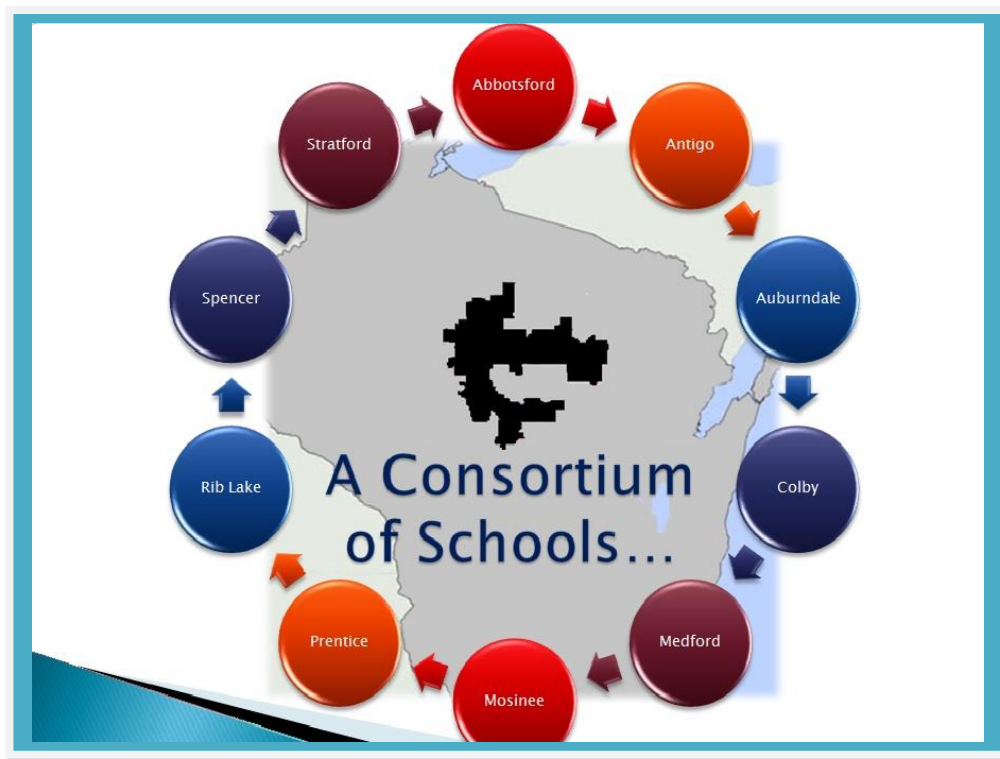




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Annual School Performance Report



*School Year
2014 - 2015*

®RURAL VIRTUAL ACADEMY

Annual School Performance Report



School Year 2014 – 2015

Completed and prepared in accordance with:
Wisconsin Department of Public Instruction guidelines & the charter agreement between the
Medford Area Public School District and ® Rural Virtual Academy

® Rural Virtual Academy

Consortium:

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

Single-Year 66.0301 Agreements:

Algoma • Gilman • Pittsville • Tomah • White Lake

®Rural Virtual Academy

624 College St.

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Letter To the Community,

It is with great honor that I present to you this Annual Performance Report illustrating the past year's changes, challenges, and success stories of the Rural Virtual Academy Charter School. In 1992, the first charter school was introduced and the concept of public school choice in American education was born. Today, over 2.5 million students attend more than 6,400 charter schools in 42 states and the District of Columbia. Wisconsin has nearly 250 of these charter schools in operation. Here in Medford, WI the Rural Virtual Academy continues to successfully operate as one of those charter schools serving children in grades PreK – 9 from all throughout the State of Wisconsin. After 10 successful years in operation, it seems like a fitting time to look back at where it all began in order to highlight some of the success and benefits that has emerged from the RVA.

A decade is but a flash in time, but when we consider that much of the technology we rely on today has emerged in just 2 decades, we can better appreciate the rapid growth and change within our schools. When we look back to the late 90's, just as charter schools were about to experience a period of tremendous growth, a new educational innovation began to take root: *digital learning*. The first online charter schools – totally digital learning environments – emerged in the early 2000's when Pennsylvania became the first state to allow online charter schools. Soon after, many other states began to follow. Charters offering blended learning, (combining digital and face-to-face instruction), quickly followed, providing a wide range of exciting and differentiated instructional models. These online and blended charter schools scaled quickly to meet demand from parents, and ran head on into the status quo. Conventional educational norms were challenged. Debate shifted from simply trying to find ways to tinker with the traditional model to wholly re-thinking how technology could disrupt the way education is delivered and consumed for the better. Out of this debate emerged the RVA. Authorized by the Medford Area Public School District, the RVA opened its doors in 2005.

All across the nation, charter schools became the primary vehicle for the advancement of digital learning, and naturally so. One of the cornerstones of charter schools was to invite educational advancements by giving educators greater flexibility and autonomy to pioneer new educational programs. The goal was to allow charter schools to test and develop new models that could be replicated by other public schools and districts – a kind of educational laboratory. Over the last decade, a strong tie has emerged between digital learning within schools like the RVA and traditional public schools. In virtual charter schools digital learning found environments that nurtured creativity and innovation. Through digital learning, virtual

charter schools, like the RVA, have been able to provide families from every demographic more options, access, and choice in public education. Today, there are 30 virtual charter schools serving over 7,100 students in Wisconsin. There are also hundreds of in-district virtual programs emerging to serve students at a local level. Much of what has been learned by these virtual charter schools is now bleeding into traditional school classrooms.

The RVA has brought many of these advancements back to the traditional classrooms of its consortium districts. As examples we look back and find the RVA in the forefront in using and training teachers in the use of learning management systems like Brain Honey® and Moodle®. Learning software, such as Reading Eggs®, Quizlet®, and Odysseyware® have their roots in the RVA. Likewise, 1:1 technology initiatives utilizing Google based process and tools have been pre-screened and approved by the RVA. The passing down of technology infrastructure from computers to distance learning technology are also other tangible outcomes of the educational research and development within the RVA. Moving forward, we see the expansion of blending learning models piloted in the RVA moving into our traditional classrooms allowing for flexible and targeted learning opportunities for our children. As a leader in virtual education and in cooperative growth, the RVA serves an ever-growing population of students and partner school districts sharing advancements and educational successes discovered inside its virtual walls.

Out of this successful growth and pass down of best practice over the past decade, traditional schools and school districts have started to take notice like never before. They see the heightened interest from students and parents in online and blended charter schools, and have begun to replicate similar programs. The concept of empowering charter schools to be models of innovation and catalysts of education has started to work. Today, there are an estimated 2 million course enrollments in K-12 school districts across the U.S.

All of this energy is a direct response to the growing recognition that all students must be prepared to learn, train, and work in a digital world where technology touches, and revolutionizes, everything. Today, it is commonplace for employers to use online learning for training and employee development. Higher education continues to rapidly embrace and expand digital learning programs.

Yet, even when we see this growth, it is important to recognize that there are still significant needs. In a 2012 poll of public schools conducted by the International Association of Online Learning, found that nearly 40% of American school districts say they need online resources because certified teachers are not available for traditional face-to-face instruction. Much of this need is in rural America and we have begun to see this need even in our own and neighboring school districts. Even more, 26% of rural and

low-income school districts offer no Advanced Placement (AP) courses to its high school students. Online personalized learning offers a solution to these problems.

This shift scares traditionalists. We realize that technology is changing faster than the rate at which people's lives change. This realization combined with concerns over the long-term effects digital learning may have on children, present significant hurdles to digitally personalized learning. Of all the concerns I hear, the lack of "socialization" students will potentially face tends to be the most common. On the contrary, it is important for us to look at data collected from children and families who have experienced digitally personalized learning and glean from what they say. Annual surveys from the RVA tell us that the attention children receive from their RVA teacher is exceptional and it often times exceeds what the child had in the traditional school environment. This sentiment is echoed in the "Project Tomorrow" survey, where 19% of students polled noted they took an online class to get MORE attention and help from their teachers.

From those who have tracked the growth online learning the closest, such as Michael Horn and Clayton Christianson, the growth of online/ blended learning has been following a very predictable path of change. Michal and Clayton are the co-founders of the Clayton Christian Institute and co-authors of works such as "Disrupting Class". In a February 5th, 2014 presentation at the Wisconsin State Capitol to both legislatures and public members, Michael noted, *"Online learning is still improving and growing predictably. 50% of high schools will be "online" by 2019- plus or minus 2 years."* Although the growth of purely virtually schooled children is predicted to cap at approximately 10% of the population, blended online growth is expected to continue to grow to become the educational norm. Brick and mortar schools have more of the additional services needed by children including: basic childcare provision, lunch, disability programs, and access to athletics and co-curriculars to ever be completely done away with by virtual schools. However, it doesn't mean that traditional schools won't have to evolve. Whether opinions are from policy institutes, research scientists, or from those families and children who have already experienced digitalized personal learning, there seems to be a clear decree that traditional schools have to change.

Educators know providing digital learning experiences to children at the elementary and high school levels gives them a leg up and tremendous confidence and ability to succeed in the future. This has profound and positive economic implications, particularly as America's diverse student populations enter a highly competitive and global workforce.

Educators also know that they are working harder than ever before, but achievement is not moving. These are indicators of a *"late-stage institutional life cycle"* seen in industries and transferable to education. Student achievement is no longer a "people problem", like the "Nation At-Risk" report wanted American's to believe it was. Teachers are more motivated and highly-qualified than ever and yet we see no significant change in achievement. This is a "system problem". We all know that children learn in different ways, yet we continue to "batch" them in teacher's classrooms based on age. This is one example of a "system" problem- not a "people" problem.

4 significant movements need to continue to take shape if we expect educational reform to take place. First, we know that we have to continue to move the focus from instruction to learning. Second, instead of expecting children to "learn on demand" that we need to instead move our instructional practices more towards "teaching on demand". Third, we need to continue to teach for a purpose- not "just in case". Children need to know why they are learning and need to apply it. Last, we need to shift educators from the belief that they need to teach content to the idea that they should be teaching for "capacity". Education needs to focus upon helping children understand persistence and ownership over learning.

The greatest change in the immediate future needs to come from our law and policy makers. The biggest questions out there remain if legislatures and school boards are willing to back these initiatives. Here in Medford, we have a history of strong support for innovation and personalized learning opportunities from our school board. The same is true from the majority of our consortium school boards. When we look to Madison, the support is less clear. We need to promote the use of new measures to guide decision-makers down the path of modernization of our public school systems. However, if we continue to use old metrics to measure new systems, there is little doubt that incorrect conclusions will be drawn and little substantive change will be made.

Change in Wisconsin needs to happen by both freeing up local decisions about the inputs and outcomes within local schools. Inputs like "seat time" and "standardization" need to be freed up. Likewise, a focus on outcomes such as individualized student growth, college and career readiness, proficiencies, and closing achievement gaps should be utilized. Here in Wisconsin, we are beginning to see this focus change in the annual "School Report Cards". These tools are far from completely accurate, but they at least are trending the right direction.

The bond between virtual charter schools, digital learning, and the traditional classroom is one of the great stories in American education reform. The partnership of these powerful forces has already benefited countless numbers of students, parents, teachers, and the entire U.S. education system, and

every indication is that it's only getting started. In looking forward to the next 10 years, I am eager to help innovate and push digital learning into educational reform.

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

Sincerely,

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

Principal of RVA

Special thanks for to contributions in this letter from:

Nate Davis; CEO and Chairman of the Board of K¹²
Susan Patrick; President & CEO iNACOL
Michael Horn; Co-founder of the Clayton Christensen Institute
Jim Rickabaugh; Director of The Institute@CESA1

RVA Governance & Staff

Governance Board

Abbotsford Schools: Reed Welsh, *District Administrator*; Gary Gunderson, *Principal*

Auburndale Schools: Andy Scharenbroch, *Principal*; Kelly Klawitter, *Teacher*

Antigo Schools: Tim Homp, *Teacher (Admin)*; Jana Beaber, *Parent*

Colby Schools: Jim Hagen, *Principal*; Jennifer Krauss, *Counselor*

Medford Schools: Charles Heckel, *RVA Administrator*; Pat Sullivan, *District Administrator*; Keith Wrage, *Community Member*

Mosinee Schools: Dick Lind, *Director of Curriculum & Instruction*; Anneliese Scheahan, *Parent*

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

Rib Lake Schools: Jon Dallman, *Principal*; Rebecca Hopkins, *Parent & Board President*

Spencer Schools: Mike Endreas, *Superintendent*; Laurie Anderson, *Teacher*

Stratford Schools: Scott Winch, *Superintendent*; Sarah Marcis, *Parent*

Support Staff

Sandy Pope
*RVA Specialist
Office Manager
Medford Schools*

Stephanie Hoffman
RVA Assistant

Mark Mann
*RVA 3-8
Teacher*

Kirsten Jolivette
*RVA Pre-K / 2
Teacher*

Jill Fortin
*RVA Art
Teacher*

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

Rebecca Hopkins
RVA Activities Director

Kelli Ray
*RVA 3-8
Teacher*

Kristyn Brown
*RVA Pre-K / 2
Teacher*

Jill Chasteen
*RVA SPED
Teacher*

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

Buck Lemke
*RVA Web Programmer
Consultant*

Kacie Crawford
*RVA 3-8
Teacher*

Jessica Haenel
*RVA Phy. Ed.
Teacher*

**Leatha
Hopperdietzel**
*RVA SPED
Teacher*

Jennifer Krauss
Counselor

Jessica Martin
*School Psychologist
Director of SPED
RVA*

Kevin Wellman
*Grade 9
Social Studies*

Kari Logterman
*RVA 1-6
Teacher*

Lynn Coyer
*Grade 9
English*

Ryan Bloom
*Grade 9
Science*

**Sara
Holewinski**
*Grade 9
Math*

School Administration

Charles Heckel
Administrator

Sara Holewinski
Dean of Operations; Medford Schools

Jeff Albers
Director of Finance; Medford Schools

Dennis Hinderliter
Technology Engineer; Medford Schools

Regional Event Coordinators

Lisa Beels
Spencer; South Central WI

Tena Gnewuch
Merrill; Northeast WI

Jennifer Wright
Milwaukee; Southeast WI

Jan Ashburn
Tomah; Western WI

Kristina Duran
Wausau; North Central WI

Parent Advisory Council

Lisa Beels
*Council President
Spencer*

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Part 1: Charter

Rural Virtual Academy & Medford Area Public School District Charter Agreement

Charter School Contract 2nd Renewal Agreement

Between

MEDFORD AREA PUBLIC SCHOOL DISTRICT

Board of Education
Medford, WI

And

®RURAL VIRTUAL ACADEMY

Charter School

Contract to be executed

Effective

July 1, 2015

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CHARTER SCHOOL CONTRACT
BETWEEN THE
MEDFORD AREA PUBLIC SCHOOL DISTRICT
BOARD OF EDUCATION
AND THE
RURAL VIRTUAL ACADEMY

THIS AGREEMENT is made as of the 1st day of July 2015, by and between the Board of Education of the Medford Area Public School District of Medford, Wisconsin, and the Rural Virtual Academy Governance Board.

RECITALS

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

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

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

WHEREAS, the Medford Area Public School District intends to continue operation of the existing charter school as a virtual charter school as set forth under §118.40(8) and §115.001(16) *Wisconsin Statutes*; and

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

NOW, THEREFORE,

A. Pursuant to §118.40(3) & §118.40(8) *Wisconsin Statutes*., the parties enter into a Contract for the renewal of the Rural Virtual Academy Charter School and hereby agree to the following.

Definitions

Section 1.01 Certain Definitions

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

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

Name of Person/Organization Establishing Charter School

The names of the people contracting with the School District are the current members of the RVA Governance Board, specifically: Rebecca Hopkins, acting RVA Governance Board president and Charles Heckel, current RVA Administrator and appointed chair of the RVA Governance Board.

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

Person in Charge and Manner of Administration

Section 3.01 Administrator

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

Section 3.02 Administrative Services

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

Section 3.03 Teacher

The teacher will hold current Wisconsin DPI licenses that are appropriate to teach in the RVA. The RVA Teacher serves as the local education guide for the student. It is the RVA Teacher's responsibility to: improve learning by planned instruction, diagnose learning needs, prescribe content delivery through class activities, assess learning, evaluate the effects of instruction, assign grades, take attendance, and provide educational feedback on the progress of the student to the parents/ mentors/ learning guides and administration. It is the expectation of the RVA Teacher to respond to inquiries from pupils and parents or guardians of pupils by the end of the first school day following the day on which the inquiry was received. The teacher will also maintain compliance of requirements set forth in §118.40(8)(b) *Licensure* & (c) *Staff Duties; Wisconsin Statutes*. The RVA Teacher's duties are maintained in writing as the "RVA Teacher Job Description". (Refer to Appendix A).

Section 3.03 Instrumentality

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

Article III fulfills Wisconsin §118.40(1m)(b)2, §118.40(7)(a), §118.40(8)(b), & 118.40(8)(d).

Description of Educational Program

The educational program of the Rural Virtual Academy is designed to serve students grades PreK thru grade 10, (with additional grades up through 12 to be considered over the course of this charter), who are at-risk of not achieving their fullest potential in a comprehensive and traditional school setting. It is the mission of the Rural Virtual Academy to provide student access to a challenging, high-quality, standards driven curriculum, in a flexible home environment, while being enrolled in this unique public school. The RVA provides a self-paced instructional program with remediation and acceleration options, students' and parents' communication and organization of youth, social, and educational events, and an evaluation of its program effectiveness. The RVA operates as a year-round school and has its curriculum will be aligned to Wisconsin State Standards.

Section 4.01 School Contact Information

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

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

School Goals

The curriculum for the RVA shall provide a clear alternative to traditional public school programs by providing individualized curricular options both promoting individual strengths and targeting skills in need of remediation. Based on achievement, the following goals and measurements will be reviewed at least annually, with results reported to the Board of Education, RVA Governance Board, Department, and annual report to the public. These goals are to be set with measurable outcomes and are

intended to be attained over the period of this contract. These goals can be updated annually with approval by the RVA Governance Board and Board of Education. The goals are as follows:

Section 5.01 RVA School Goals and Methodology

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

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

Section 5.02 Student Academic Engagement

- (a) 85% of RVA students will report an above average positive relationship to public school.
- (b) 100% of students will annually participate in either a service-learning or community-service project.
- (c) 95% of all students will be in regular attendance

Section 5.03 Student Academic Achievement

- (a) 80% of RVA students who attend the school, for multiple and consecutive years, will show equal or greater academic gains than while participating in a previous traditional public school setting.
- (b) 85% of RVA students who attend the school as their first public school experience, for multiple and consecutive years, will show equal or greater gains than their traditional public school peers.

Section 5.04 Parental Engagement and Satisfaction

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

Section 5.05 Means of Measuring Pupil Progress and Goals

- (a) Academic Engagement will be compiled and measured using a variety of tools not limited or held to: annual parent and student survey information, logged parent and student communications including: e-mail, phone, meeting, and written correspondences, and ongoing teacher evaluations.
- (b) Academic Achievement will be compiled and measured using a variety of tools not limited or held to: existing state, district, school, and student records reviewed for baseline data, customized performance-based assessments, common daily check-points, subject area written common examinations, common daily work, state assessment data, and individual student portfolios, and progress made in individual learning plans. Data will be tracked by individual students, grades, and subgroups. Online grade book access will be provided to families for review of progress. In addition, students with Individual Education Plans (IEP's) will be progress monitored by ways and means determined appropriate by the IEP Team. All other student data and records will be maintained and held in the RVA Office. Annual performance reports will be prepared annually by the RVA Administrator and shared with the RVA Governance Board, MAPSD Board of Education, Department of Public Instruction, and general public.
- (c) Parental Engagement and Satisfaction will be compiled and measured using a variety of tools not limited or held to: annual parent and student survey information, logged parent and student comments including: e-mail, phone, meeting, and written correspondences, and participation, membership, and feedback provided by the RVA Parent Advisory Council.

Section 5.06 Granting A High School Diploma

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

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

Rural Virtual Academy Governance Board

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

Section 6.01 Membership By-Laws and Terms

The Rural Virtual Academy Governance Board will consist of one (1) member from each consortium district, without maximum, and a RVA Teacher. Public representatives, including RVA parents, from participating districts are appointed to the RVA Governance Board by consortium school boards or consortium board appointed designees.

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

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

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

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

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

(f) Appointments to the RVA Governance Board will be made at the discretion of the consortium district with voluntary consultation provided by the Parent Advisory Council and the Administrative Advisory Council.

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

(h) To maintain autonomy standards recommended by the Wisconsin Department of Public Instruction, at no time will a member of the MAPSD Board of Education or any other Consortium district regular board of education, be appointed as a voting member of the RVA Governance Board.

The RVA Governance Board maintains autonomous decision-making authority over the RVA, in accordance to this contract and policy RVA-BBA (See Appendix B) to:

- (a) Provide input to, approve, and monitor curriculum designed by or recommended by RVA staff and administration;
- (b) Approve and monitor the annual budget prepared by the RVA Administrator;
- (c) Provide vision and guidance to the school so it retains its uniqueness in meeting the individual academic, social-emotional, and physical needs of its students;
- (d) Approve the RVA school calendar;
- (e) Interview and recommend staff for contract approval by the MAPSD Board of Education;
- (f) Establish criteria for admission to the RVA consistent with the contract and charter school laws;
- (g) Propose modifications to this contract as appropriate;
- (h) Communicate any concerns regarding performance of RVA staff to the RVA administrator and/or MAPSD Board of Education as appropriate;

(i) Serve as the primary link between the RVA and the community, articulating the RVA's mission, accomplishments, and goals to the public, advocating for the RVA and its students, and garnering support from members of the community;

(j) Plan, coordinate, approve, and carry out programs to raise money and other resources to assist in accomplishing the mission of the RVA;

(k) Ensure that the RVA is effective in achieving its mission and efficient in using its resources by evaluating the success of the Governance Board and its performance in fulfilling its responsibilities.

Section 6.02 Qualifications to be Met by Individuals Employed in the Charter School

Employment positions in the RVA will be publically posted with interview processes, background and other qualification checks conducted by the RVA and district human resources personnel prior to the start of employment. This process will be the same as afforded to all other public school employee within the district and in accordance to State statutes. The RVA Teacher(s) and Administrator(s) will hold all appropriate and required current Wisconsin Department of Public Instruction licenses in compliance with Chapter PI 34 of the Wisconsin Administrative Code and §118.40(8)(2)(b); *Licensure; Wisconsin Statutes*, and §5210 of ESEA

Article VI fulfills Wisconsin §118.40(1m)(b)6, §118.19(10), §121.02(1)(a)2, §118.40(1m)(b)7, §118.40(3)(b), and §5210(1)(a) of the ESEA.

Means of Maintaining Student Health and Safety

The RVA will provide for the health and safety of its pupils in accordance with all applicable state and local health and safety regulations and in accordance with MAPSD and RVA policies and procedures. Parents and students will receive copies of RVA policies pertaining to health and safety including policy RVA-IIBGA. (See Appendix B.) In addition, the RVA will maintain student records in compliance with the Wisconsin Department of Health Services' immunization requirements and provisions of §252.04 & §120.12(16); *Wisconsin Statutes*.

Article VII fulfills Wisconsin §118.40(1m)(b)8

Means of Achieving Racial and Ethnic Balance

Equal access will be provided to all RVA students and families in service to the RVA's mission. Special services and assistive technology will be provided, as needed, to those with physical, hearing or sight disabilities, and/or ESL needs. Students in need of special education services will receive those services specified by the IEP Team. In addition, the Rural Virtual Academy will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or on the basis of physical, mental, emotional or learning disabilities. The RVA will monitor the demographic make-up of the student population. If specific groups are under-represented, outreach efforts will be further customized to raise awareness and generate interest. Examples include holding informational meetings in special locations, providing additional translation or interpretation services, and expanding services to accommodate people with disabilities. This is in accordance to §118.13; *Wisconsin Statutes* and policy RVA-JB & RVA-JB-R(See Appendix B). Finally, the RVA will reimburse internet usage costs to all families capped to a maximum amount determined by the RVA Governance Board and set forth annually in the RVA Policy and Procedural Handbook.

Article VIII fulfills Wisconsin §118.40(1m)(b)9

Requirements for Admission

Students are required to be enrolled in the Rural Virtual Academy full-time. All students attending the RVA do so voluntarily. The RVA will provide alternative learning opportunities for students whose educational needs cannot be met in the traditional school setting. Students in all school grades are eligible to enroll into the RVA. Educational services are required to be provided to every child enrolled in the RVA for a minimum of 150 days each school year in compliance with §118.40(8)(d)(1); *Wisconsin Statutes*. It is the expectation of the Rural Virtual Academy that all students enrolled participate for the full school year of approximately 180 school days or until sufficient course material and proficiency is gained. Students may attend the RVA year-round.

Section 9.01 Consortium Districts Participation

The Rural Virtual Academy operates as a consortium of school districts. This consortia is in compliance with §66.031; *Wisconsin Statutes*. Consortium participation will be considered on an annual basis. Each consortium district will receive notification of an annual commitment agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and appointments to the RVA Governance Board. This notification will take place during the regular November/ December RVA Governance Board meeting and be in effect for the proceeding school year. These commitment agreements are to be determined by the consortium district no later than the regular January/ February RVA Governance Board meeting. New districts wishing to become consortium members may petition their request to the RVA Governance Board by contacting the RVA Administrator. By participating in the RVA consortium all member districts agree to non-compete for the duration of the current charter. No member district shall operate a virtual school which competes for student enrollments for other non-resident or member districts. Consortium districts which enter into competition shall relinquish their consortium membership at the end of the current fiscal year.

Section 9.02 Consortium Students

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

Section 9.03 Non-Consortium Students

Students wishing to enroll in the RVA from outside the consortium school districts must follow the full-time open enrollment timelines and forms provided by the Department of Public Instruction. Another enrollment option is establishing a single-year §66.0301 – Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a single-year §66.0301 agreement can take place at any time throughout the school year in compliance with §66.0301 and does not supersede a parents right to still attend the RVA under open enrollment; §66.0301 *Wisconsin Statutes*.

Section 9.04 Out-of-State Resident Pupils

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

Section 9.05 Shared Enrollment for Consortium Students

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

Section 9.06 Other Admission Conditions

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

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

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

Article IX fulfills Wisconsin §118.40(1m)(b)(9), §118.40(1m)(b)10, §118.40(3)(c)a, §118.40(6), §118.40(4)(b)1, and §5210(1)(h) of the ESEA

Annual Audits

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

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

Discipline Procedures

Disciplining RVA students will be in accordance with policy RVA-JFC (See Appendix B) and RVA Student Handbook procedures.

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

Public School Alternatives

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

Article XII fulfills Wisconsin §118.40(1m)(b)13 & §118.40(6)

School Facilities and Liability Insurance

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

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

Effect of Charter School on Liability

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

Section 14.01 Term

The term of this contract shall be for a 5 year period, compliant with §118.40(3)(b); *Contract*; *Wisconsin Statutes*, commencing upon the 1st day of July, 2015 and ending on the 30th day of June, 2020. It is the intent of the Parties that there is an Annual Performance Report of progress by the RVA with the MAPSD of Board of Education.

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

Exchange of Funds

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

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

Budget Responsibilities

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

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

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

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

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

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

past the fourth quarter billing date will be separately invoiced. Resident districts will be billed at the regular May/June governance meeting.

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

The Parties recognize that grants, donations, and fundraising activities will be pursued by the Rural Virtual Academy. A separate account will be established for each grant to assure appropriate monitoring and reporting to the funding source. For all other revenue, including donations and fundraising, an additional account will be created and under the direct control of the RVA Governance Board.

Rural Virtual Academy finances will be reviewed by the RVA Governance Board at least four times per year. The District will provide a monthly financial report to the Governing Board President and the RVA Administrator upon request.

Nondiscrimination

The Rural Virtual Academy will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or on the basis of physical, mental, emotional or learning disability. This is in accordance to §118.13; *Wisconsin Statutes* and policy RVA-JB & RVA-JB-R(See Appendix B).

Article XVII fulfills Wisconsin §118.40(4)(b)2

Transportation

Transportation will not be provided to Rural Virtual Academy students by the District or School. Transportation to and from the RVA office and other RVA events is the sole responsibility of the parents or guardians in accordance with policy RVA-EEA (See Appendix B) and §121.54(10); *Wisconsin Statutes*; *Racine Charter One vs. Racine Unified School District*, 424 F.3d 677 (2005).

Regulation Variations

As Wisconsin charter schools are exempt from certain state requirements and statutes regarding public education unless specifically referred to in state statute, the RVA will take these following state exemptions in order to maximize the flexibility afforded to charter schools by state law:

Section 19.01 Wisconsin State Statute Exemptions

(a) *Foreign language instruction* – §118.017

Requires all instruction to be in English with exceptions and allows for mandatory instruction of foreign language offerings. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum and content.

(b) *Human growth and development instruction; Subjects* – §118.019(2)(e)

Requires school boards to make available instruction in topics related to human growth and development in areas of human sexuality, reproduction, and family planning. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum and content. The RVA respects the right of the parent to help determine the age-readiness of their child, depth, scope, and sequence of human sexuality, reproduction, and family planning curriculum.

(c) *Special Observance Days* – §118.02

Requires on days when school is held or, if the day falls on a Saturday or Sunday, on a school day immediately preceding or following the respective day, the day shall be appropriately observed. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, and calendar.

(d) *Textbooks* – §118.03

Requires school boards to adopt all textbooks necessary for use in the schools under its charge and for a list of those books to be filed with a district clerk. The RVA reserves the right to adopt individualized textbooks from various vendors and exchange those textbooks at anytime to meet the specific needs of the individual child. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum and content.

(e) *Summer classes* – §118.04

Requires school boards to make rules governing summer attendance and cause them to be shared on the school board minutes. Because the RVA offers the flexibility of year-round schooling for its elementary and middle level students, this is not a necessary requirement of the RVA. The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the operations of the school.

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

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

(g) *Required fences* – §118.11

Requires school districts to erect and maintain fences enclosing school grounds. This is not a necessary procedure for a virtual school.

(h) *School attendance enforcement* – §118.16

Requires procedures and processes for enforcing compulsory school attendance laws. Since the RVA is a virtual school, attendance enforcement is now carried out under §118.40(8)(g); *Pupils failure to participate*; *Wisconsin Statutes*; thus §118.16 provides inadequate redundancy and fails to meet the attendance requirements or enforcement needs required of a virtual school.

(i) *Electronic communication devices prohibited* – §118.258

Allows school to adopt rules prohibiting a pupil from using or possessing an electronic communication device. As the RVA is a virtual charter school, establishing these types of rules would impede the school's ability to carryout its instructional and communication requirements.

(j) *Length of school day* – §121.01(1)(f)

Requires school boards to establish rules for scheduling hours in a normal school day. The Rural Virtual Academy staff in conjunction with the Governance Board will establish the school's schedule.

(k) *General transportation* – §124.54

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

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

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

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

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

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

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

(b) *Organization of Instruction* – IE

This policy establishes MAPSD administration with Board of Education approval to design instructional plans and programs. The RVA Governance Board, RVA Administrator, and RVA staff will determine curricular offerings for the RVA.

(c) *Curriculum Adoption* – IFD

This policy establishes the approval process for MAPSD curriculum. The RVA Governance Board, RVA Administrator, and RVA staff will determine curricular offerings for the RVA.

(d) *Physical Education* – IGAF

This policy establishes that the MAPSD will provide a "complete physical education program". The RVA Governance Board, RVA Administrator, and RVA staff will determine curricular offerings for the RVA.

(e) *Grading Systems* – IKA

This policy calls for the "building principal" to develop specific grading systems for each school building. For the purposes of the RVA, the "building principal" would be considered the RVA Administrator.

Article XIX fulfills §5210(1)A of the ESEA

Allocation of Federal Funding

The Rural Virtual Academy is an instrumentality of the Medford Area Public School District. The District shall allocate applicable federal funding awarded to the Rural Virtual Academy.

Article XX fulfills §5203(b)(2) of the ESEA

Non-Sectarian Status

The Rural Virtual Academy is nonsectarian in its practices, programs, curriculum, admission policies, employment practices, and all other operations.

Article XXI fulfills Wisconsin §118.40(4)(a)2

School Administration Involvement

The RVA Governance Board seeks advice and direction from an established Administrative Advisory Council (AAC). The council is comprised of administrators from the participating consortium districts. This council's expertise provides direction and consultation to the RVA Governance Board for items including but not limited to: school finance, school law, supervision, and community relations. This council also provides a direct communication link between the RVA Governance Board and individual consortium boards of education.

Parental Involvement

The RVA Governance Board seeks advice in direction from an established Parent Advisory Council (PAC). The RVA Governance Board reserves the right to establish the selection process for this council. The council is headed by the RVA PAC President and will meet at a minimum, quarterly. All RVA parents are invited to participate in the PAC meetings. In addition, parents of the RVA students will be encouraged to participate fully in educational activities. Parents will participate in conferences, field trips, special presentations, and community events. Parents will be invited to participate in available training activities. Parents will be encouraged to participate in planning community service projects and project-based learning activities with their children and school staff.

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

Term and Termination of This Contract

The term of this contract will be a period of five (5) years commencing on the day this contract is executed. This contract is to be reviewed and renewed during the fourth year pending approval and renewal for commencement of the next term immediately upon completion of the current term. Changes or modifications in this contract can only be made by mutual agreement of both Parties.

The contract can be terminated if one of the following circumstances occurs:

Section 24.01 Mutual Agreement

Both Parties agree in writing to the termination. In the event of termination of this contract, the MAPSD Board of Education shall recover all funds advanced to the RVA under this contract to which the RVA is not entitled. Material and equipment purchased during the current year with MAPSD and/or federal grant funds will remain the property of the MAPSD. Materials previously purchased by multiple consortium districts through shared costing will be divided in an equitable manner;

Section 24.02 Contract Violation

RVA has materially breached this contract, and has failed to cure such breach within thirty (30) days following written notification of such breach from the Board of Education; 2 consecutive years of not meeting fiscal goals or 4 consecutive years of not meeting academic goals will not be considered a material breach of this contract;

Section 24.03 Academic Progress

After the third year of operation, if students enrolled in the Rural Virtual Academy Charter School have failed to make sufficient progress toward attaining the educational goals set forth and as defined in this contract, the Board of Education may stipulate in a written plan, specific measurable actions that must be met to retain charter school status. The RVA shall be granted reasonable and adequate time to address or correct any deficiencies. If an extension of time to attain such goals is requested by the RVA administrator in writing, such request shall include a written and measurable plan, setting out the additional steps the RVA will take to attain such educational goals within a reasonable time not to exceed the term of the contract;

Section 24.04 Fiscal Management

RVA fails to comply with generally accepted accounting standards of fiscal management, and Wisconsin Statutes governing school finances;

Section 24.05 Violation of Wisconsin Statute 118.40

RVA otherwise violates Wisconsin Statute 118.40;

Section 24.06 Sponsors

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

Article XXIV fulfills Wisconsin §118.40(5)

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

BOARD OF EDUCATION OF THE
MEDFORD AREA PUBLIC SCHOOL
DISTRICT


Board of Education President

4-11-15
Date


Board of Education Clerk

4-11-15
Date


Superintendent

4-11-15
Date

RVA GOVERNANCE BOARD


Governance Board President

3/18/15
Date


RVA Administrator

4-17-15
Date

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

Part 2: 2014 – 2015 RVA Academics

Rural Virtual Academy's Mission

It is the mission of the Rural Virtual Academy to provide student access to a challenging, high-quality, standards driven curriculum, in a flexible home environment.

The focus of the RVA is to provide instructional programming to Pre-K – 9 students who are looking for an individualized virtual option of public education.

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

Initiatives and Goals 2014 - 2015

Curriculum

- ✚ Added AIMSweb progress monitoring
- ✚ Added Google Drive implementation for students
- ✚ Added Reading Assistant intervention
- ✚ Added Jolly Phonics
- ✚ Added Go Animate
- ✚ Added Touch Math
- ✚ Piloted Odysseyware
- ✚ Pilot Year of RVA High Grade 9
- ✚ Implemented Badger 3-8 Exams
- ✚ Implemented ACT Aspire Testing
- ✚ Implemented Blended Learning @ MAMS
- ✚ Piloting Blended Learning Summer School Option
- ✚ Piloted Bookshark Curriculum

The logo for BookShark features the text "BookShark" in a bold, blue, sans-serif font. To the right of the text is a stylized graphic of a shark's head, composed of several curved lines in shades of blue and white, suggesting movement and a digital or aquatic theme.The logo for DORA K-12 is set against a yellow background with a faint globe pattern. The text "DORA K-12" is prominently displayed in a bold, white, sans-serif font. Below it, in a smaller font, is the text "Diagnostic Online Reading Assessment".The logo for ADAM (K-7) is set against a teal background with a faint globe pattern. The text "ADAM (K-7)" is prominently displayed in a bold, white, sans-serif font. Below it, in a smaller font, is the text "Adaptive, Diagnostic Assessment of Mathematics K-7".

Policy & Procedure

- ✚ Added RVA-JEB Entrance Age
- ✚ Updated RVA-JFC Student Code of Conduct
- ✚ Updated RVA-JECBD Open Enrollment
- ✚ Updated RVA-DB Fiscal
- ✚ Updated RVA-EBCB Computer & Software
- ✚ Update Faculty Handbook
- ✚ 66.0301 Agreement with Algoma School District
- ✚ 66.0301 Agreement with White Lake School District
- ✚ Completed Renewal of Charter 2015 – 2020
- ✚ Joined Wisconsin eSchool Network as Affiliate Member

Staffing

- ✚ Added RVA Guidance Counselor
- ✚ Increased Special Education to 2 full-time teachers
- ✚ Added 2 PreK – 2 Teachers
- ✚ Added 3-8 Teacher
- ✚ Increased RVA Assistant hours
- ✚ Began Utilizing Shared Consortium Staff
- ✚ Mandatory Reporting Training
- ✚ Added additional Related Services Teletherapists
- ✚ Moved Office



Application Process

Applications for the RVA are accepted year round. The RVA retains its charter status through the Department of Public Instruction as a free, public, nonsectarian institution.

Enrollment

Students in Pre-kindergarten through grade 9 are eligible to enroll into the RVA, and beginning in the 2015-2016 school year, we will be accepting 10th grade (sophomore) enrollments for the first time. Educational services are required to be provided to every child enrolled in the RVA for a minimum of 150 days each school year. It is the expectation of the Rural Virtual Academy that all students enrolled participate for the full school year of approximately 180 school days and complete a set number of minimum lessons each year. Students in the RVA High School have the ability to “earn flexibility” to be more independent in their coursework and can take courses through the summer months. All students in the RVA have the opportunity to take courses, or utilize coursework completion plans which go year-round.

Enrollment Options for Consortium Schools

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

Enrollment Options for Non-Consortium Schools

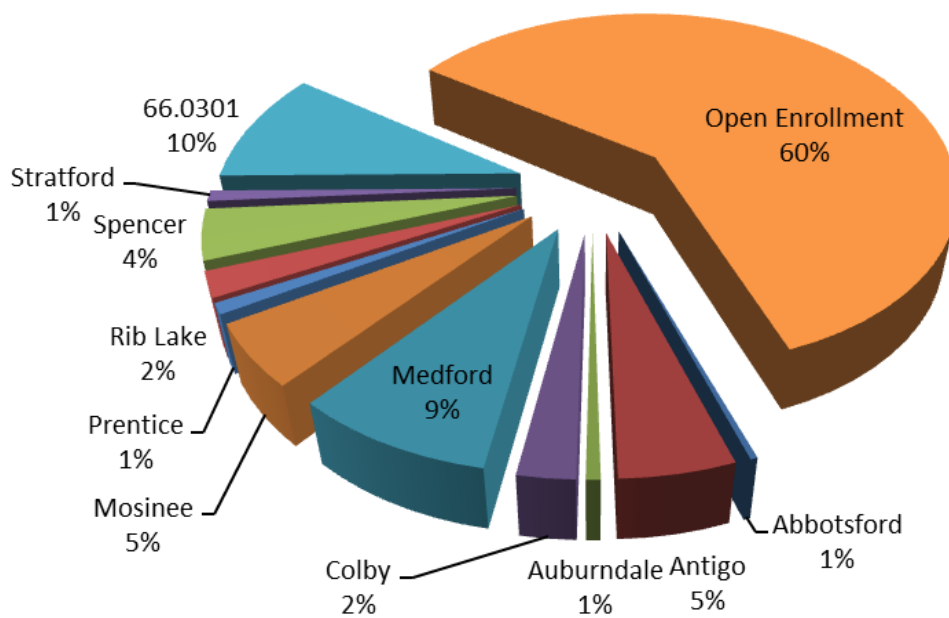
Students wishing to enroll in the RVA from outside the consortium school districts must follow the full-time open enrollment timelines and forms provided by the Department of Public Instruction. More information can be found on the DPI website or by contacting the Medford School District Office at 715-748-4620.

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

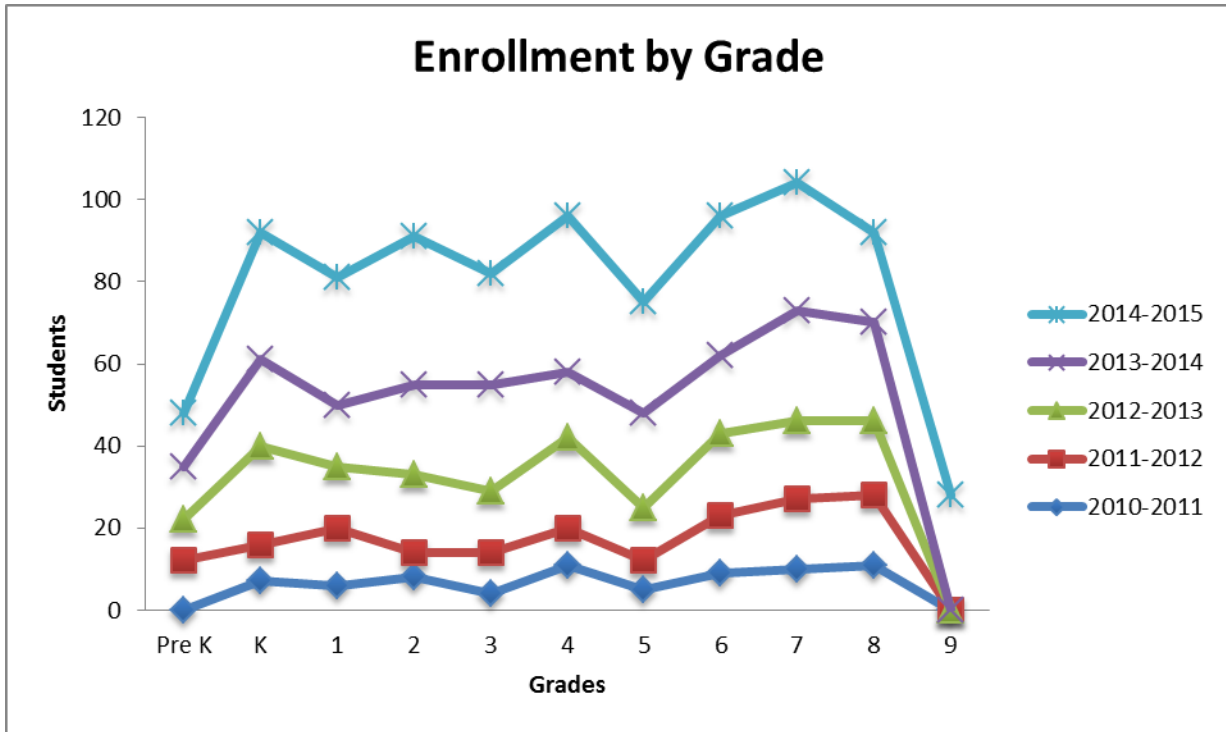
Shared Enrollment

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

Enrollment by District

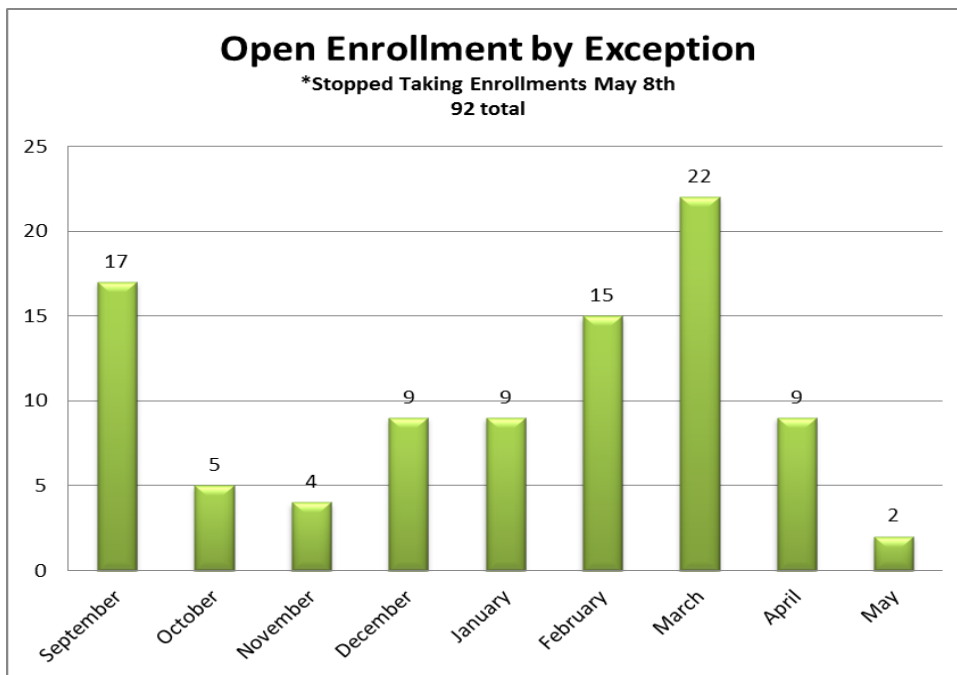


RVA Grade Level Enrollment Statistics 2010 - 2015



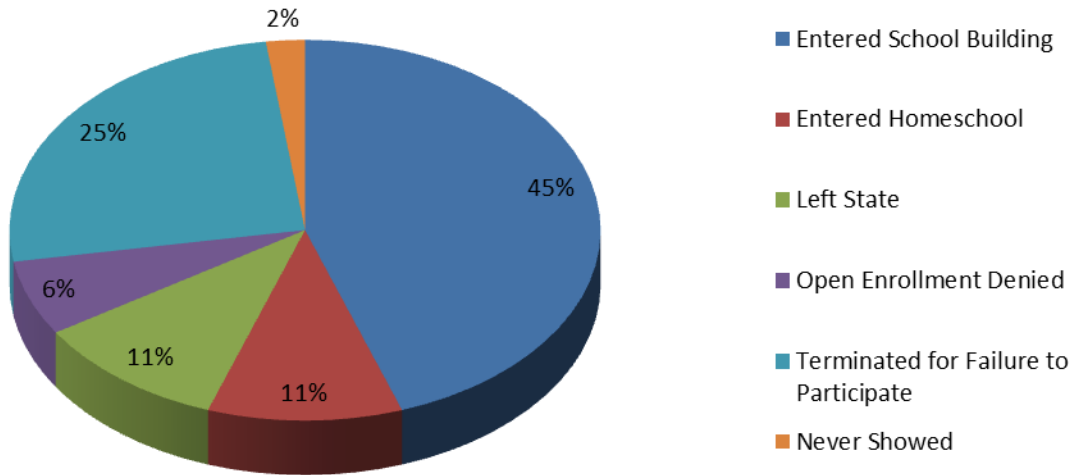
***319 Total Students Enrolled**

Student Demographics 2014 - 2015

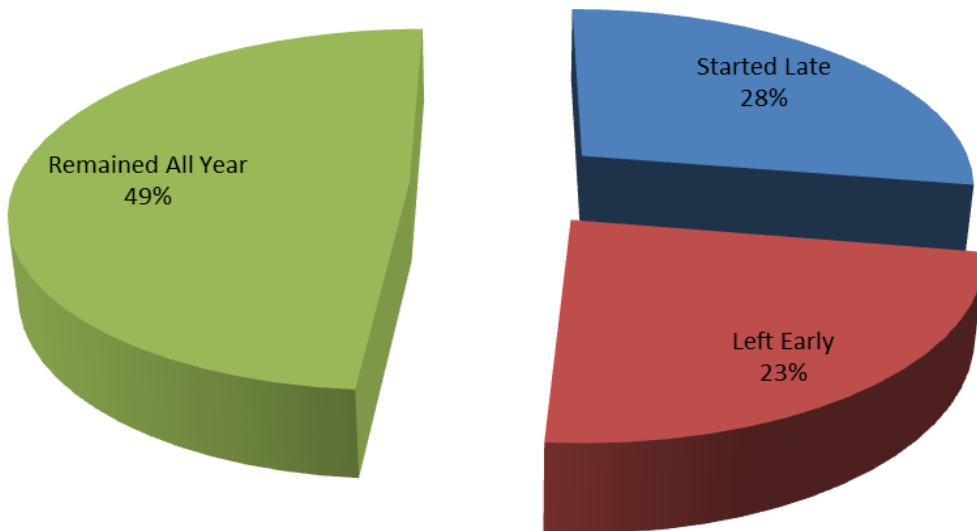


Student Withdrawal Percents and Reasons

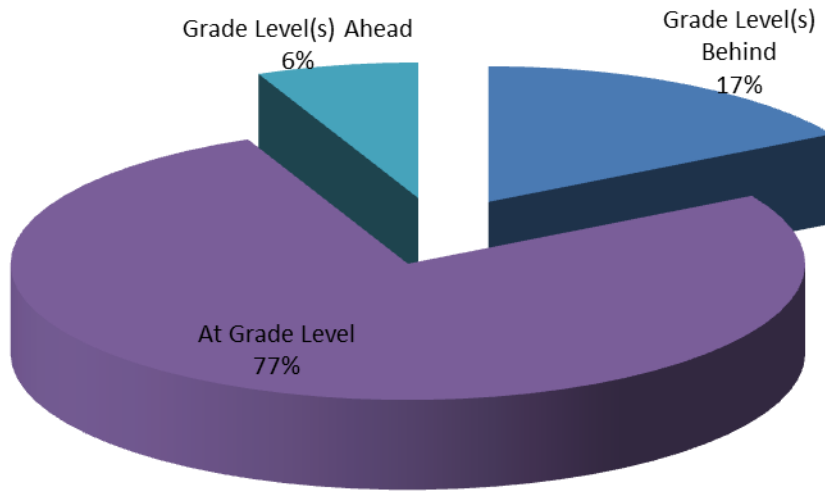
47 total



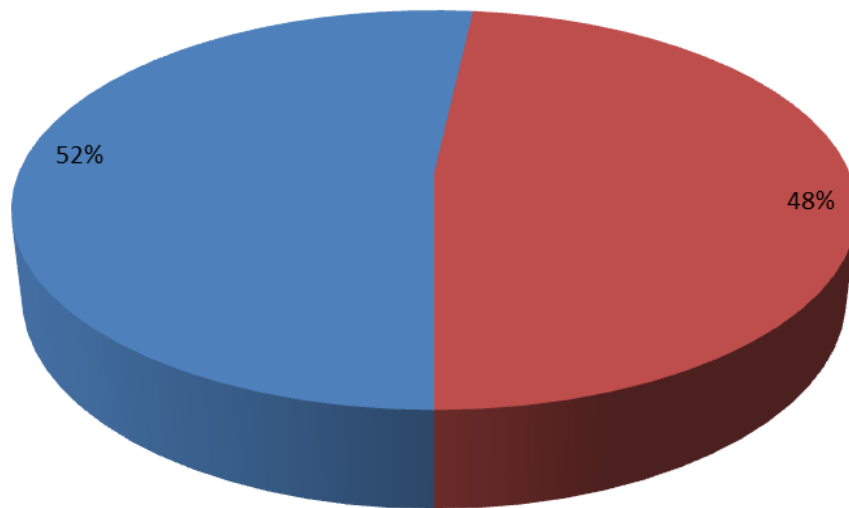
In-Year Enrollment Changes



Academic Placement



■ Male ■ Female



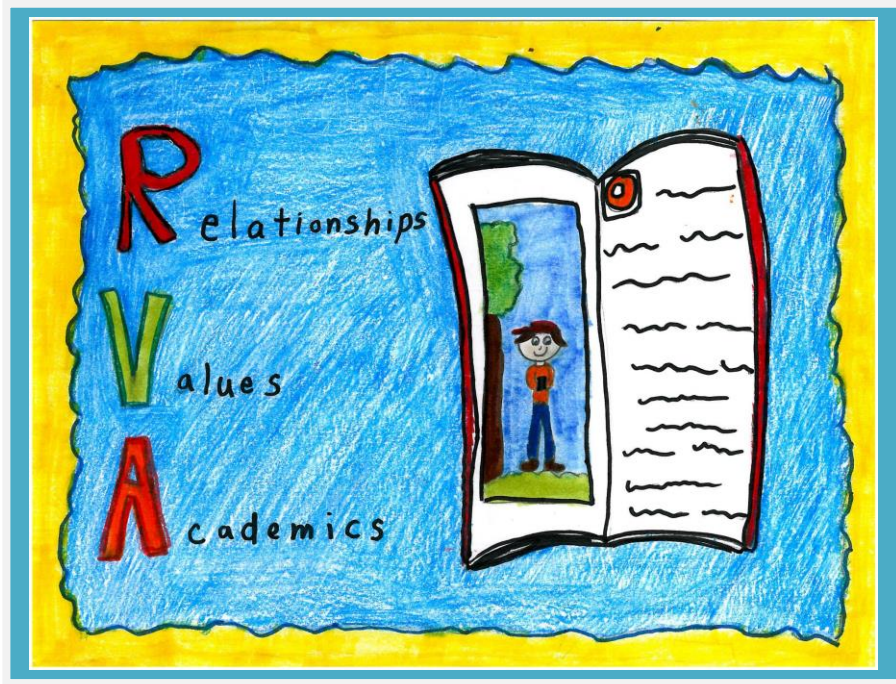
RVA High School

In the 2014 - 2015 school year, the RVA served 28 students in its inaugural year.

High School At a Glance

The RVA was proud to offer families a grade 9 option for the 2014-15 school year. Looking forward, we intentions of expanding to a grade 9 – 12 high school in upcoming years. Each of the topics listed below will be described in detail in the handbook.

- RVA Grades 9 & 10 are open to full time, online students, for the 2015 – 2016 school year.
- Students will be required to complete 23.5 credits of study in order to meet graduation requirements..
- Students will be using an online curriculum and are able to meet with their teachers daily.
- **Attendance at daily classes is mandatory for the first three weeks of every course.** Students can earn flexibility in daily attendance by demonstrating mastery of the concepts and the ability to maintain adequate pace.
- Eight hours of community service for every year a student is enrolled in the RVA is a graduation requirement.
- Students in the RVA will be eligible to participate in WIAA Interscholastic Sports in their resident districts.
- Computers will be provided for students and internet costs will be reimbursed by the RVA.
- Students will need to complete State Mandated Testing during the school year.
- A variety of field trips will be held throughout the school year.



High School Requirements

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

English/Language Arts – 4 credits

Social Studies – 3 credits

Mathematics – 3 credits

Science – 3 credits

Physical Education – 1.5 credits

Health Education – 0.5 credits

Electives – 8.5 credits

Total – 23.5 credits

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

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

Course Work Completion

Students are required to complete daily online lessons, quizzes, activities, and other tasks in all appropriate and assigned subject areas. Completion of all assigned material is required before earning credit for the course taken. Individualized learning plans, designating the pace for which specific content will be covered to attain grade level advancement, may be developed for any child through a cooperative effort between the parents, RVA Teacher, and RVA Administrator. **Failure to maintain adequate pace and progress, as determined by the RVA teacher, will eventually result in the RVA considering the dismissal of a student from school for failure to participate in accordance with State statute (118.40 (8)(f)(g) and RVA policy RVA-JE.**



Grading

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

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

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

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

Blended Learning Model

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

Earned Flexibility

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

Attendance in daily classes is mandatory for the first three weeks of every new course a student takes.

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

RVA Administrator

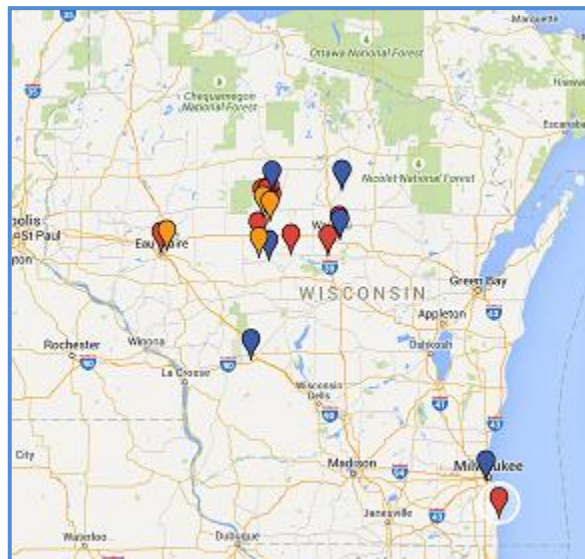
The RVA Administrator serves as the supervisor of RVA Teacher and provides leadership and direction for the RVA. Autonomy and accountability of the RVA charter are sustained and controlled by the RVA Administrator and governing board of consortium administrators. Missions, methods, and management systems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

In the 2014 - 2015 school year, Charles Heckel served as the RVA Administrator. Sara Holewinski served the RVA as its Dean of Operations. Nikki Clements served as the Administrative Assistant. Jennifer Kuenne served as the school's open enrollment coordinator. Jeff Albers is the school district's director of finance who also assumes the fiduciary responsibilities over the RVA, and Dennis Hinderliter, the school district's network engineer provide oversight of the RVA's computer and technical operations.

RVA Teacher

The RVA Teacher serves as the local education guide for the student. In addition to the local RVA Teacher, an online instructor may be assigned contingent upon the enrollment of online course material. Students are to communicate with the RVA Teacher through e-mail, telephone, or other forms of writing. Home visits are allowed upon request and students are required to attend the office of the RVA for occasional mandatory testing, educational, or technical support unless previously approved or arranged by the RVA Teacher / Administrator. It is the RVA Teacher's responsibility to: improve learning by planned instruction, diagnose learning needs, prescribe content delivery through class activities, assess learning, evaluate the effects on instruction, assign grades, take attendance, and provide educational feedback on the progress of the student to the parents and/ or Home Mentor and administration. It is the expectation of the RVA Teacher to make every reasonable effort to reply to a student and parent / Home Mentor inquiry within 24 hours.

In the 2014-2015 school year, RVA teachers and support staff numbered over 30 different persons working from various locations around the State.



Home Mentor

The Home Mentor is responsible for helping to ensure successful learning in the home environment by assisting in keeping the student progressing at a pace that is meeting the individualized student's needs. The Home Mentor is encouraged to be a family member; however, another person may be assigned as the Home Mentor with consent of the RVA Administrator and upon signing a release of confidential information for that student.

Home Mentor Statistics 2014 - 2015

In the 2014 - 2015 school year, approximately 97% all of the RVA students were mentored by parents. Other mentors included family tutors, grandparents, and social workers. Generally speaking, mentors who are not parents typically serve only for an interim period of time until the parent reassumes the responsibility.

Parent Advisory Council

The RVA Governance Board seeks advice for direction from an established Parent Advisory Council. The RVA Governance Board reserves the right to establish the selection process for this council, but all families are welcome to attend. The council is headed by the Parent Advisory Council President along with a nominated parent representative and regularly meets. Those parents/ Home Mentors of children enrolled in the RVA are encouraged to contact the RVA Office if interested in being part of the Parent Advisory Council.

Parent Advisory Council Statistics 2014 - 2015

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

Regional Event Coordinators

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

Regional Event Coordinators Statistics 2014 - 2015

In the 2014 – 2015 school year, the RVA employed 5 Regional Event Coordinators (REC) throughout the State. This was a reduction of 1 position from the year prior. For this past school year, coordinators were regionally located in Medford, Merrill, Milwaukee, Wausau, and Tomah. These coordinators each planned a minimum of 6 events for RVA families in their area. Furthermore, these REC's attended quarterly Parent Advisory Council meetings and welcomed new ideas from families about what types of activities would be of benefit. Looking forward, it is possible that another position may be needed should enrollments in the great Door County/ Green Bay area continue to increase.

Governance Board

The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, staffing organization, calendar, budget, advisories, and operations of the charter school. The Board is made up of district represented administrators, appointed citizens, and RVA personnel. Public representatives from participating districts are appointed to the Board. The Board meets publically, bi-monthly, at the Medford Area Public School's District Office. All meetings are posted in accordance to Wisconsin's Open Meetings law and public participation is welcomed and encouraged.

Governance Board Statistics 2014 - 2015

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

Significant items considered over the past year included:

- ✦ Considered expanding Marketing & Public Awareness
- ✦ Considered Expanding the Consortium and Single Year Partners
- ✦ Considered the Hiring of Additional Staff
- ✦ Approving a New School Location
- ✦ Requesting WIAA to Allow Virtual School Students to Participate Locally
- ✦ Approving Annual Budget and Expenditures
- ✦ Considering Parent/ Student Feedback
- ✦ Approved Joining the Wisconsin eSchool Network as an Affiliate Member
- ✦ Monitoring School-wide Programming and Operations
- ✦ Approved Student Handbooks and Expectations
- ✦ Monitored Enrollment Trends
- ✦ Approved Expansion of RVA to include High School Offerings





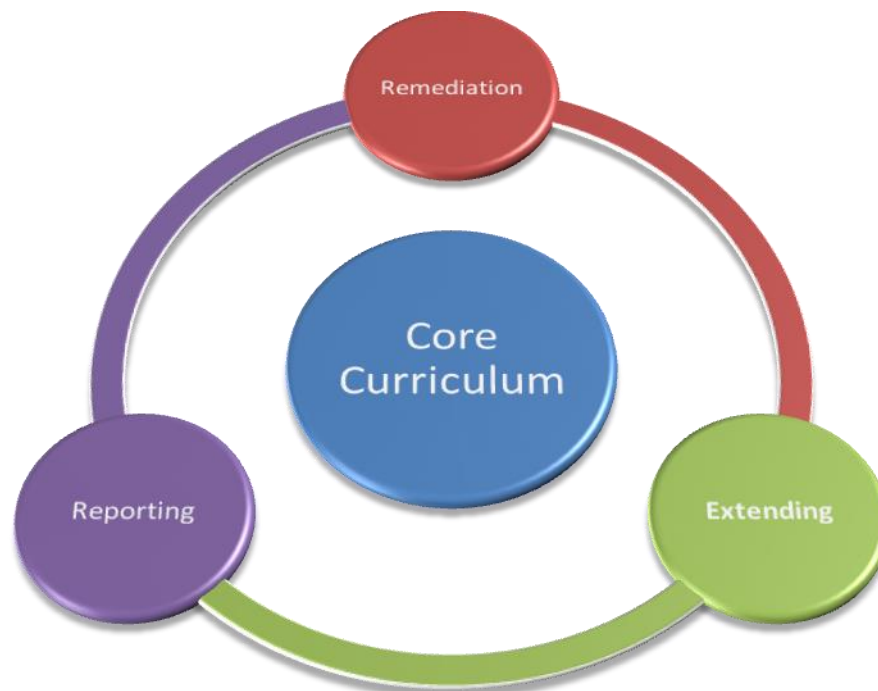
Curriculum

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

Lesson Completion

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

Curricula Stream 2014 - 2015





RVA Resource Library

The RVA Resource Library reduced its circulation over the 2014 -2015 school year. Future plans are in place to work on promoting the library and its resources for families to increase use. The RVA Library includes numerous books and novels on audio recordings to assist some of our struggling readers. We look to continue adding more materials to the library in years to come and expanding the libraries usage. New initiatives this year, related to reading, included the RVA's first "Battle of the Books" teams, "Reading Club", and "Summer Reading" programs.

Extra-Curricular Participation & Field Trips

In accordance with Rural Virtual Academy Policy RVA-JECBE, RVA consortium students may participate in extra and co-curricular activities including athletics, (WIAA regulated or not), in their resident district. It is the intent of the WIAA Governing Board, as well as the RVA, to make the inclusion of athletic opportunities and other extra-curricula's available for students. It is also the intent of the RVA to encourage participation of RVA students in other co-curricular activities within the schools. Home Mentors should contact the building principal in the resident district with the intent to participate, and then students may be granted permission for various activities. Form policy RVA-JECBE-R, "RVA Extra / Co-curricular Participation" needs to be presented, discussed, and signed by the building principal within your resident district before participating. Final determination of participation in any extra or co-curricular activity is made by that district's building administrator. Students participating in those district activities are subject to those policies and procedures governing participation and eligibility.

Field Trip Statistics 2014- 2015

In the 2014 – 2015 school year, the RVA sponsored over 77 school events.

Month	Day	Weekday	Event
JULY	15	Tuesday	Bay Beach Trip
AUG	12	Tuesday	New Families Orientation
	13	Wednesday	MAMS
	14	Thursday	
	18	Monday	Return Families Orientation
	19	Tuesday	RVAHS Orientation
	21	Thursday	
	22	Friday	Online Book Fair Begins
	25	Monday	
SEPT	9	Tuesday	Meet-and-greet Greise Park, Marshfield
	11	Thursday	PAC Meeting #1 MAMS
	13	Saturday	Little Amerrika Amusement Park
	11	Wednesday	RVA Governance Board Meeting
	12	Friday	KASH Playground -- Stevens Point
	17	Tuesday	Outdoor Education@Camp Forest Springs
	19	Friday	Fromm Fur Farm museum
	25	Thursday	Norskedalen Pioneer Life field trip

OCT	1	Wednesday	Grandpas Farm Merrill, WI
	6	Monday	Lattice Math
	7	Tuesday	Homestead Field Trip
	8	Wednesday	Jurustic Park Tour, Marshfield
	8	Wednesday	Color Hunt -- Wausau
	10	Friday	Movie in Medford
	14	Tuesday	Social Skills Group
	20	Monday	Doktor Kaboom
	25	Saturday	Service Project@Rex Mosely's Apple
	27	Monday	Battle of the Books
28	Tuesday	Cranberry Harvest	
NOV	4	Tuesday	Cooking Club
	5	Wednesday	Jolly Phonics
	6	Thursday	Mepps factory tour, Antigo, WI
	11	Tuesday	Green Bay Children's Museum
	13	Thursday	Social Skills Club
	14	Friday	Spanish Club
	14	Friday	Movie in Marshfield
	18	Tuesday	Story Club
	19	Wednesday	Jolly Phonics
	19	Wednesday	RVA Governance Board Meeting
20	Thursday	2nd Annual Thankfulness Party	
DEC	1	Monday	Battle of the Books
	2	Tuesday	Cooking Club
	4	Thursday	Children's Museum Eau Claire
	4	Thursday	Fire Dept. Tour Merrill
	4	Thursday	Clay House -- paint pottery
	9	Tuesday	Social Skills Group
	9	Tuesday	Milwaukee Rescue Mission Service Project
	11	Thursday	Service Project/Swimming, Tomah
	13	Saturday	PAC meeting, Bigby Coffee, Wausau
	16	Tuesday	Story Club
	18	Thursday	Green Bay Children's Museum
	19	Friday	Cookie Decorating/Lego Ornament Building -- Service Project (we decorated the cookies for the Salvation Army)
JAN	5	Monday	Battle of the Books
	6	Tuesday	Cooking Club
	8	Thursday	Girls' Group
	8	Thursday	Spanish Club
	9	Friday	Lego Club Jr/Sr
	13	Tuesday	Bus to Cave of the Mounds
	14	Wednesday	Social Skills Groups
14	Wednesday	Virtual Dissection	
15	Thursday	RVA Governance Board Meeting	

	15 20 23 23	Thursday Tuesday Friday Friday	Virtual Dissection Gym Sport -- Schofield Story Club Open swim Antigo Aquatic Center Winter Outing at Necedah Wildlife Refuge
FEB	2 3 10 12 13 13 17 19 19 23 25 26	Monday Tuesday Tuesday Thursday Friday Friday Tuesday Thursday Thursday Monday Wednesday Thursday	Battle of the Books Cooking Club Girls' Group Social Skills Group Ballistics and Flight Class Valentine Ice Skate/Valentine Swap Lego Club Jr/Sr Movie in Tomah Do You Want to Build a Snowman? Story Club Ballistics and Flight Class Sid the Science Kid Battle of the Books Studio 808 pottery/Ice Cream Spanish Club
MAR	3 5 7 7 10 13 16 17 18 19 23 25 26 30 31	Tuesday Thursday Saturday Saturday Tuesday Friday Monday Tuesday Wednesday Thursday Monday Wednesday Thursday Monday Tuesday	Cooking Club Girls' Group Marshfield Roller Skate Lego Club Jr/Sr. Iditarod Online Event PAC meeting Social Skills Club Bowling/Pizza Medford Writer's Block Story Club RVA Governance Board Meeting Flat Stanley Writer's Block Online Spelling Bee Spanish Club Writer's Block Community Service Project Merrill
APR	1 2 7 9 9 10 14	Wednesday Thursday Tuesday Wednesday Thursday Friday Tuesday	Billboard Art Contest Fire Station Tour -- Wausau Cooking Club Girls' Group LEGO club Jr/Sr Medford Fire Station Medford 3-D printer tour@MASH 4th Grade State Testing Review

	20	Monday	Social Skills Group
	21	Tuesday	Cherry Berry Tour -- Wausau
	23	Thursday	Story Club
	23	Thursday	Radio Telemetry at Sandhill
	28	Tuesday	Spanish Club
	30	Thursday	Tour at Merrill Historical Museum
			Marshfield Gallery Night
MAY	6	Wednesday	Bike Helmet Safety -- Marshfield
	6	Wednesday	Merrill/Antigo Gallery night
	7	Thursday	Girls' Group
	14	Thursday	Volk Field, Camp Douglas
	15	Friday	We Did It Bash -- Wausau
			Harvest Home Farm, Whitehall
	19	Tuesday	Antigo Park
	21	Thursday	PAC meeting - online
	29	Friday	End-of-Year Picnic Wildwood Park/Zoo
JUNE			

In 2014 – 2015 over
1,800 RVA students and
parents participated in
100+ events.





Community Service

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

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



Communications/ Attendance

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

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

Attendance Rates 2014 – 2015

In the 2014 – 2015 school year, 25 students were either formally warned or removed from the RVA and returned to their resident school district for failure to comply with adequate participation as determined by State statute and RVA policy RVA-JE.

The screenshot displays a Blackboard Collaborate session window titled "Blackboard Collaborate - MEDFORD AREA PUBLIC SCHOOLS". The interface includes a video feed of a participant, a list of participants (Mrs. Hopperdetzel and Madison Rindahl), and a chat window. The main content area shows a math assessment titled "Counting and Spending Coins Through Half-Dollars Assessment" with a score of 55. The assessment includes the following questions and student answers:

- Question 5: "Pretend you have 4 half-dollars in your pocket. How many more do you need to buy a comb?" (The comb is priced at \$3.00). The student's answer is "\$1.38" and "more half-dollars".
- Question 6: "You have 8 half-dollars in your bank. How many do you have left if you buy a model airplane?" (The airplane is priced at \$3.50). The student's answer is "1 half-dollar left" and "50".
- Questions 7-10: "Write the total value of the coins." The student's answers are 77c, 80c, 76c, and 91c.

The bottom of the window shows the system tray with the date and time: 1:21 PM, 4/22/2015.

Discipline Procedures

All RVA students are subject to Medford Area Public School District student policies including, but not limited to, those referring to internet, computer, e-mail, and use provisions. Disciplinary consequences for violation of the MAPSD policies and/ or RVA policies and guidelines are subject to disciplinary consequences up to and including dismissal from the RVA. "School" includes all activities sanctioned and supervised by Rural Virtual Academy faculty or property thereof owned, maintained, and/or operated by the Rural Virtual Academy.

Reasons

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

- Not Participating in school (lack of communication/ attendance)
- Academic Dishonesty (Plagiarism/ Cheating)
- Inappropriate Behavior or actions during online sessions
- Inappropriate Behavior or actions during school event
- Disrespectful, Inappropriate conduct, and/or Insubordination (Not following reasonable directives in a timely manner)
- Possession of Weapons (At school events)
- Possession of Illegal Drugs
- Vulgar/ Obscene Language, Gestures, and/or Displays (Online or off)
- Sexual Harassment
- Discriminatory Harassment
- Damage of School Property
- Violating policy RVA- IIBGA's *Condition and Rules for Use* for internet safety and conduct
- Any behavior that threatens a likelihood of substantial disruption in school, including harming or interfering with the rights of other students to participate fully in school or extracurricular activities.

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

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

Dispositions

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

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

- **Parent/ Faculty Meeting:** A meeting may be scheduled to bring together the student, parents, and RVA Faculty in order to review concerns, determined future course of actions, and find common solutions.
- **In-School Suspension (ISS):** A student may be required to spend time at the RVA Office with school administration. The student would not be allowed to participate in any school sanctioned event during the time the suspension was being served.
- **External/ Out of School Suspension (OSS):** Student access to online programming can be shut-off resulting in the student's inability to participate academically. In addition, the student would not be allowed to participate in any school sanctioned events during the time the suspension was being served.
- **Removal/ Withdrawal:** A student with chronic or severe behavior problems may be removed from school and remanded back to the resident school district.
- **Expulsion:** A student may be expelled from the Medford Area Public School District or participating consortium district if they exhibited conduct which endangered the property, health, or safety of others at school or other behavior that constitutes grounds for expulsion under §120.13.
- **Specific consequence:** A specific consequence may be issued by administration upon review of the infraction. As examples, student computer use could be suspended, participation in a specific school event could be suspended, or letter of apology or other forms of restorative justice may be required.

Discipline Statistics 2014 - 2015

In the 2014 – 2015 school year, there were 5 formal disciplinary actions taken against students.

Academic Testing

Subject Area Testing

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

Performance-Based Alternative Assessment

If a student chooses, and it is mutually agreed upon by the Home Mentor and the RVA Teacher, an alternative assessment may be allowed to replace the requirement of the subject unit exam(s). The alternative assessment may be used for a specific subject or for multiple subjects and the score would be equivalent to the exam it replaces.

In the 2014 – 2015 school year, students took part in a number of alternative assessments and projects including creating videos, inventions, and other presentations. Project-based learning was formalized with specific options in both Science and upper grades of Social Studies. Other unique presentations to demonstrate learning incorporated online tools such as “GoAnimate”. In lieu of completing regular Language Arts lessons in grades 3-8, a “Writer’s Block” class was offered and student writing was published. All families were again encouraged to pass on paper examinations whenever they wanted in place of demonstrating learning through project-based assessments.

Standardized Testing

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

Standardized Testing Statistics 2014 - 2015

The RVA suspended the use of standardized testing beyond the use of the WKCE, Badger 3-8, ACT Aspire, and PALS screener for the 2014-2015 school year. The RVA still utilized AIMSweb® in the to assist in the progress monitoring of students using intervention curriculum to help determine if progress was being made. The RVA also switched to using the DORA (Diagnostic Online Reading Assessment) and ADAM (Adaptive Diagnostic Assessment of Mathematics) for placement testing purposes.

State Testing

The State of Wisconsin requires testing of all public education students in grades PreK - 12. The tests take place in a specific time frame designated by the State of Wisconsin each year. In accordance with state law, it is required that state tests be administered by the RVA Teacher or other proctor assigned by the RVA Administrator. The RVA Teacher or assigned proctor must be present at all times while the tests are administered.

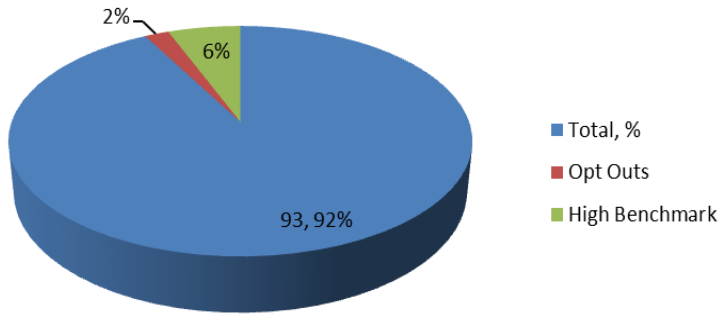
State Examination Results 2014-2015

In the 2014-2015 school year, the RVA was required to proctor the following examinations:

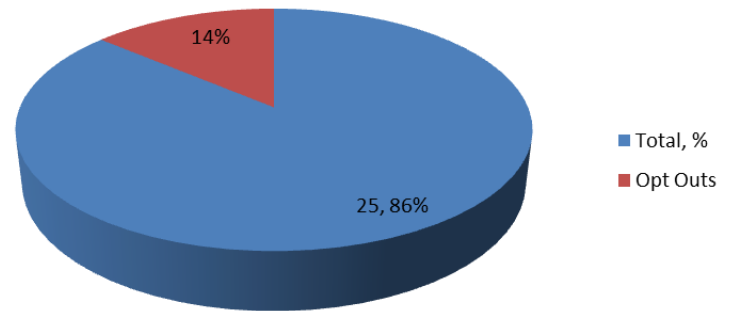
- Dynamic Learning Maps (DLM)
- Wisconsin Alternative Assessment (WAA-SwD)
- Phonological Awareness Literacy Screening (PALS)
- American College Test (ACT) Aspire
- Badger 3-8 (Language Arts & Math)
- Wisconsin Knowledge & Concepts Examination (WKCE) (Science & Social Studies)

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

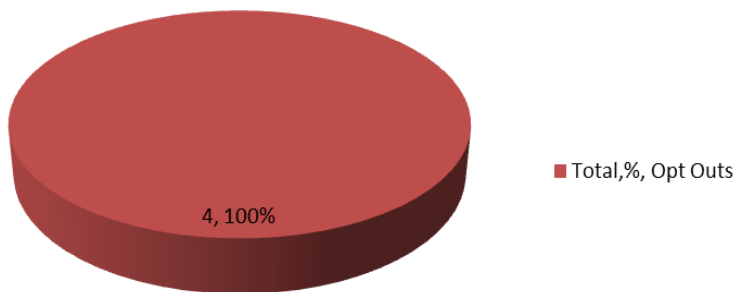
PALS Participation



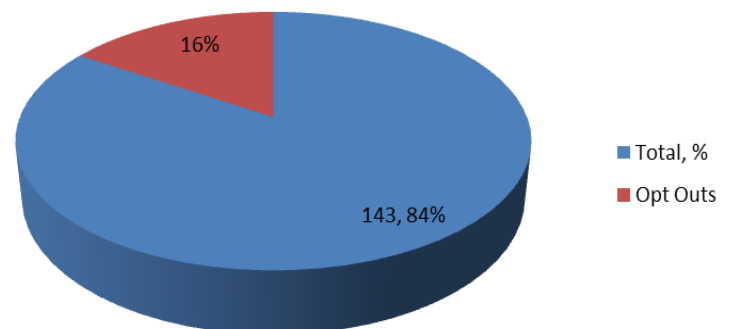
ACT Aspire Participation



DLM Participation



Badger 3-8 Participation



District Testing

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

Placement Testing

Placement testing is a free and optional service currently offered by our curriculum provider. All students are asked to take a placement examination unless the child has exceptional needs. Placement tests are proctored in the RVA Office or other area as determined by the RVA Administrator in the presence of the RVA Teacher, Home Mentor, or other assigned designee. Upon receiving the results of the placement tests, the student is then enrolled in the most appropriate grade/ program level.

Placement Testing Statistics 2014 – 2015

In the 2014 – 2015 school year, children, (with the exception of children with special needs), took placement exams called “DORA/ ADAM” to help determine appropriate grade level and programming. All new families to the RVA are strongly encouraged to take the placement exams and then meet with the RVA Teachers and/or Administrator to review the results.



Grade Advancement

RVA students receive grades on assignments similar to students enrolled in traditional schools. Some assignments are graded automatically within the course, some assignments are graded by the RVA Teacher, and where relevant, the online teacher provides feedback in the form of a grade or report. Students receive comments on completed work and periodic grade updates. Final grades are determined by averaging the all the work for the year. All grades appear on a formal transcript.

The initial responsibility for deciding whether there is retention or advancement of a student rests with the teacher(s) primarily responsible for the child's education, the administrator overseeing the child's teacher, and the parent/ legal guardian of the child. These provisions include but are not limited to: academic achievement, intelligence, attendance, self-image, attitude, experiential background, and social/ emotional maturity.

Transcript grades for students in grades 3-8 are scaled using the classical five point discreet evaluation system using "A-F" as reporting marks. Grades are determined using the following percentage scale:

A	100- 90 %
B	89- 80%
C	79- 70%
D	69- 60%
F	59- 0%

Students enrolled in grades Pre-K - 2 receive comments on completed work and periodic grade updates with grades being posted a minimum of four times per year. These grades are reported using the following scale:

A	Advanced
P	Proficient
B	Basic
M	Minimal

Under special circumstances, an "E" grade, (effort grade), may be awarded by the RVA Teacher, upon approval of the RVA Administrator, to any student regardless of actual grade percentage or academic performance. An "E" grade is considered a passing grade.

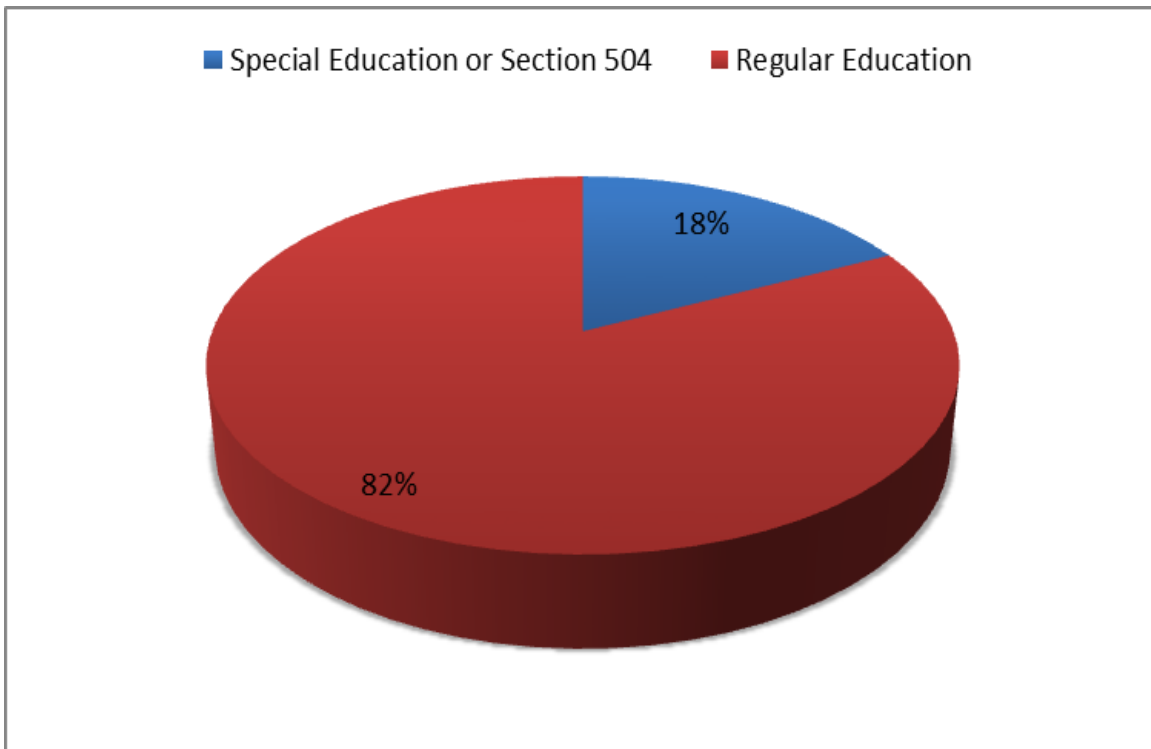
Grade Advancement Statistics 2014- 2015

Almost all students attending the RVA in 2014 – 2015, who were not removed for lack of academic participation, have either successfully completed their grade level course work or will be completing course work over the summer for promotion to the next grade level. Some retentions were considered for children in the lower elementary grades for parents seeking to have their child repeat basic skills. Additionally, we had students this year apply for be accepted for whole grade advancement in order to enter high school early.

Special Education or Related Services

Students enrolled in the RVA are provided by law the same special services provided under State Statute 118.51; Full-time Open Enrollment. The RVA, under the authorization of the Medford Area Public School District, retains the legal responsibility to meet all special education or related services provided by State of Wisconsin Statute 115.787 other than for those students residing within the consortium.

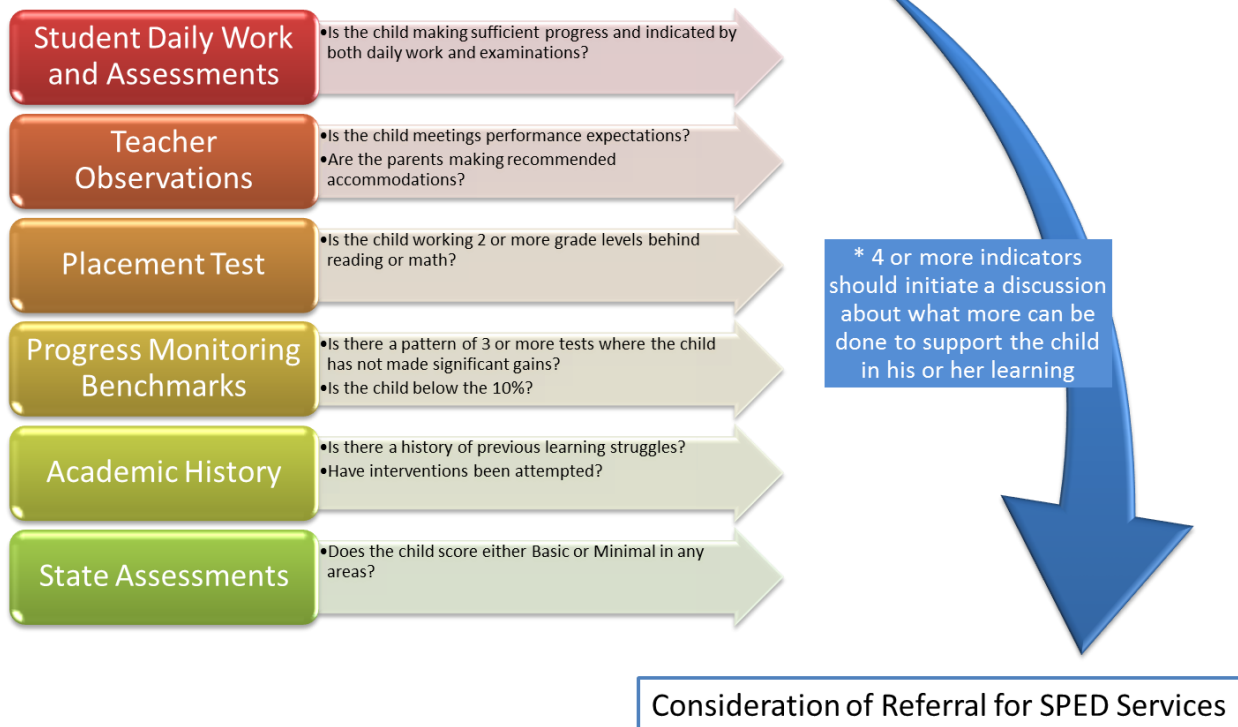
Special Education or Related Services Statistics 2014 - 2015



*Approximate State average in
Special Education: 12%*

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

Special Education Pre-Referral Process



Part 3: 2014 – 2015 RVA Finances

Financial Commitment

The Rural Virtual Academy Governance Board, in support of fiscal responsibility, focusing on long-term growth and sustainability, resolved the following financial commitment in the 2006 – 2007 school year. This commitment was adjusted in 2008 – 2009. No adjustment to the formula was made in 2009 – 2010. In 2010 – 2011, the financial commitment was turned into policy titled RVA-DB (R) - “Fiscal Management” and adjustments were made to accommodate the addition of Pre-K offerings beginning in the 2011 – 2012 school year. Throughout the 2011 – 2012 school year, further changes to the fiscal policy were made to include bi-annual payments to the RVA by consortium districts beginning in the 2012 – 2013 school year to help alleviate or prevent any short-term borrowing from the authorizing district for operating the RVA. In addition, membership fees were increased for districts which had over 15 students to reflect the expense of the attention given to these more populated enrollment consortium districts. During the 2012 – 2013 school year, the policy was again modified to make adjustments to the 1st payment formula to exclude revenue into the calculation at that time. The revenue will be added to the formula to the end-of-the-year calculation which may result in the RVA offering a refund in place of recovering more money in the fall to off-set short-term borrowing. In 2013 – 2014, the RVA modified the formula for the 2014 – 2015 school year to include “credits” for districts willing to share high school leveled teaching support. Districts willing to provide instructors for the RVA would receive a credit of \$5,000 per teacher per hour. In addition, in the 2014-2015 fiscal year, the RVA Governance Board agreed to the Medford Area Public School District keeping 5% of the open enrollment revenue to help cover administrative costs that were not covered in the budget. In looking forward, the RVA is expanding its use agreements for online curriculum to the consortium district schools even for students not enrolled in the RVA. This dissemination is part of the charter’s mission to promote successful practices of the charter school to other districts and schools.

The following reports outline the expenditures (“Actual”) and budgets (“Budget”) for the RVA in the 2014 – 2015 school year. Also included are the “Total Cost Calculation” for the consortium districts and graphs outlining the “Per Pupil Costs” and “Pupils Served.” Together, these documents are intended to openly show the public how tax dollars are being spent in support of the RVA.

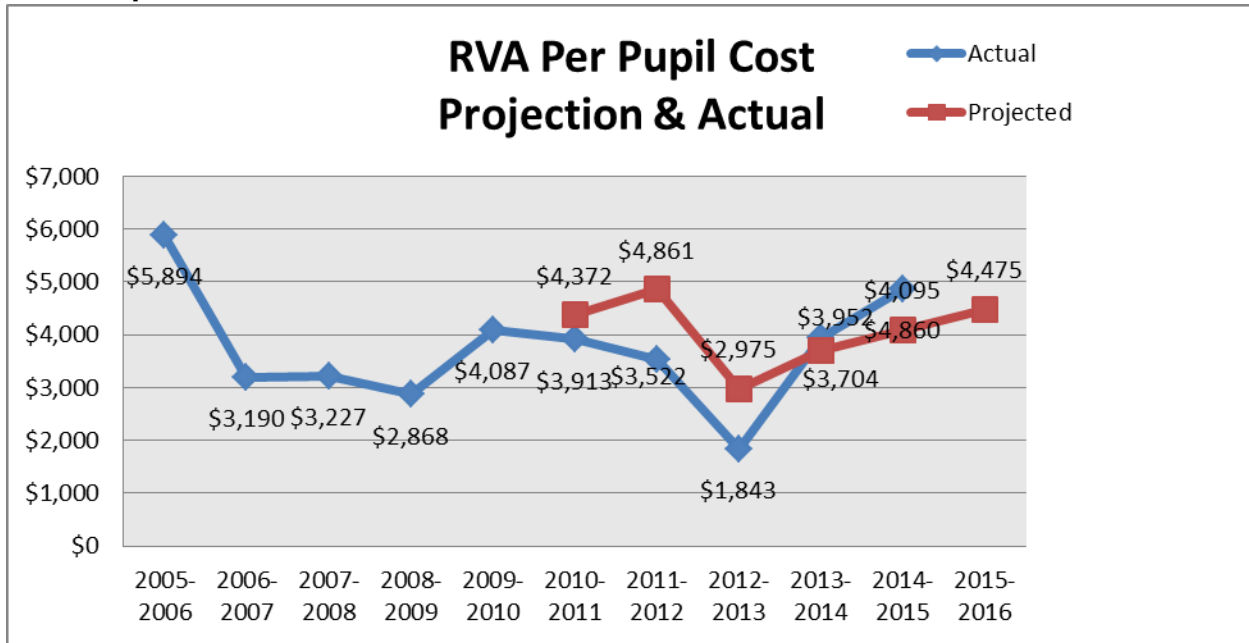
RVA Budget/ Expenditures Reports 2014 – 2015

Description	2012/13 Budget	2012/13 Actual	2013/14 Budget	2013/14 Actual	2014/15 Budget	2014/15 Actual	2015/16 Budget
Field trips	\$7,000.00	\$5,902.05	\$11,000.00	\$11,260.36	\$11,000.00	\$22,247.55	\$16,500.00
General supplies (library, rewards, consumables)	\$3,500.00	\$2,993.00	\$7,000.00	\$9,491.29	\$12,000.00	\$8,381.69	\$12,000.00
Curriculum (Calvert, software, etc.)	\$276,250.00	\$202,466.68	\$365,137.00	\$282,335.13	\$404,592.00	\$352,169.93	\$353,500.00
Curriculum (Online)				\$0.00	\$45,000.00	\$31,775.00	\$90,000.00
Computer supplies (batteries, mice, flash drives, bags)	\$2,000.00	\$2,489.87	\$2,500.00	\$2,938.71	\$3,000.00	\$1,921.64	\$3,000.00
Salaries (RVA staff)	\$183,034.00	\$183,034.00	\$325,401.24	\$325,401.24	\$537,964.00	\$669,400.42	\$825,715.00
Personal services (Reg. Ed. Hourly teachers & Assistants)	\$104,869.45	\$85,076.24	\$109,000.00	\$101,209.44	\$120,197.00	\$70,117.81	\$22,445.00
Personal services (SPED)		\$19,289.02	\$41,798.44	\$17,777.59	\$0.00	\$4,085.00	\$0.00
Personal services (addtl. staff)	\$15,000.00	\$6,477.56	\$15,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
Personal services (substitutes)	\$2,000.00	\$889.44	\$1,500.00	\$1,227.22	\$1,500.00	\$1,045.66	\$1,000.00
Personal services (curriculum writing, website, Art, Student Services, Psychologist, Regional Event Coordinators, TinyEye, Guidance)	\$32,000.00	\$41,607.25	\$44,000.00	\$66,520.78	\$70,800.00	\$71,316.79	\$109,100.00
Professional development (Training, Tuition)	\$10,000.00	\$1,290.00	\$9,000.00	\$964.00	\$5,000.00	\$2,528.33	\$2,500.00
Professional Merits				\$1,308.80	\$3,000.00	\$1,000.00	\$3,000.00
Rent/Heat/electricity (RVA Office)	\$3,600.00	\$3,600.00	\$4,000.00	\$3,600.00	\$12,000.00	\$8,000.00	\$12,000.00
Property Services (Copier)	\$0.00	\$608.05	\$1,500.00	\$2,246.39	\$3,000.00	\$1,599.06	\$3,500.00
Travel Expenses	\$2,000.00	\$6,884.89	\$5,000.00	\$8,175.60	\$10,000.00	\$7,669.62	\$12,000.00
Advertising	\$31,000.00	\$45,752.36	\$50,000.00	\$66,872.50	\$70,000.00	\$66,802.05	\$70,000.00
Postage	\$5,000.00	\$7,735.41	\$8,250.00	\$10,782.30	\$12,000.00	\$13,707.85	\$13,800.00
Telephone	\$1,000.00	\$673.28	\$1,000.00	\$670.32	\$1,000.00	\$635.81	\$5,000.00
Internet reimbursements	\$25,000.00	\$22,875.61	\$29,500.00	\$35,428.98	\$30,000.00	\$49,152.00	\$41,200.00
Office supplies	\$4,000.00	\$6,571.36	\$4,000.00	\$5,024.97	\$4,000.00	\$7,407.02	\$5,000.00
PAC Meetings				\$248.55	\$2,000.00	\$75.70	\$2,000.00
Capital equipment	\$21,000.00	\$30,278.43	\$38,000.00	\$33,789.36	\$45,000.00	\$54,745.62	\$60,750.00
Dues	\$1,500.00	\$515.00	\$1,500.00	\$705.00	\$1,500.00	\$0.00	\$9,500.00
	\$729,753.45	\$677,009.50	\$1,074,086.68	\$987,978.53	\$1,404,553.00	\$1,445,784.55	\$1,703,510.00

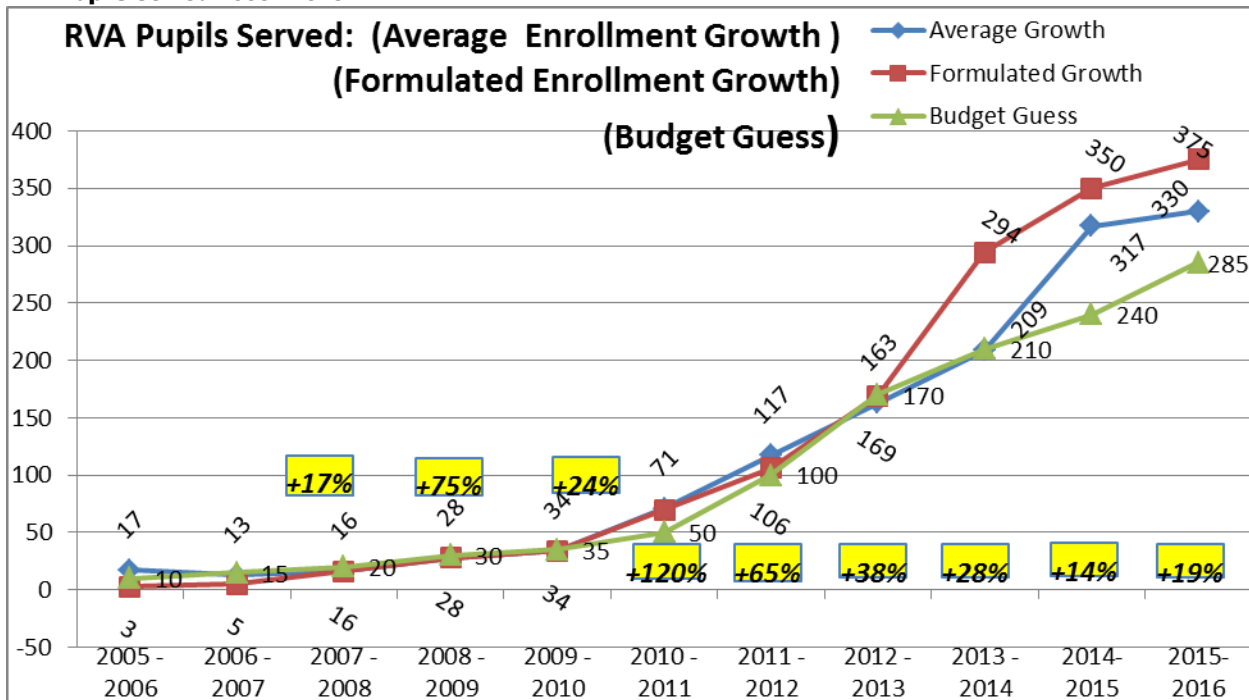
Rural Virtual Academy Total Cost Calculation 2014 - 2015

Operational Expenses	1,445,785									
Shared Staff Expense	30,000									
Total Expenses	1,475,785									
Open enrollment/ 66.0301	1,125,499	\$6,635								
Less Medford's 5%	1,069,224	\$56,275								
Net expenses	406,561									
Total from membership fee	45,000									
Remaining budget responsibility	361,561									
Number of Consortium Students	74.40									
Per Pupil Cost	4,860									
		Per Pupil	Total Pupil	Per School	Other School	Other School	Grand	Fall	Spring	
		Students	Cost	Cost	Membership Fee	Staff Credit	Costs	Total	Payment	Payment
									(.25 Total)	(Remainder)
Abbotsford	0.75	4,860	3,645	1,500	0	0	5,145	375	4,770	
Antigo	11.25	4,860	54,672	6,000	0	900	61,572	8,625	52,947	
Aubumdale	1.75	4,860	8,504	3,000	0	300	11,804	1,500	10,304	
Colby	5.50	4,860	26,728	4,500	0	0	31,228	5,100	26,128	
Medford	18.85	4,860	91,605	7,500	(25,000)	0	74,105	7,850	66,255	
Mosinee	13.50	4,860	65,606	6,000	0	0	71,606	14,000	57,606	
Prentice	3.00	4,860	14,579	3,000	0	0	17,579	3,750	13,829	
Rib Lake	6.20	4,860	30,130	4,500	0	0	34,630	7,575	27,055	
Spencer	10.60	4,860	51,513	6,000	0	0	57,513	10,975	46,538	
Stratford	3.00	4,860	14,579	3,000	(5,000)	0	12,579	2,500	10,079	
	74.40		361,561	45,000	(30,000)		377,761	62,250	315,511	
Net Expenses	406,561	Mosinee	0							
		Prentice	0							
Less Staff credit:		Rib Lake	0							
Abbotsford	0	Spencer	0							
Antigo	0	Stratford	5000							
Aubumdale	0									
Colby	0									
Medford	25,000	Total Staff Credit	30,000							
		Grand Total	376,561							

RVA Per Pupil Cost 2014 - 2015



RVA Pupils Served 2005 - 2015



Challenges to Online Learning

All forms of learning present specific challenges to overcome in order to be successful. In online learning, time management is the most significant challenge. Time management, combined with the misconception that online learning is less rigorous than typical public school curriculum, leads many students to fail in the online environment. Communicating closely with the RVA Teacher and Home Mentor can help provide the stable and standard working schedule for each student necessary to become successful.

Disclaimer

This document contains guidelines but is not all inclusive and is not intended to supersede or conflict with the Medford Area Public School District Board of Education policies, state statutes, or federal law. The foregoing information is subject to revision and was in effect for the 2014 - 2015 school year.



Part 4: 2014 – 2015 Student/ Parent Satisfaction Survey

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

	A	B	C	D	F	N/A	Total	Weighted Average
Calvert: Grades K-8	30.19% 16	20.75% 11	7.55% 4	0.00% 0	0.00% 0	41.51% 22	53	3.39
Verticy: Grades 3-8	0.00% 0	5.88% 3	0.00% 0	0.00% 0	1.96% 1	92.16% 47	51	2.25
Little Lincoln: Grades PreK - 2	7.84% 4	9.80% 5	1.96% 1	1.96% 1	0.00% 0	78.43% 40	51	3.09
Lincoln Interactive: Grades 3-8	9.80% 5	3.92% 2	3.92% 2	0.00% 0	0.00% 0	82.35% 42	51	3.33
Project-based Science	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
High School Online Classes: Grade 9	5.88% 3	9.80% 5	0.00% 0	0.00% 0	0.00% 0	84.31% 43	51	3.38
Reading Eggs	28.85% 15	11.54% 6	1.92% 1	0.00% 0	0.00% 0	57.69% 30	52	3.64
Achieve 3000	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 50	50	0.00
Vmath	3.92% 2	1.96% 1	1.96% 1	0.00% 0	0.00% 0	92.16% 47	51	3.25
Education City	5.88% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	94.12% 48	51	4.00
Math-U-See	16.33% 8	6.12% 3	2.04% 1	2.04% 1	2.04% 1	71.43% 35	49	3.14
Blackboard Collaborate	37.74% 20	39.62% 21	13.21% 7	3.77% 2	0.00% 0	5.66% 3	53	3.18
Google E-mail (Gmail Account)	75.47% 40	16.98% 9	0.00% 0	3.77% 2	0.00% 0	3.77% 2	53	3.71
Google Chat (Hangout)	48.08% 25	17.31% 9	9.62% 5	1.92% 1	0.00% 0	23.08% 12	52	3.45
Skyward (Grade Reporting)	25.00% 13	11.54% 6	3.85% 2	1.92% 1	0.00% 0	57.69% 30	52	3.41
Online Phy. Ed. & Health	23.53% 12	11.76% 6	0.00% 0	1.96% 1	1.96% 1	60.78% 31	51	3.35
RVA Website (www.ruralvirtual.org)	69.81% 37	24.53% 13	0.00% 0	1.89% 1	0.00% 0	3.77% 2	53	3.69

	A	B	C	D	F	N/A	Total	Weighted Average
RVA Facebook page	49.02% 25	19.61% 10	3.92% 2	0.00% 0	0.00% 0	27.45% 14	51	3.62
RVA Online Clubs	34.00% 17	14.00% 7	0.00% 0	0.00% 0	0.00% 0	52.00% 26	50	3.71
RVA laptops	70.37% 38	18.52% 10	3.70% 2	1.85% 1	0.00% 0	5.56% 3	54	3.67
RVA field trips	72.55% 37	11.76% 6	1.96% 1	1.96% 1	0.00% 0	11.76% 6	51	3.76
RVA Student Services Newsletters	51.92% 27	21.15% 11	1.92% 1	0.00% 0	1.92% 1	23.08% 12	52	3.58
RVA library	13.73% 7	5.88% 3	0.00% 0	0.00% 0	0.00% 0	80.39% 41	51	3.70

Average Score: 3.44

Comments

- I wish the library could have more of the books we need for lessons, but I get them through our Inter-Library Loans fairly easily. Since we missed the group orientation, we have been playing catch up with resources. That has been challenging.
- Google chat- We seem to get kicked out often and a lot of the apps we have wanted to use with his teacher don't work. Of course his teacher always has something else planned, but it's disappointing when we are looking forward to working on a certain app. Reading Eggs is good, but we started out with no ads and now a bunch of ads pop up while my student is playing it. He doesn't know how to get off the ads so I have to continually help him when it use to be independent work for him.
- I would love to see the RVA give access to a math program call reflex.
- Enjoying Odysseyware
- It's frustrating when Blackboard and Hangouts do not work well all the time.
- Figuring out the art club was confusing. I didn't have the time to figure it out so opted not to participate. Yet, I would have enjoyed this component of the program for my child.
- Not sure what Student Services Newsletter is. I did receive emails from Mr. Heckel & other staff, which were very informative, positive, & inspiring. Thank you.
- We really didn't have too much time to utilize some of the other services for we are new to this and we just started raising animals on our farm so we were quite busy. But we do plan on utilizing more of the features next school term.
- Not sure what the RVA Student Services Newsletters are. Is that the emails from Charlie Heckel or other staff? If so, I thought those emails were both informative & inspiring. Thank you.
- as are first year we have not had the chance to try out a lot of the programs but what we have experience has been great and have recommended to a lot of my friends that have there kids in home school that struggle with there everyday work to look up the R.V.A. program.
- we use odysseyare, I wish it came witha text book for history/geography and also science. its difficult for the parent/teacher to instruct or help find information without one. I have been copying and printing each lesson to form our own text book for study/ note taking purposes. books would be very helpful and easier for certain students to go bad and touch up on a specific area. thank you
- The 9th grade teachers are great. Being online all day is not our favorite.

- I gave the RVA website a B grade for one reason. I would like to see examples of curriculum materials on the website. I feel like this is the #1 thing parents want to know about when checking out the website for the first time.
- We gave Blackboard a D, because of the internet required to maintain connection. We are always freezing up and lagging behind when we have blackboard meetings. We LOVE reading eggs and hope to see that again next year. We love the Calvert Curriculum. We do not care for Little Lincoln. We don't really use skyward much, but it's good to have if we want to check grades. We really like the ease of Google. Online Phy. Ed. was good, especially during the second semester. Much more student involvement. The facebook page is wonderful. So nice to see all the pictures of different things going on throughout the state.
- I wish there were more parents in the Facebook group and more opportunities to find other rva parents such as a list...even just location, age and a code for staff to contact them on your behalf for one on one visits/play dates. Overall we like Calvert, but the books/content are dated... For example it referenced yahooligans... My Daughter searched and that website ended years ago. It is a thorough curriculum though.
- We had a fantastic first year with the RVA and looking forward to many more! Thank you!!

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

	A	B	C	D	F	N/A	Total	Weighted Average
My child's overall education	67.92% 36	26.42% 14	3.77% 2	0.00% 0	0.00% 0	1.89% 1	53	3.65
RVA Governance Board	19.61% 10	9.80% 5	0.00% 0	0.00% 0	0.00% 0	70.59% 36	51	3.67
RVA Parent Advisory Council	25.49% 13	1.96% 1	0.00% 0	0.00% 0	0.00% 0	72.55% 37	51	3.93
Regional Event Coordinators	52.94% 27	13.73% 7	3.92% 2	0.00% 0	0.00% 0	29.41% 15	51	3.69
Charlie Heckel (Principal)	86.79% 46	5.66% 3	0.00% 0	0.00% 0	0.00% 0	7.55% 4	53	3.94
*****	92.16% 47	3.92% 2	0.00% 0	0.00% 0	0.00% 0	3.92% 2	51	3.96
*****	57.69% 30	0.00% 0	0.00% 0	1.92% 1	0.00% 0	40.38% 21	52	3.90
*****	63.46% 33	5.77% 3	1.92% 1	1.92% 1	0.00% 0	26.92% 14	52	3.79
*****	27.45% 14	5.88% 3	3.92% 2	0.00% 0	0.00% 0	62.75% 32	51	3.63
*****	20.00% 10	0.00% 0	0.00% 0	0.00% 0	0.00% 0	80.00% 40	50	4.00
*****	19.61% 10	3.92% 2	0.00% 0	0.00% 0	0.00% 0	76.47% 39	51	3.83
*****	14.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	86.00% 43	50	4.00
*****	63.46% 33	0.00% 0	0.00% 0	0.00% 0	0.00% 0	36.54% 19	52	4.00
*****	7.84% 4	5.88% 3	1.96% 1	0.00% 0	0.00% 0	84.31% 43	51	3.38
*****	13.73% 7	1.96% 1	1.96% 1	0.00% 0	0.00% 0	82.35% 42	51	3.67
*****	8.00% 4	6.00% 3	0.00% 0	0.00% 0	0.00% 0	86.00% 43	50	3.57
*****	33.33% 17	1.96% 1	1.96% 1	0.00% 0	3.92% 2	58.82% 30	51	3.48
*****	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0	0.00
*****	16.00% 8	8.00% 4	0.00% 0	0.00% 0	0.00% 0	76.00% 38	50	3.67
*****	19.61% 10	0.00% 0	1.96% 1	0.00% 0	0.00% 0	78.43% 40	51	3.82

*****	24.00% 12	0.00% 0	2.00% 1	0.00% 0	0.00% 0	74.00% 37	50	3.85
*****	30.00% 15	6.00% 3	2.00% 1	0.00% 0	0.00% 0	62.00% 31	50	3.74
*****	17.65% 9	13.73% 7	3.92% 2	0.00% 0	0.00% 0	64.71% 33	51	3.39
*****	32.00% 16	4.00% 2	0.00% 0	0.00% 0	0.00% 0	64.00% 32	50	3.89

Average Score: 3.76

Comments

- ***** was a good teacher this year, she was always helpful when we had questions. Perhaps because of prior years in the RVA with a different child and a different teacher I had some different expectations this year. n years pas ti really appreciated weekly feedback on work when it was sent it (especially the voki's that were often sent directly to the child). Again, ***** was always helpful just not as much interaction this year on a weekly basis.
- EVERY person we have communicated or had contact with has been AMAZING!
- In all, our interactions with RVA staff have been quite positive. We wish ***** would be more directing/suggesting, though I appreciate his laid-back, supportive demeanor. ***** is new, so also is learning alongside us. ***** has never responded to my emails in any prompt manner. Does she only offer ***** in the fall? I appreciate the consistent kindness and encouragement from all the staff, in person, online and over the phone.
- We are very pleased with ***** education thus far and any staff we have come into contact with have all been amazing and wonderful!
- *****: helpful that he has Monday meetings to discuss what is due *****: extremely helpful, positive, goes out of way anytime *****: very understanding & flexible *****: positive, gives great feedback, keeps in touch *****: very flexible, easy to contact *****: consistent with schedule *****: fast response time, has improved contact with students about upcoming due dates
- I'm disappointed at how long it takes for *****to respond/grade student work. At times this year it was up until we took the next test (over a month!) before we got feedback on the previous test - how can I go back to reteach a concept if I don't know right away and am already moving on?
- Every person on the RVA staff has been professional and engaging. They truly seem to have our needs in mind as they interact. Whenever I have had a question or need, they have make a way to follow through and make sure I understand what is needed. In regards to the ***** , I didn't contact the teacher or the school and was going off the website link. I could have gone further in trying to figure that out and am sure the staff would have tried their best to make sure it was understandable.
- ***** & *****are both exceptional teachers! Always positive, pro-active, & so very helpful with all the questions & concerns we had along the way. *****has also been a wonderful help to ***** with math tutoring. We so appreciate all your staff!
- Everyone that we have come in contact with has been a great help!
- ***** is awesome... very accommodating and helpful. It is because of her that my son is having the success he is. She is understanding to our situation and doesn't give up.
- all the teachers that we have had the privilege to meet has been amazing to work with and have been very informational and has answered any questions and concerns that we have had they all deserve the teachers award..
- ***** and ***** are good teachers, but sometimes the manner in which they teach could be improved upon. ***** has improved a lot during second semester. We can tell she has really been trying to get used to the online version of teaching. First semester was hard to follow her class because you couldn't really see her or what she was doing in class most of the time. Second semester is much improved because she started sitting in front of the computer during class instead of facing the computer at the class and walking around the classroom during class.
- ***** HAS been a tremendous help in my sons educational needs. always there willing to help find solutions to his current and always changing needs. it's been a great pleasure working with her. SHE is very prompt and knowledgeable.

- Everyone we have encountered has been just wonderful. ***** is amazing And obviously passionate about teaching.
- Would recommend all the teachers send a email at beginning of each week to let parents/students know what assignments are due for the week. Most do now and this really helps to not fall behind. The WVS due dates do not always match with what the teachers want due.
- Thank you for providing all these quality teachers that obviously love what they do!
- ***** was not very timely in getting test results back to us. At one point we had 3 tests out there without a response.
- We are very pleased with the level of education our children are getting. This year has been fabulous. Teachers are great. ***** is always so friendly and happy to meet with us. All of the teachers are very friendly when seeing them either in the school or out and about in public. My kids like that.
- Very happy with all the staff we know and deal with
- ***** remained unorganized this year and was hard to follow. There was also a lot of confusion on subjects and assignments. She also doesn't use class time as efficiently as she possibly could. Much of the time she spends chatting instead of teaching from the times I have eavesdropped.

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

	A	B	C	D	F	N/A	Total	Weighted Average
The individualized attention your child receives	72.55% 37	21.57% 11	3.92% 2	1.96% 1	0.00% 0	0.00% 0	51	3.65
Parents feel welcome in our school	86.27% 44	9.80% 5	1.96% 1	0.00% 0	0.00% 0	1.96% 1	51	3.86
Parents have a good understanding of the school's programs and operations	62.75% 32	29.41% 15	5.88% 3	1.96% 1	0.00% 0	0.00% 0	51	3.53
Views of parents are seriously considered when school decisions are made	72.00% 36	14.00% 7	2.00% 1	0.00% 0	0.00% 0	12.00% 6	50	3.80
Opportunity to participate in school functions	70.00% 35	12.00% 6	6.00% 3	2.00% 1	0.00% 0	10.00% 5	50	3.67
Families have a strong personal relationship with their teacher	62.75% 32	25.49% 13	5.88% 3	0.00% 0	1.96% 1	3.92% 2	51	3.53
School provides solutions and resources to assist parents in student's in learning	78.43% 40	13.73% 7	0.00% 0	1.96% 1	0.00% 0	5.88% 3	51	3.79
School provides options to demonstrate learning beyond textbooks	68.63% 35	17.65% 9	3.92% 2	0.00% 0	1.96% 1	7.84% 4	51	3.64

Average Score: 3.68

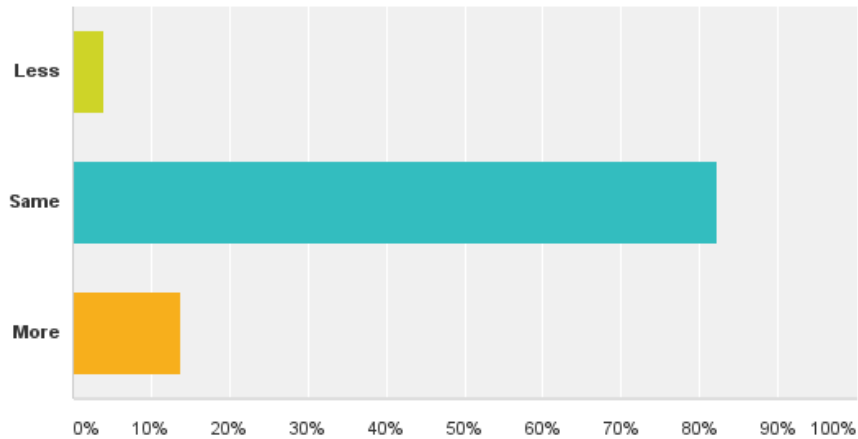
Comments:

- Flexibility and willingness to find what works for each student is phenomenal. Thank you.
- To be fair, we live too far away to participate in many school functions.
- Since we began a month into the school "year" I feel like I've been really learning as I go. There were resources available that I wasn't aware of until recently.
- We came in with issues and we were listened to and it took forever to get the ball rolling, my son needed help and I'm so glad to have your people and your support and your forgiving spirit to see what we as parents see and to believe in us and our children. You're appreciated more than you know
- Because we had very little connection/contact with *****- my child didn't feel like he belonged anywhere or even knew who the teacher was.
- I just discovered the library and saw some wonderful titles. I was sorry I hadn't taken advantage of this earlier. I wonder if a classical education approach could be fostered with titles that are Newberry winners or more stories on tape. The resources available already look valuable. So, these are just suggestions.
- I gave a "B" for understanding RVA's programs & operations mostly because this is our first year with RVA. However, if I had information to understand it all at once, I believe it would be very overwhelming. The teachers & staff have been good about telling what we need to know as questions arise. :)
- Keep textbooks at least as an option so many don't use them and my family still prefers them.
- We love RVA!
- ***** is an amazing, caring teacher. She is so encouraging to our family. :)
- We are so happy with our decision to use RVA. Looking forward to many more years here!
- We would like more events in our location of the state. Also it would be nice if the lower grades could have history projects like the 7 and 8th graders have in Calvert. I do love the science project options. Maybe we will have more options with bookshark.

Special Questions

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

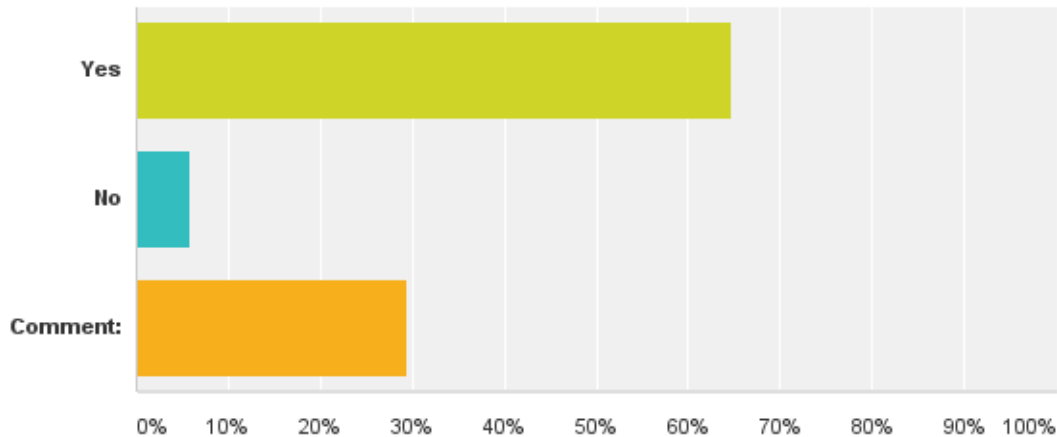
Answered: 51 Skipped: 3



- specifically weekly correspondence on submitted work with the teacher would be great!
- I get tired of all the testing we had to do. I'd rather teach than test.
- When ever we have interaction with the staff it is always a pleasant experience. And when ever we request more or have emails, they are always answered in a timely manor.
- It a teacher promises to meet online with a student - then you need to follow through with that! Meetings with ***** were fine - once a month as we wanted.
- Interacting on regular intervals via the set times was enough at our level. I know that whenever I e-mailed a question, the answer was timely and helpful.
- Same to more.
- I really appreciate the email reminders about "end of year goals". All communications from staff members have been so very positive. We sure appreciate that.
- If there was a way for the grade school and middle school teachers to have more weekly interaction, maybe a class for the students to attend once a week, that would be a nice option.
- noy just my rva child but all my children know his teacher. she is not just a teacher , but a friend
- We like knowing that the teachers are available if we need help or have questions.
- We like the option of signing up for online meetings. That way we can meet with our teachers if we need to, but we aren't required to break into our day if we don't.

Q7 Do you support separating regular education teachers into grades PreK-2, 3-5, and 6-8?

Answered: 51 Skipped: 3



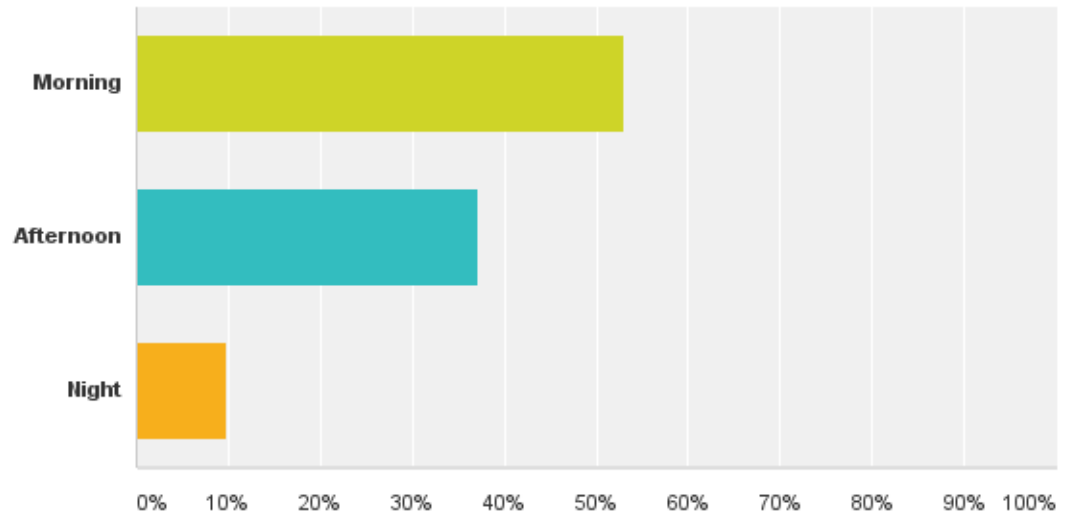
Comments

- As a home mentor I fully understand how hard it can be to keep track of even just one grade level at a time. I have kids in 2 different grades and I get them confused all the time.
- I think either way works, whatever you feel best.
- I have a child in special ed so I do not believe this would pertain to us as much. But I also think if it would apply, it is good for the student to have changes each year.
- I used to think it was good to keep it that way, but I have so benefited from having ***** as an early elementary teacher because of his perspective from the later/upper grades. Frequently he is commenting how I don't need to get worked up about our daughter not being a pro at something yet because there are many years to work on it and he has a perspective that I do not have and I have so appreciated that!
- I see the value in having mastery of a curriculum. I also see the value in having a supervisor that understands a family picture and gets to know a unit. Overall, I believe the benefit of having engaged teachers on their level is more helpful, unless a teacher has been working with a student and their input is crucial to their education in this format. I am thinking of high needs students whose interventions are more specialized.
- We as a family are good with either way!
- My son only has a special education teacher so I don't feel I can comment effectively on this question.
- While it is nice to have the same familiar face each year, changing primary teachers more often also gives students the opportunity to get to know other teachers as well just as they do in a brick and mortar school.
- I currently have no opinion on this. I don't know enough about the pros and cons.
- Yes, I support it. The teachers have their own classes and families in addition to RVA. We are fine with the change.
- Yes, while we have been spoiled by getting the same teacher year after year, it just isn't feasible for teachers to master so many grades levels of so many great curriculum. We still would only be changing teachers every 3 years, ideally.

- It only makes sense to have the teachers focus on specific grade levels so they can do better at the specific grade levels than to be spread out to so many and be unable to do as good of a job.
- We enjoy having our 3 kids have the same teacher.
- I would support this as long as the level of communication required from a parent is the same as we have this year (can sign up as we wish for meetings). With this new split, I would have 3 different teachers, plus the high school. I can not imagine having to do weekly check-ins with all those teachers.
- I do, but I am used to our teacher and we really like her. I think it might make it a little more difficult for families to get to know a new teacher and we build bonds with the teachers we have. But if it works out better then I guess I am for it.

Q8 In your opinion, what is the best time of day to offer online classes with teacher support?

Answered: 51 Skipped: 3



Question 9:

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

Comments

- **Sonlight!** But apparently it IS being used next year :)
- No
- none at this time as we are still getting the hang of our current curriculum and love them all.
- I mentioned already, but I would love to see the RVA offer access to **reflex**, a math fact fluency program that I have familiarity with via my translating job with the Wittenberg-Biramwood school district.
- No.
- No
- Just that some curriculum out there is talking about ISIS and I hope we can steer from any of that information.
- Not at the moment!
- I have only used faith-based curricula in the past; however, if I could change something about the Calvert curriculum it would be the answer keys. I have found it difficult to match the lessons up. Example: In the Calvert Math manual it will say lesson 54, but the text book says 5.7 and the answer keys don't flow from lesson to lesson, which is frustrating for new comers.
- Nothing at the moment.
- i have to say that what you guys are doing is great. i would not change much or any. everything that we have been introduced to so far has been great.
- **Reading Street** is an excellent grade school option for reading, writing, grammar, and spelling. My children used this program before coming to RVA, and we thought it was a very well rounded and informative curriculum.
- No
- You already have **American School**. This is what we wanted!!
- Curious about **ABC Mouse** as a supplement.
- **All About Spelling and All About Reading** - wonderful curricula that help children learn the why's of spelling. Invaluable in our time of homeschooling before RVA.
- No
- **Pearson**

Question 10:

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

- Doing wonderful! My kids and I love the RVA!
 - **Thank you for your kind words!**
- I would prefer to be allowed more autonomy. If my daughter has an interest in cats, I'd like to jump on that and do some studying on cats, but I can't because I have to finish all the little workbook pages and send them all in - whether it's something she needs to work on or not. 2. I really don't like all the emphasis on testing. When you are

in a classroom with 30 kids, it's unavoidable, but when you are working 1-on-1 you KNOW when the child gets it or doesn't get it. I don't move on until she gets it, I don't need to go back a month later and re-test her on that same material. 3. It was difficult for me to follow the order of lessons. I have taught for many years and I looked through the material and said, "Hey, that's something she needs to work on, let's do that." Well, then I'd mail it in and get told that I have to show what lesson it was from and where are the rest of the parts of that lesson. I didn't do it because it was Lesson #25, I did it because it was something my child needed to work on. I'd like the freedom to be able to sort through the material and do the activities that she needs. This is especially true in our case because we started mid-year AND we were repeating a grade. Since she'd already had most of it, I just wanted to pick out what needed re-teaching. And, even though it was December, that might be an activity from Lesson #4 or Lesson #50. The problem was, then I was expected to test her on everything related to Lesson #4, even though we had only completed 1 activity in there. She was so behind in Math and reading/writing/grammar that I wanted to focus on that and not go back and re-do all the science activities.

- **I am sorry that you feel the curriculum choices we provide do not provide enough autonomy. Keeping our curriculum aligned with State Standards is a mandatory requirement of us being able to operate the RVA as a public school. Along with this, however, we do allow for "alternative project based assessments" as outlined in our student handbook. For example, if you wanted to study "cats", then outlining how you want to complete the study would need to be a conversation between you and your teacher. From there, an individualized project-based assessment could be developed covering certain required learning standards and other pieces of your assigned work could then be put aside.**
- **Testing is a requirement of the State. It provides accountability of the student learning taking place in the home for both our school and taxpayers. Even though we do not believe that ALL assessments we are required to give are valuable, we do believe testing is a realistic expectation for families considering they are enrolling in a public school like the RVA. We can also replace paper/ pencil tests often times with projects through a discussion with your teacher.**
- **The order of the lessons are prescribed daily and are designed to build on prior knowledge. Deviations from the program can be made with providing adequate communication with your teacher about what your learning objectives are.**
- RVA is different....and that is a very good thing. It feels like the students, families, as well as staff and teachers are all important. It's not just about a grade or a statistic~ it is about learning and caring.
 - **We appreciate being "different"! Our number goal is to build lasting long-term relationships with our families, students, and colleagues. We believe that individual learning styles are unique and as a rule that "Mom's know best". We strive to treat every family as if they were part of our own and provide the support and care we believe parents expect by being in our school.**
- More field trips in the Milwaukee Area. They have often conflicted with state testing dates and made what few trips we get to take impossible.
 - **Thank you for pointing this out. We will work on making our offerings more calendar friendly in the future in order to avoid as many conflicts as possible.**
- More small field trips or get togethers in the Sheboygan and surrounding areas if possible. Not a fan of traveling over an hour for fieldtrips unless they are big such as a ball game or a more involved planned trip. More support for overwhelmed parents when we are in the grind of daily schooling. More Ideas or tips on planning, organizing and getting all things accomplished in the day. This was my first year with any type of homeschooling and the thing that was the hardest for me was adding homeschooling into the mix of our daily living. The only reason it was stressful, really ,was because I couldn't figure out how to manage everything. So if there is anyone out there that could send weekly tips on how to organize or how to be more efficient in any way to keep ahead, this mom would truly appreciate it. Or have someone you could bounce your schedule off of to see if they have ideas on how to change things. The only time I felt ahead or on track in our daily living was when we took a day off school. If this problem could be solved, our year would be smooth sailing all around! Love and blessed to have RVA as an option and VERY pleased with the amazing progress my son has made this year. We are looking forward to another year for success! Thank you to all involved!
 - **There is no doubt that adding "virtual schooling" into any family's already hectic life requires a long learning curve. Sometimes it means that something else has to go in order to make room for educating their children from home. As a school, we always want to be of support to our families and I can't encourage you enough to give our office a call, contact your teacher, contact Lisa Beels, (Parent Advisory Council President), talk to your area Regional Event Coordinator, or seek out both the school and parent Facebook pages to expand your support groups for more ideas and ways to manage school from home.**
- In the High school curriculum this year (2015) there are no textbooks, which we really miss. I think my child would improve if they had textbooks instead of the online version.

- **You will be happy to know that we will be giving the option of “American School” curriculum next year which is a book only option for high school students. We encourage you to give this a try!**
- Monday's are a great day for students to meet with teachers. Earned flexibility is fine. An area that could use Improving would be a technical issue. There seems to be a problem with the pace chart. (High School) It is very confusing to keep up with what is due with each teacher since very few follow the pace chart. There should be better flow. The pace chart is probably the biggest challenge, that is why it is not followed in this household. Not a fan of the formatting for Physical Science. Spanish workload can be a bit heavy. The Odysseyware format is set up well. As you can see, these issues are mostly technical and can be altered if there seems to be a need. As for the RVA school system as a whole, we are extremely pleased with the effort put forth by the staff to help educate my child. Being that it is an online option, it comes with knowing there will be challenges along the way. Whenever questions arise, we feel they are addressed in a swift manner by the RVA. We are very happy with the education our child receives. Taking school online is a growing choice for many. It is the future. Hopefully, more options for electives would be nice, even classes that would be considered a core class. Students should have the option to take those as well. Students should also be given a variety of classes to take as a core class. Some classes would be classified under a certain core requirement, Electives in the medical field, possibly, medical terminology class? Or a psychology or sociology class as part of a core requirement option. I've even seen a film class used as part of English requirement. These are just examples of options. If students are able to have online courses, there should be more flexibility in the course options as long as they fall within the parameters of the Department of Public Instruction.
 - **We realize that in our first year that we need to make some improvements to our pacing schedules and “earned flexibility” for students. Because teachers were going through the curriculum this year just ahead of the students it was difficult for staff to make the option overly flexible. This is something we will improve upon in years to come. As for electives, we will continue to offer a wide array of independent choices both in the Odysseyware curriculum and others online. Please contact Sara in the RVA Office to find out more about all the options that are available.**
- The training at the beginning of the year was a bit overwhelming. I love the idea of parents interacting with the staff one-on-one. The computer section was somewhat frustrating due to the fact that the code I was given didn't work and I had to look over someone else's shoulder per se. It really was of little benefit to me and I left feeling overwhelmed and frustrated by the lack of time to meet with someone who could help me. The handout explaining the process was what helped us on the home-front. Thankfully, my husband was more knowledgeable in navigating the system. If I didn't have his help, I don't think I would have been able to get hooked up. Though the office did call me on several occasions, it would have been better for me to leave feeling more confident on the computer. I realize that this was Little Lincoln's glitch, getting my code late. Whenever I had questions, I found it more beneficial to call other people I knew rather than RVA because it was presented in a way I understood better. That is not to say the staff were not helpful and attentive. This is just a challenging area for me and I personally felt defeated by it.
 - **There is no question that learning how to school from home can be very overwhelming. The orientations are designed to give parents the basics to get started, but there is no question that technology can be frustrating at times. For each family the process for how long it takes to get acclimated to make this work in their home takes a different amount of time. We are glad that you found it helpful to contact those people closest to you and we will work on being better navigators to guide our new families in the future.**
- It's disappointing to see buses provided for Medford families or families in the Northern part of the state to participate in field trips and those of us in the Southern part of the state don't have an option like that! I have older kids and our families in the Southern part of the state seem to be younger. The field trips provided are a bit young and our child/children find them a bit babyish. He would have loved to have gone to some of the field trips like Volk Field and others. I know there isn't going to be a perfect fix and not everything can be made to work. It's also hard to see all the field trips going on in the Medford area and we have one every 2 to 3 months. Just food for thought!
 - **We are sorry that the buses originated from Medford and not from other destinations in the State. Since the RVA is a school authorized by the Medford School District, so are the busing contracts associated with the district. That is why the buses typically leave from Medford. As for the quality and type of offerings our REC's provide in the southern part of the State, we will meet with our regional event coordinators and work on ensuring that we offer a wide diversity of opportunities for our families with children in various age ranges.**
- This took longer than 5 minutes closer to 10
 - **I am very sorry that the survey took longer than expected for you to take. Typically time varies for each person depending on how much they choose to type. I will work on making the time expectations more accurate in years to come.**

- We are so grateful that we have the opportunity to attend RVA. Your program is wonderful and we make sure everyone knows about it that asks.
 - **We are so grateful for ALL of our families! Thank you for the compliments!**
- ***** really loves Mythology if i was to add anything i think maybe in the activity pages add some activity's for mythology just to help them remember more about the characters.
 - **Thank you for your suggestion on the Calvert mythology curriculum. We can make this suggestion to Calvert, but on an individual basis our teachers would love to help create unique “add-ons” for/ with you to provide you extension activities for your child in subjects they enjoy. Please keep your teacher in mind for this service in years to come!**
- We are very happy with the RVA school and curriculum.
 - **Thank you very much for your approval. We do our best to pick the best educational options for our families.**
- Trying to keep up with the deadlines while using the Calvert curriculum was stressful for our family. I wish it had been made clear to me in the August orientation that we should start schooling right away and not wait until the September online orientation to start. That was the first day of school for Medford Public schools, so I also assumed the first day for the RVA. Yet, the RVA finishes in May, while the public school is in June. That late start put us behind right away, and plagued us all year. I am glad to hear, however, that other curricula are being considered for the RVA. The Calvert curriculum was hard to keep up with because there is so much work-- especially for a parent that has other kids and work to tend to. My son also has a lot of trouble focusing (he has *****), which is why I opted to try homeschool, but Calvert is basically the same as sitting in a classroom, and I struggled all year long to get him to focus and do the work. So keep looking for more options! Some kids need more of an "unschooling" approach to their education, and there are some special needs kids, like my son, who just didn't "click" with Calvert.
 - **Calvert is a very structured curricular choice which does a great job of providing clear direction for families to follow form day to day. However, like you stated, it also can be too rigid. Making sure that you are working with your teacher to discuss the pieces which seem to be “too much” and building individualized completion goals is the best way to navigate these obstacles. This is true regardless of the curricular options families choose in the RVA as well. The RVA is a year-round schooling option. Even though incentives are given to students to complete their work in an approximate 10 month window of time, not all families fit into this. We understand this and will help all families build the pacing schedule that best fits their family’s needs. Some of our families who go to school year-round still earn incentives as well... it is just that their goal and work completions dates are all individualized. This is something that you can work on setting up with your teacher we will.**
- Rva has been a blessing to my family. Rva has given my son the chance to succeed. He is now learning at his own pace in his own time and desired environment. And its ok if his needs change day to day, as his teacher is just a call away to help work things through. its so nice that hes not falling behind due to medical appointments as he can work on his lessons anytime of the day. morning or night. lessons wait for him always leaving on track. The staff are so helpful and prompt in resolving any concerns. I do with that there was an option to receive a text book alongside the online odysseyware. to study for an exam or test is difficult otherwise. Thank you for your time.
 - **We thank you for your time and feedback. This is the experience that we hope all families have when working with us in the RVA. Thank you for your patience with us and for helping stay in good contact with your teacher about all your wants and needs. It is in good communication that we find families who have had the greatest success.**
- I would suggest for parents of high school students: log in as student and check the grade book. You will be able to see if they are behind, have a low grade and then can have a test reset. When you log in as parent it may look like your child is on pace when they are actually behind. The WVS curriculum dates are often different from teacher due dates. Check your email from the teachers to find out what is due. I made the mistake at the beginning of the year not knowing this and we were behind. It is much more smooth 2nd semester. We have emails that go to student and parents. The teachers have been very helpful. I find being online all day can be a distraction. Easy to find student on other sites not related to school when work needs to be done. Needs much more monitoring than when using textbooks. Can be stressful always reminding them of this. We love the staff. Thank you for providing so many nice field trip opportunities. Thank you for accommodating our family for testing with a hotel and fun activities. Thank you for considering and now piloting the new American School curriculum. I truly feel our ideas matter. The encouragement and support of the teachers and staff is so appreciated. I feel truly fortunate to be able to have a wonderful partner in homeschooling. Thank you RVA!!!
 - **Thank you for your constructive feedback on the pacing of some of our classes and offerings. We agree that the best way a parent can stay on top of their children’s pace and expectations in the school work is to become fluent in the way the gradebook works and to keep in good**

communication through e-mail or other means with your teacher. Thank you for the compliments on the school offerings and opportunities. We try to value building relationships with our families as our #1 priority. Offering hotel stays on testing nights, various field trips, and keeping in close contact with our families are all examples of ways we all try to reach this goal.

- The RVA continues to be a fantastic option for families looking to get away from brick and mortar schools. With every year comes more learning opportunities and improvements. Mr. Heckel, as well as others in the RVA, genuinely care for every student that scrolls through their virtual doors.
 - **Thank you for your kind words. I agree that the RVA staff are a group of teachers and support staff second to none. Each person in the RVA loves serving children and families and we thank you for your dedicated work in the home.**
- Thank you for the continued and ongoing communication, transparency and collaboration with the families. It is in stark contrast to our local school district and we really appreciate it.
 - **Keeping the walls of this school “see-through” is part of our mission. We believe that family input should be the primary indicator to a school’s overall success rating. We work to achieve this by hosting families events online, keeping parents up to speed on changes through our Facebook page, and by providing families access to surveys like this. We believe that through feedback from our parents we stand to grow and learn the most. Thank you for your comments.**
- Thanks for welcoming us with open arms. My Daughter is a 4th grader who has always been ahead of her peers, therefore school was boring for her. RVA had her do a placement test and allowed her to use curriculum a full grade level ahead. This provides her to with the challenge she craved.
 - **You are welcome! Thank YOU for your hard and dedicated work on behalf of your daughter. We are pleased to know that you have found the RVA a good fit for your child who was in need of greater challenge than what was available in your resident district school. If there is ever more we can do to help, please do not hesitate to ask.**
- Again, we could not be happier with our year with the RVA. Thanks for all you do and offer.
 - **Thank you for your complimentary words! We love the chance to be able to work with all of our families choosing this form of flexible education for their children.**
- Just wanted to let you all know we love our school and encourage others to join whenever we can!
 - **Thank you! Your recommendations to other families is one of the highest forms of flattery we could ever wish to receive!**