "Learning Centers" across Wisconsin to give RVA families a physical location outside of their homes to occasionally go for activities and academic support?

80% - Yes
20% - No



Should RVA increase common schoolwide activities such as: supervised lunch, daily or weekly schoolwide announcements, reciting the Pledge of Allegiance, and/or occasional presentations at all school assemblies?

52% - Yes
48% - No

Elementary Questions



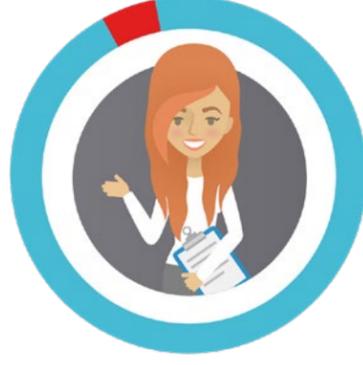
Do you think the Fall and Spring Parent/Teacher Conferences were worthwhile?

90% - Yes 10% - No



Do you feel the RVA should offer other curriculum choices?

48% - Yes 52% - No



Do you feel your teacher is available to you as you want them to be?

95% - Yes 5% - No



Please rate how flexible you feel your teacher(s) has been with supporting individualized learning pacing.

95% - A 4% - B
1% - C,D,F



Was your child enrolled in any of the live daily instruction classes?

37% - Yes 63% - No



Do you support the school encouraging students to be "camera-on" during live classes?

87% - Yes 0% - No
13% - Maybe

Comments:

I just want to take the time to say that RVA has made such a positive impact on my children's education. My oldest daughter had such bad anxiety when it came to school that she was sick all of the time. Her teacher at her old school was not supportive at all. There has been a positive change in both of my children since joining RVA. Anxiety is gone and my children are thriving when it comes to their education. I did have learning concerns with my youngest daughter and her teacher has been so supportive and pro active to get her assessed so that she can get the help that she needs. THANK YOU for being such a wonderful school!!! We are so grateful that we get to be a part of RVA.

We are so grateful to the hard work your team puts in each year and thank you for allowing us to be a part of the RVA experience. Your values align with our own and we love it.

The RVA does an amazing job (especially this last year) with online field trips. We missed out on a lot of them as they were at LIVE class times. Some of the field trips would send out an email with the recording, but others did not. It would be great if there was a place where all the field trip recordings were so we could go and watch them (even if the recordings were linked on the events calendar page where the filed trip is listed), or if all field trip recordings were send via email.

“

Thanks for everything! Having the opportunity & ability to do school at home has been such a blessing for our family. We're grateful for everyone at the RVA.

We've really loved working with ***** and *****. They've been an outstanding team, meeting my daughter where she's at, being positive and encouraging.

Thank you, RVA, for the way you support the academic education of our children. The RVA has a real pulse on effective virtual education and I think the state of Wisconsin and the nation as a whole could learn SO much from the way the RVA supports and provides academics to families. We have been with the RVA for 9 years and our two older children transitioned to the building this school year. The transition was seamless (well, there were MANY bumps and bruises as the ***** school district worked tirelessly to figure out their hybrid model offering) for our kids and because they were doing a hybrid model, having two in-school learning days and 3 at-home learning days, our kids were VERY well-equipped to handle the at-home learning days because of their great experience with the RVA. Thank you doesn't feel adequate, but it is all we have to offer. THANK YOU!

Internet services were a challenge for "camera on" for classes.

***** was my sons teacher. She was/is amazing! She was always there to answer any questions I had and if I needed to do a meet with her, she was always happy to help me any way she could.

I love the camera on for class encouragement and multiple club offerings!

RVA has been super for our family! I wanted to homeschool my daughter, but I also knew she may need additional services that only actual schools could provide. As she has progressed from kindergarten to 1st grade, my daughter has excelled at math, where she is working at a higher grade level...RVA allowed us the flexibility to work at her pace, and to try some different curriculums to find the one that works the best for us. However, when she began to show some more developmental & academic struggles, RVA has had the staff to help us work through developing an IEP, finding the services that she needs (some through RVA, and some that she needs that are not provided by the school, but they helped me locate a professional in that field in our area!). Now my daughter is excelling more at school because Mom (her home mentor) has more support, encouragement and information, on how

to school her better - resources, ideas on incentives and other teaching methods that work better with her - and my daughter is getting the resources she needs - one-on-one time with a teacher to work on some of the tougher areas she needs help in, one-on-one time with an occupational therapist to help her with her physical troubles (tremors, muscle weakness, etc...), and the tools she needs to succeed, including some alternative curriculums that work better for her specific needs!

Now with the global COVID pandemic, we have had NO interruptions to my daughters schooling like most of the kids worldwide have experienced. RVA has stayed open and running pretty much as they have pre-pandemic (changing from live, in-person extracurricular activities to a wide range of options for virtual activities!) This is have been such a beneficial thing for our family during the pandemic, as our routine of extra curricular activities has stopped, but our school routine has never faltered or changed because of COVID.

WE LOVE RVA!!! Thank you for everything all the administration & staff are doing to provide this option of learning for our child!

Thank you so much for all you do! My final suggestion is to spread out the Middle School activities so that they aren't all on Wednesday at 11:00. That will also help maximize attendance.

My only other question would be internet related. Have you considered supplementing more then \$75 a month for those of us with multiple online students? We have 5 kids in LIVE classes at a time and we have considered getting another internet line to support that better but we already pay \$75 a month for one line. Not sure we could pay for a second \$75. :)

Online field trips were fine but would prefer in person field trips be brought back fully.

My daughter also completed independent Spanish this past year and really enjoyed this course. Please continue to offer this as an option! It would be helpful to have a book provided with the pages within the course already binded together. Generally, we had anywhere from 5-15 pages per section that we needed to print off. While printing off these pages was not required for some of the activities, we felt that the printables provided hands-on learning through cutting/coloring/sorting/pasting activities and allowed us to organize all of the information for later review within a binder.

”

”

Middle School Questions



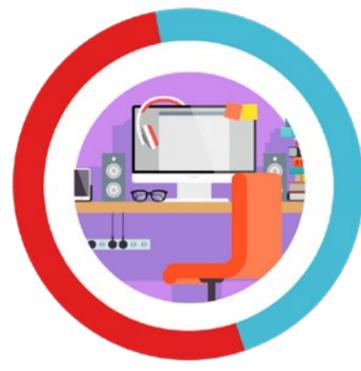
Do you feel your teacher is available to you as you want them to be?

95% - Yes 5% - No



Do you feel the “3 Week Grade Reports” were helpful?

97% - Yes 3% - No



Would you like more online middle school electives courses taught by teachers?

48% - Yes 52% - No



Do you support the school encouraging students to be “camera-on” during live classes?

76% - Yes 3% - No
21% - Maybe

What Middle School clubs would you like offered?

- Hangouts, games, fun skills (cooking, arts & crafts that are age appropriate), books, drama, pets - anything and everything!
- Dungeons & Dragons, Mythology, Chess
- Business/Entrepreneur Club
- Photography Club. More organized social clubs where the teacher has activities or discussions set up for the kids to participate in to help them learn social and interpersonal skills (similar to *****'s club but weekly).
- My son loved the Lego club. That would be a great one to have longer. The other clubs looked super interesting, but we didn't have time to participate in most of them. But getting the recordings of them and other events that we were unable to attend was fantastic.

What Middle School Electives would you like offered?

- Band, Spanish, PE, Robotics
- Music and more art
- Spanish, Art.
- cooking, sewing, engineering, foreign language, music, forensics, anything and everything!
- Critical Thinking, Japanese, Latin
- German
- Spanish and Technology in 6th and 7th grade would have been great!
- agriculture class(specific animal)

High School Questions



Do you feel your teacher is available to you as you want them to be?

84% - Yes 16% - No



Do you feel the “3 Week Grade Reports” were helpful?

94% - Yes 6% - No



Do you support the school encouraging students to be “camera-on” during live classes?

65% - Yes 13% - No
22% - Maybe

What High School clubs would you like offered?

- Computer club (not coding)
- Nature/Wildlife/Outdoors/Hunting
- My nephew was in a club called DECA which really helped prepare him for college and the work world.
- Classic Car Appreciation, Card Making
- dance and music

What High School courses would you like offered?

- Computer science classes!!!!!!
- Consumer Math, graphic design, culinary skills, how to take notes and study for tests,
- Live instruction for French, automotive, and American Sign Language.
- More cooking classes if possible
- More health courses not directly related to physical ability
- I would like the RVA High School teachers to offer the course of Italian.
- More language courses
- More life skills classes like how to balance a checkbook, budgeting, etc.
- Greek mythology
- Maybe a fitness class for beginners that offers actual exercise session not just the students going out on there own and doing the activities. Also, a healthy cooking class would be a great addition. I have heard many young adults say they wish they were better prepared for adulting. While much of that falls on the parents, maybe an Adulting 101 class for juniors and seniors that addresses personal finance, organization, time management, meal planning, etc.
- My son has an interest in Computers/Technology.
- Life Skills, Cooking, Home Maintenance, Daily Finance, Crafting,

Comments:

Overall, the teachers were excellent! When my son got behind in his schoolwork, sometime took the teachers a long time to correct his late work. Accepting late work was an amazing gift for our son when he got behind due to health issues. ***** was the only teacher that didn't post assignments ahead of time which made it hard to plan ahead. I also thought he didn't give enough assignments for his class. My son often only had one assignment per week.

Would appreciate faster turn around time for responses from teachers to students when students email needing assistance or questions on assignments.

My daughter loved the switch to zoom this year!

Keep up the great work

We've been very happy with RVA. My son is a hard worker/intrinsic learner and needs little too no outside monitoring to get great grades. He loves the flexibility of doing his work when he wants to. Often he works most of the day and then works on the next days work again later at night (after some video game time with friends). I know that learning from home has decreased his anxiety that he had in regular classes and we love that he can take 8 credits so that he stays busy but also earns college credits.

I feel that both ***** and ***** went above and beyond this year in being available when ***** had questions, and staying connected with me when there was work to catch up on. ***** constantly has positive things to say about them both.



Final Questions & Thoughts

What would be the greatest improvement you would like to see the RVA make?

Thus far we love RVA so much more than our previous virtual school. ***** is the absolute best part of RVA, he makes online events so much fun.

More feild trips to important places like the green bay packer stadium, that was a fun day maybe you can do more like that

New Richmond joins consortium (and/or sports law gets passed)

I would like the RVA to inform families about all the changes that come with their area becoming a consortium district as soon as possible.

I feel sometimes teachers can be to strict with assignments in regards to I have twins in same classes and they do not like us working together and if their work seems to similar. They are twins and I am only one person helping so some extra leeway should be given.

Just another online only option that would be independent and not OW. :)

Involving parents in decisions that are being made about the school.

Students having more interaction with teachers.

focus on the individualized learning of the students. This is Fantastic

I would like to get our resident district (Gillett) into the RVA Consortium! Thanks so much for all you do. I feel like my kids are getting a great educational experience while still being able to maintain our family as the center.

I would have really been more helped with more communication during our initial registration phase last year. Being given a more accurate estimate of when things would happen would have been very helpful.

More student - student relationship building opportunities

I have always so enjoyed RVA and what it has to offer. I can think of any improvements.

Focus on more offerings for current students rather than continual expansion

Honestly I think RVA is fantastic. We tell alot of families about RVA

Be all over wisconsin

Better communication from teachers to the parents, not just the students. Especially about progress checks and canceled classes.

maybe have a small amount of money set aside for each student (stipend) to spend on educational or extracurricular activities(swim membership, experiment kits, exercise equipment, extra online programs)

It gets a little confusing to meet consortium requirements AND RVA requirements. Maybe more optional one on one help to register for classes.

Keeping the great teachers in the classroom. Moving them to other responsibilities diminishes the school's quality. Encouraging high achievement and rewarding these students. Becoming a school that leads the other virtual schools on how to put students first.

Somewhere easier to understand extracurricular activities, clubs, etc and what is expected. I never know what is going on when. The ones we have joined have very unclear expectations and have a special needs child who needs to be prepped first has made us have to stop joining :|

More middle school staff. Which I hear you are doing. Some staff's schedules are very full which affects the classes they teach.

How RVA handles children who are ahead for their age. If the child is at the point of performing the above age work, they should be regarded as that grade, attend all classes available to that grade. Now she will have one less year opportunity for Spanish and art because she was not allowed to attend these classes because of her age, not based on her ability. One whole year wasted. Next year she will be old enough for these electives in rva policy and be in 7th grade classes, the following year she will be in 8th grade classes which means she misses out on an entire year of electives.

We really struggled with having days off - there were NO SCHOOL days on the yearly calendar, but then there were other days that popped up (NO LIVE CLASSES FOR MS OR HS). My MS student had the day free, but often my HS student didn't - activities were still scheduled and daily assignments... it really wasn't a day off. But we never really knew ahead of time so we had to cancel plans. I would REALLY appreciate having a crystal clear calendar at the beginning of the year - and NO LIVE CLASSES also means NO ACTIVITIES so we can feel free to use that time for ourselves.

One improvement would be greater consistency regarding the consortium schools. One example of the inconsistency is that my student must follow the graduation requirement of the consortium school, yet is not allowed to be in their National Honor Society. We have to follow the RVA for NHS. In my experience, there does not seem to be enough communication between RVA and the consortium school. As the parent, I have had to be very proactive in asking questions to ensure that my child graduates with enough credits, with the right classes, and the right amount of credits.

More college class credits would be a nice addition.

The relationship connection between teachers and family's has decreased.

I don't think any improvements need to be made. I'm pretty sure it's perfect the way it is.

I would like them to talk to Buzz developers with updating the todo list and make it less stressful regarding the redo's and work. Putting the redo's and not yet on that day work in a seperate folder or slide. To have the on that day work just there when you login to Buzz.

Don't make us turn our cameras on :)

More social interaction among children, local groups or clubs. The lack of socialization has been extremely hard for my child and is causing behavioral problems and depression. Public schools have been in person since the beginning of the school year in many areas but yet the RVA students have not had the opportunity for in person socialization.

RVA Pride. I don't consider the local high school "my school" the RVA is 'MY SCHOOL'

Including pledge of allegiance! All kids should know it and it would be easily memorized if done every day

I think that the RVA should provide other options for non-virtual learners like Spanish, Art, and Music.

Add a music class for elementary, middle and high school.

I had a pretty good experience so I don't really see any improvements.

Investing more into in-person clubs and gathers at the local level.This maybe could be done via a consortium,however I don't feel that our school district has or would take this very seriously.

Honestly we love this school so much, the only thing that could make it better would be if where we lived was a consortium district so our kids could be in the band. :|

I wish there was something better for us than Odysseyware that offers the same independence of learning online. I don't know if that even exists. I can't think of anything else that could use improvement.

We would like to see more diversity among the RVA staff (if you'll be expanding in the future) and a deepening of the learning experience in all subjects by including the stories of people who made significant contributions to their fields of study, particularly people of color, those with disabilities and women, whose stories have only recently surfaced but need to be shared so that kids can see themselves in these people and be given a new understanding of true equality. (How's that for a run-on sentence! LOL)

To new parents all the extras are very overwhelming, while there is a mentor series, it might be of benefit to have a home mentor 'mentor' program. Some new parents could benefit individual attention from a seasoned parent.

A great improvement you could make to the RVA is make it easier for students to communicate with each other. Especially during this year with Covid, there wasn't many events in person to see each other. We talked a lot through Google Chat, but that isn't a lot. We were unable to make our own private zooms and talk that way and video chatting was also disabled.

I would like to see more local get-togethers in each family's area. For example, have a couple in Antigo, others in Medford, Wausau, etc.

I would love if the school took some time to recite the Pledge of Allegiance!





Final Questions & Thoughts

What would be the greatest improvement you would like to see the RVA make?

Foreign language and music programs

Less work

We've been very happy with our experience again this year. I don't know about the above questions really with what RVA should be involved in. With covid I imagine more districts will get the hang of being part virtual/part in person and maybe RVA would do better to stick to being completely virtual without consortium partnerships. Hard to say...

I think the RVA is already amazing. One thing I would like to see is the continuation of the arts being implemented into the school like The RVA showstoppers club and music programs.

I wish that you could take sign language more often, at the moment it is only once a month.

Managing access to YouTube better for online learners

I would like to see more action into teachers making people turn on their cameras, because even though its all online, I feel like teachers should have students make school feel like it's really school.

I would like to see the RVA push one on one time between teachers and students or provide more in-person options. School is something that I enjoy and as someone who is very social I would love to participate in real classes with teachers and other peers. However, due to location issues this may be difficult for many students and teachers, so I think having more meetings with teachers would be beneficial. I really enjoy DBA's but I think having a set time at the beginning of each semester to meet your teachers and have a conversation with them that isn't about school but just who you are and what you're excited for in the year would also be nice. That connection is something I feel I miss out on by not going to class but I just don't feel comfortable going to class when I am being overlooked. These meetings should be optional but I think it would be helpful for many to have a zoom meeting and just get to have real conversations with their teachers.

I would love to see more consortium schools created, allowing more kids to attend RVA and participate in activities through their local school district.

BRING BACK FIELD TRIPS

More options for electives for special education students. A lot of them are geared towards if the student knows what they want to do after high school. Seeing ones if a student doesn't know would be great. Also, more life electives regarding budgeting, finances, jobs, everyday life as an adult available earlier.

1. Allowing regular education students more curriculum options - like IEP students have.
2. Finding a book based Spanish elementary curriculum.
3. Finding a high school book based curriculum.

What you are doing is already great, the only thing that I would want is already happening, the expansion of the theater department.

Is there a possibility of adding a text communication system for event reminders and other communication? I think it would streamline communication and be a great addition.

Offering some offline options for high school learning (even if that means just having hard print curriculum materials)

I don't really have anything to add to improve. I was very impressed with how great this year was. But for more interaction with others, I would like to see in person field trips. Also to have a tractor club during activity period, (but it's fine if there isn't, just a though)

To not be behind other school districts which make it difficult to determine if someone is learning what they should be learning.

Someone more knowledgeable to help with computers/technology issues.

Clearer communication. For example, Community Service. I, or any of my family, didn't know we had to record the activity we did, and how long we did it for, until April when an email was sent. We didn't have this fully clarified until we asked.



Additional Thoughts, Comments, or Opinions

We are so happy with the RVA and how they treat all that attend that we will be RVA's for life.

I don't think supervised lunches or assemblies are needed, but saying the pledge might be nice. It would take 3-5 min away from a short live class time, so I'm not sure about daily? I think most teachers have a lot of content to cover in a short timeframe in class.

Thank you RVA for making a hard year (with lots of adjustments in our family and world) a great experience and great place to learn. We always feel apart of the family.

My kids love being in the RVA. They have been in other on line schools and nothing compares to the RVA. Thank you so much.

If it's possible, it would be pleasant if families could choose between what their consortium district offers and what the RVA offers. For example, my family has been fully registered with the RVA for 3 years. We haven't been interested in participating in our school districts schooling because we have no connections to it, but now that it's a consortium district, we've been unable to choose events, such as testing options, with the RVA.

We love RVA.

I highly recommend the RVA to anyone who is struggling in a brick and mortar school setting. The RVA makes everyone feel welcome, the teachers and the students.

This is an amazing school - but my kids miss kid interaction, could be due to COVID but I truly have only good things to say about RVA - way to Go!

Overall, I think the RVA has worked out great for my daughter. She has awesome grades and no stress from going to school and dealing with Brats. At least I have some kind of control factor now where I did not with public school. Thank you so much for that. I am very pleased.

While we are not returning to RVA because we will be heading back to our area public school we have had a wonderful experience here and are thankful for all you support.

Meetings during the day are very hard. Not all parents are home, especially parents of HS students. Shortening meetings(1 hr max) or having them at night would be helpful ideas.

Thank you for continuing to grow the RVA and for supporting Wisconsin families who choose to educate their children at home!

1st time using live classes. Only compliant is other students being a constant distraction to teacher and students. Examples: interrupting, asking about other classes, bombarding chat with ridiculous stuff. Maybe more rules and consequences.

We've really appreciated what the RVA does and what they offer! Thank you!

Everything is working very well here and I plan to stick with the RVA for the rest of my high school career.

Allow high school students to participate in their local WIAA sports teams.

Overall, this is an amazing school! The students are so kind and welcoming, and the teachers are very helpful and are focused on making personal relationships with the students and their families. I am excited to see how this school continues to grow and expand, and provide more services to the students and families from this year to the year my brother graduates :) Thanks guys for being one of the best school's I will ever attend!

I never fit in at my brick and mortar school. The RVA is my school. I wish I had a Jacket with the RVA logo Patch (like a lettermans jacket) I might have to make one myself. Or a Class ring. School Pride is important and I'm not a part of the local High School. I owe my success to the RVA.

If the Pledge of Allegiance or assemblies or supervised lunches come to fruition I would be deeply unhappy and would consider leaving.

This has been the best decision for *****'s education. It's even better than last year! That's saying a lot since it's also been Covid crazy. Everyone at RVA has shined through this difficult year. The teachers and staff have been absolutely amazing! I am so grateful that this opportunity exists! Thank you for all you do!





RVA

RURAL VIRTUAL ACADEMY

To learn more about this report or to simply get additional information about the RVA and what it can do for you, feel free to contact Charlie or Sara.



CHARLIE HECKEL
Administrator

888.801.2666
FAX 715-748-1211
charles.heckel@ruralvirtual.org



SARA HOLEWINSKI
Principal

888.801.2666
Fax 715-748-1211
sara.holewinski@ruralvirtual.org



624 College Street, Room 104
Medford, WI 54451

888-801-2666
Fax: 715.748.1211

www.RuralVirtual.org

Rural Virtual Academy Consortium®

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