



© RURAL VIRTUAL ACADEMY

Annual School Performance Report



*School Year
2012 - 2013*

®RURAL VIRTUAL ACADEMY

Annual School Performance Report

School Year 2012 – 2013

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

® Rural Virtual Academy
Abbotsford • Auburndale • Antigo • Colby • Medford • Merrill • Mosinee • Prentice • Rib Lake • Stratford

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To the Community,

In its 8th year of serving children, the Rural Virtual Academy had a memorable year full of new changes, challenges, and success stories. With the growing demand for virtual educational options, the year began with a charge from the Wisconsin Department of Public Instruction. We were issued notice, along with all school district's operating virtual charter schools, that a full review of operations would be taking place during the school year to ensure that schools were following laws established providing all children enrolled in virtual charters were receiving a high quality education and that all district's were operating under appropriate fiscal management and oversight. With this notice, we welcomed the Department to review our school by responding with an invitation to come and see what over the course of 8 years has become a 10 district consortium built with cooperative efforts to serve all children publically with the highest quality teachers, curriculum, and management. We believe that the RVA stands as a model virtual charter school whose foundations should serve as a reproducible example of how a successful and sustainable virtual educational option can co-exist with brick and mortar schools to build a bridge between the home and traditional school environments. Even when faced with low scores on the state assessment, the RVA staff, governance board, those in the community who have experienced our offerings, and especially our current students and parents, called out in support of realizing that this school's performance shouldn't be measured in test scores alone. Instead this school, along with any other, should be measured on academic achievement combined with the satisfaction of those it serves and the academic rehabilitation it provides to those families in need. The RVA stands fast in its belief that no child is any more successful than they are in an environment where 1:1 instruction can be delivered, by a caring adult, when given both the resources and support of educational professionals. We have seen those positive results once again.

As a particular highlight, the RVA was proud to be nationally recognized this year as a leader in virtual education in particular for its efforts to build personalized support systems with families. Through the use of regional events, online clubs, and numerous field trips and experiences, the students in the RVA are connected in a school community that is still uncommon in virtual education. The RVA realizes the importance of educating the whole child which includes not only academics but also the social and emotional outlets all children need to develop into healthy and productive young adults. The RVA was invited to and presented its efforts in New Orleans at the International Association of Online Learning (iNACOL) convention to wide array of educators looking to achieve similar goals with their own virtual programs, schools, and districts.

Enrollment in the school continues to rise as more and more families realize the option they have to publically educate their children from home. With a predicated enrollment of 165-175 students, the RVA met this goal and looks forward to another year of again welcoming more students into the school. With increasing populations, aided by the new year-round open enrollment process, distinct and exciting challenges wait for us on the horizon. As we continue to move forward, we need to again look at our staff and general infrastructure to

ensure we have the capacity to both expand and retain the integrity of a high-contact virtual school where every child is personally recognized for their efforts and talents. Without question, due to the continued support from our local Board of Education, consortium districts, and governance board, I have no doubt that we can meet these new demands. Our students and families have much to be proud of in their accomplishments and even more to be excited about in the coming years.

Ever increasing pressure to look at virtual high school options, finding ways to satisfy the fair and balanced assessment measures, navigating the ever-changing waters of special education and technology are all just a sample of what lay ahead of us. Without question virtual education takes more time, effort, and energy to be successful either as a student or parent when compared to the traditional school environment. But we also know that nothing really worth having is easy. With all of these new challenges come opportunities to stimulate new ideas and solutions.

In the face of these hurdles we are reminded that it is the charge we have undertaken as a board, school, and community to design and support the creation of high-quality public charter schools, particularly for those students most in need of better public school options.

Virtual schooling transforms the definition of school from a building with teachers, blackboards, and a fixed set of course to infinite possibilities for learning and a child's future. Virtual schooling isn't a remedy for all of the educational challenges facing America. However, it does give families access to the brightest minds in the work and the latest innovations to optimize children's opportunities to learn.

More people are able to learn today for less cost and with tremendous more variety in subjects and topics than ever before. It is truly something that societies of the past could only dream about and the horizon is expanding faster than ever before.

The RVA has offered a safety net for some while acting as a launching of new educational vigor for all. In the face of new standardized tests, school and district report cards, combined with the pending rewards and penalties associated, it is ever more pertinent that we understand the purpose of this school. The RVA provides all families an opportunity to learn in a flexible home environment where the child's greatest care-givers control the outcomes of their own child's future. This is unprecedented parental choice and control over our children's educational experience. It shows firsthand the growing need and desire for the take back and push forward of a traditional education system many in the public feel has gone wrong. The cutting edge ideas of virtual schooling doesn't fit the mold of traditional school settings and we have to protect these burgeoning pathways of tomorrow's education, regardless of what tell-tale report cards and metrics might have to report.

Stacey Childress, Deputy Director of Education of the *Bill and Melinda Gates Foundation*, and former faculty member of the Harvard Business School, made note this year of 3 "game changers" that are staging themselves to forever change the face of education. All of them point in the direction of virtual education. Each also echo what we have heard coming for

years from other Harvard thinkers such as Clayton Christensen and his predictions for disruptive innovations in education.

The first is a student-centered personalized learning. For the first time in education, personal technologies, combined with the general growth in educational innovation, has refocused reform changes from the district level down to the child. More than ever before we are making decisions based upon what is best for each child in our schools, whether in brick and mortar or in a virtual setting.

Second, competency and proficiency based assessment systems are emerging to connect scores to new learning nodes that specifically address learning deficiencies and promote areas of acceleration for each child.

These assessments tie directly into the *third trend which is the rise of technology systems that learn and improve while students learn and improve.*

Without significant changes, at our current average improvement rate of 3-5% annual growth on NAEP scores, it will take our educational systems nearly *50 years* to get children “ready” based upon NAEP’s benchmarks for career and college readiness. This statistic alone leverages itself towards schools finding new ways to grow the individualized platforms for learning. In support of these statistics we can merge 3 other truths found in Childress’s studies. First, students with caring adults at home and at school outperform those students that don’t have this. Second, meaningful and strong interactions with children have a statistical advantage at higher educational performance than those without. And last, those children with broad access to different types of learning models outperform those students whose options and experiences are limited. Without question, the virtual and blended models of education stand to be a strong candidates for future models of high performing schools. As these models continue to become more mainstream, we can predict children closing the performance gap and becoming equally or better prepared when entering tomorrow’s world.

Some would argue that today’s educational models have gotten worse over the years. I don’t believe this to be true. What I do believe to be true is that our traditional educational model hasn’t changed at all, or very little, in comparison to the world around us. The factory-model of today’s schools struggle to effectively change and keep pace with the increasing drive of innovation and demands from our society. As an example, how can learning be any time, any place, when we are still held static by our traditional school day and calendar? Additionally, our educational system in the United States is “uncommonly bureaucratic”, says John White the State Superintendent of Louisiana. “From the Department of Education, to state level Departments of Public Instruction, to the Central Office, to the Boards of Education, we have a system that is reluctant to change and where we remove the decision-making from those who are closest to the child- parents, teachers, and school leaders.” So as we all continue to look forward, let us continue to support parents, school leaders, and teachers making decisions about what is best for each child. Let us continue to be the ones that determine the course and define the trails for others to follow. Let’s continue to foster

and build relationships with our communities which embrace the opportunities for all children to have an equal chance to learn, grow, and prosper in tomorrow's world.

Thank you to all parents, administrators, educational service providers, and community members who have served and supported this school through its governance board, advisory committees, and countless consultations over the past 8 school years. Through their time and efforts our consortia of districts and communities have maintained a strong commitment to the support of all our children. Thank you to the staff of the Rural Virtual Academy for building the strong relationships with our families and for keeping our children connected and reaching for their highest potentials. Lastly, thank you to all the students who have worked so diligently throughout the course of this school year. I take pride in seeing all of your accomplishments and look forward to working with you again in the future.

In closing, let us be reminded that leading the way is rarely easy, but nothing really worth having is.

Sincerely,

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

Charles Heckel
RVA Administrator

RVA Governance & Staff

Governance Board

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

Auburndale Schools: Andy Place, *Principal*

Antigo Schools: Trisha Detert, *Assistant Principal*; Jana Beaber, *Parent*

Colby Schools: Jim Hagen, *Principal*

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

Merrill Schools: Don Stevens *Interim District Administrator*; Jim Hostvedt, *Teacher*

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

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

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

Stratford Schools: Scott Winch, *Superintendent*; John Brostowitz; *Parent*

Support Staff

Sandy Pope
RVA Specialist
Office Manager
Medford Schools

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

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

Stephanie Hoffman
RVA Assistant

Rebecca Hopkins
RVA Activities Director

Buck Lemke
RVA Web Programmer
Consultant

Jessica Martin
School Psychologist
Director of SPED
RVA

Nancy Gibson
Program Manager
Calvert

Instructional Staff

Mark Mann
RVA 3-8
Teacher

Sara Holewinski
RVA 3-8
Teacher

Kelli Ray
RVA 3-8
Teacher

Amanda Langdon
RVA Pre-K / 2
Teacher

Kristyn Brown
RVA Pre-K / 2
Teacher

Jessica Haenel
RVA Phy. Ed.
Teacher

Jill Fortin
RVA Art
Teacher

Jill Chasteen
RVA SPED
Teacher

Misty Galli
RVA SPED
Teacher

School Administration

Charles Heckel
Administrator

Jeff Albers
Director of Finance; Medford Schools

Dennis Hinderliter
Technology Engineer; Medford Schools

Regional Event Coordinators

Jana Beaber
Antigo

Leatha Hopperditzel
Colby

Tena Gnewuch
Merrill

Jennifer Wright
Milwaukee

Kristina Duran
Wausau

Parent Advisory Council

Heidi Mann
Council President
Rib Lake

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Charter

Rural Virtual Academy & Medford Area Public School District Charter Agreement

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

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

RECITALS

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

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

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

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

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

NOW, THEREFORE,

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

Definitions

Section 1.01 Certain Definitions

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

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

Name of Person/Organization Establishing Charter School

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

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

Person in Charge and Manner of Administration

Section 3.01 Administrator

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

Section 3.02 Administrative Services

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

Section 3.03 Teacher

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

Section 3.03 Instrumentality

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

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

Description of Educational Program

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

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

School Goals and Measures

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

Section 5.01 RVA School Goals and Methodology

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

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

Section 5.02 Student Academic Engagement

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

Section 5.03 Student Academic Achievement

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

Section 5.04 Parental Engagement and Satisfaction

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

Section 5.05 Means of Measuring Pupil Progress and Goals

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

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

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

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

Rural Virtual Academy Governance Board

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

Section 6.01 Membership By-Laws and Terms

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

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

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

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

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

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

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

(g) Should the RVA operate autonomously under the direction of the authorizing body of the MAPSD, without the aide of consortium partnerships, an appointed board will be determined by the authorizing district and be comprised of a minimum of 4 public representatives, including RVA parents, (1) RVA Teacher, and a member (1) of the Parent Advisory Council.

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

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

(a) Provide input to, approve, and monitor curriculum designed by or recommended by RVA staff and administration

(b) Approve and monitor the annual budget prepared by the RVA Administrator

(c) Provide vision and guidance to the school so it retains its uniqueness in meeting the individual academic, social-emotional, and physical needs of its students

(d) Approve the RVA school calendar

(e) Interview and recommend staff for contract approval by the MAPSD Board of Education

(f) Establish criteria for admission to the RVA consistent with the contract and charter school laws

(g) Propose modifications to this contract as appropriate

(h) Communicate any concerns regarding performance of RVA staff to the RVA administrator and/or MAPSD Board of Education as appropriate

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

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

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

Section 6.03 Qualifications to be Met by Individuals Employed in the Charter School

The Rural Virtual Academy's Teacher(s) and Administrator(s) will be (an) employee(s) of the Medford Area Public School District. All licensed instructional staff, other than substitutes, shall be members of the Medford Education Association, and are subject to all provisions of the Master Agreement with the MEA unless agreed to under a separate "memorandum of understanding". The RVA Teacher(s) and Administrator(s) will hold all appropriate and required current Wisconsin Department of Public Instruction licenses in compliance with Chapter PI 34 of the Wisconsin Administrative Code and §118.40(8)(2)(b); *Licensure; Wisconsin Statutes*, and §5210 of ESEA

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

Means of Maintaining Student Health and Safety

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

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

Means of Achieving Racial and Ethnic Balance

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

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

Requirements for Admission

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

Section 9.01 Consortium Districts Participation

The Rural Virtual Academy operates as a consortium of school districts currently representing the districts of: Abbotsford, Colby, Medford, Merrill, Rib Lake, and Prentice. This consortia is in compliance with §66.031; *Wisconsin Statutes*. Consortium participation will be considered on an annual basis. Each consortium district will receive notification of an annual commitment agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and appointments to the RVA Governance Board. This notification will take place during the regular November/ December RVA Governing Board meeting and be in effect for the proceeding school year. These commitment agreements are to be determined by the consortium district no later than the regular January/ February RVA Governance Board meeting. New districts wishing to become consortium members may petition their request to the RVA Governance Board by contacting the RVA Administrator.

Section 9.02 Consortium Students

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

Section 9.03 Non-Consortium Students

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

Section 9.04 Out-of-State Resident Pupils

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

Section 9.05 Shared Enrollment for Consortium Students

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

Section 9.06 Other Admission Conditions

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

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

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

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

Annual Audits

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

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

Discipline Procedures

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

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

Public School Alternatives

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

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

School Facilities and Liability Insurance

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

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

Effect of Charter School on Liability

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

Section 14.01 Term

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

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

Exchange of Funds

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

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

Budget Responsibilities

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

1. A budget for the upcoming school year will be submitted to the RVA Governance Board at the March/April regular governing board meeting. The budget is to include those expenses not covered by any grants, such as administrative costs, teacher costs, support staff costs, consumables, postage, dues, reimbursements, tuition, and other identified RVA expenditures.
2. The Board of Governance will establish a membership (participation) fee. This fee will be paid by the five member schools in the consortium. The proposed participation fee is \$3,000.00 per member school.
3. The Board of Governance will establish a per student fee, based on the anticipated number of students enrolled in the RVA. The fee will be calculated using the proposed budget, subtracting the total membership fee, and establishing a per student cost by dividing the remaining budget by the number of anticipated students.
4. Schools in the consortium will be assessed the per student fee, based on the number of students enrolled in the RVA from their district.
5. End of the year reconciliation will be made based on increased or decreased enrollments. Enrollments will be calculated quarterly, i.e., a student enrolled after the beginning of the first quarter, but prior to the start of the second quarter will be calculated as a 1 (FTE) student. A student enrolling after the second quarter, but prior to the start of the third quarter will be calculated as a .75 (FTE) student. Any student enrolled after the start of the third quarter, but prior to the fourth quarter will be calculated as a .50 (FTE) student. Any student enrolling at the request of the member district past the quarter 4 billing date will be costed out separately. Resident districts will be billed at the regular May/June governance meeting.
6. Any revenue generated by open enrolled students or students enrolled through a §66.0301 agreement will be used to offset the current fiscal year costs.

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

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

Nondiscrimination

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

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

Transportation

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

Regulation Variations

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

Section 19.01 Wisconsin State Statute Exemptions

(a) Foreign language instruction – §118.017

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

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

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

(c) Special Observance Days – §118.02

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

(c) Textbooks – §118.03

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

(d) Summer classes – §118.04

Requires school boards to make rules governing summer attendance and cause them to be shared on the school board minutes. Because the RVA offers the flexibility of year-round schooling, this is not a necessary requirement of the RVA. The Rural Virtual Academy

Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the operations of the school.

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

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

(f) *Required fences* – §118.11

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

(g) *School attendance enforcement* – §118.16

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

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

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

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

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

(j) *Number of days and hours* – §121.006(2)(a), §121.02(1)(f), §118.40(8)(d)

Requires school districts to schedule 180 school days annually, less any days during which the State Superintendent determines that school is not held or educational standards are not maintained as a result of a strike by school district employees and requires school districts to annually schedule at least 1,137 hours of direct instruction in grades 7-12. §118.40(8)(h) in part requires that virtual schools provide educational to its pupils for at least 150 days each year. The RVA Governance Board will establish a schedule for its students that accommodate those students’ needs which may or may not reflect the exact number of days or hours for students cited in this statute.

(k) *General transportation* – §124.54

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

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

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

Section 19.02

Medford Area Public School District Board of Education policy exemptions

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

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

This policy establishes the parameters for the school year and school day. The RVA may operate outside of these maximums and minimums.

(b) *Organization of Instruction* – IE

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

(c) *Curriculum Adoption* – IFD

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

(d) *Physical Education* – IGAF

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

(e) *Grading Systems* – IKA

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

Article XIX fulfills §5203(1)A of the ESEA

Allocation of Federal Funding

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

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

Non-Sectarian Status

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

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

School Administration Involvement

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

Parental Involvement

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

Term and Termination of This Contract

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

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

Section 24.01 Mutual Agreement

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

Section 24.02 Contract Violation

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

Section 24.03 Academic Progress

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

Section 24.04 Fiscal Management

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

Section 24.05 Violation of Wisconsin Statute 118.40

RVA otherwise violates Wisconsin Statute 118.40;

Section 24.06 Sponsors

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

Article XXIV fulfills Wisconsin §118.40(5)

Charter Amendment 2010-2011

FIRST AMENDMENT TO JULY 1, 2010 CONTRACT AGREEMENT
BETWEEN
THE MEDFORD AREA PUBLIC SCHOOL DISTRICT SCHOOL BOARD
AND
RURAL VIRTUAL ACADEMY CHARTER SCHOOL

WHEREAS the current contractual agreement, under Article IV, does not include pre-school (4K) aged children as part of the description of school programming, in fulfillment of Wisconsin §118.40(1m)(b)3.

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

1. Article IV: *“The educational program of the Rural Virtual Academy is designed to serve students grades Pre-K thru 8...”* Paragraph 1, Sentence 1
2. All other terms and conditions of said Agreement not expressly amended herein shall remain in full effect.

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

Antigo Unified School District

Date

Abbotsford School District

Date

Colby School District

Date

Medford School District

Date

Merrill School District

Date

Prentice School District

Date

Rib Lake School District

Date

Rural Virtual Academy's Mission

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

The focus of the RVA is to provide instructional programming to Pre-K - 8 students who are looking for an individualized virtual option of public education.

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

Initiatives and Goals 2012 - 2013

Curriculum

- ✚ Piloted *Achieve 3000*®; Curriculum
- ✚ Piloted *Thematic Science*®; Curriculum
- ✚ Piloted *Little Lincoln*®; Curriculum
- ✚ Piloted *All About Reading*®; Curriculum
- ✚ Added *Read, Write, Gold*®; Curriculum
- ✚ Added *Reading Eggspress*®; Curriculum
- ✚ Replaced *Calvert CTS*®; Assessment
- ✚ Implemented *PALS Testing*®; Assessment
- ✚ Removed *Moodle*® requirement; Curriculum
- ✚ Created "How To" videos for supplemental programs; Curriculum
- ✚ Partnered with *Wisconsin Virtual School*; Curriculum
- ✚ *Odysseyware*® Training; Professional Development
- ✚ "Specific Learning Disability" (SLD) compliance meetings; Curriculum
- ✚ Created online "E-events"; Instruction
- ✚ Expanded use of *Blackboard*®; Instruction
- ✚ Utilized new feedback tools such as *Voki*®; Instruction
- ✚ Created ruralvirtual.org domain and family G-mail® accounts; Instruction
- ✚ Presented successes at iNACOL in New Orleans; Reporting



Policy & Procedure

- ✚ Updated RVA-JFC Code of Conduct
- ✚ Updated RVA-DB Fiscal
- ✚ Updated RVA-IIBGA Internet Safety
- ✚ Updated RVA-JECBD Open Enrollment
- ✚ Update Faculty Handbook
- ✚ Added Auburndale School District to Consortium
- ✚ Added Stratford School District to Consortium
- ✚ 66.0301 Agreement with Menasha School District
- ✚ 66.0301 Agreement with Tomah School District
- ✚ "Specific Learning Disability" (SLD) compliance meetings; Legal
- ✚ Created New Public Awareness Campaigns; Midwest Communications; Marketing
- ✚ Entered into Marketing Agreement; Calvert Educational Services; Marketing



Staffing

- ✚ Added RVA Teacher; Pre/K - 2
- ✚ Added RVA Teacher; SPED
- ✚ Added School Psychologist/ Pupil Services/ SPED Coordinator
- ✚ Added RVA Teacher/ Consultant; Art
- ✚ Added Special Education Consultant(s); Speech and Language
- ✚ Added RVA Office Assistant
- ✚ Added Regional Event Coordinators (5)



Application Process

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

Enrollment

Students in Pre-kindergarten through grade 8 are eligible to enroll into the RVA. Educational services are required to be provided to every child enrolled in the RVA for a minimum of 150 days each school year. It is the expectation of the Rural Virtual Academy that all students enrolled participate for the full school year of approximately 180 school days and 140 daily lessons.

Enrollment Options for Consortium Schools

The RVA provides enrollment opportunities for its consortium school district members different than for students outside of the consortium. Students currently residing within the school districts of Abbotsford, Antigo, Auburndale, Colby, Medford, Merrill, Mosinee, Prentice, Rib Lake, or Stratford may enroll in the RVA by contacting their local district offices or the RVA. Completing open enrollment applications is not necessary for students residing within the consortium districts.

Enrollment Options for Non-Consortium Schools

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

Another enrollment option is establishing a 66.0301 – Shared Virtual Learning Services Agreement between the non-resident and resident school districts. Enrollment through the use of a 66.0301 agreement can take place at any time throughout the school year and is not bound to the restrictions of the open-enrollment window. The aid amount will be equal to the open enrollment transfer amount and is prorated dependent upon the actual enrollment date.

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

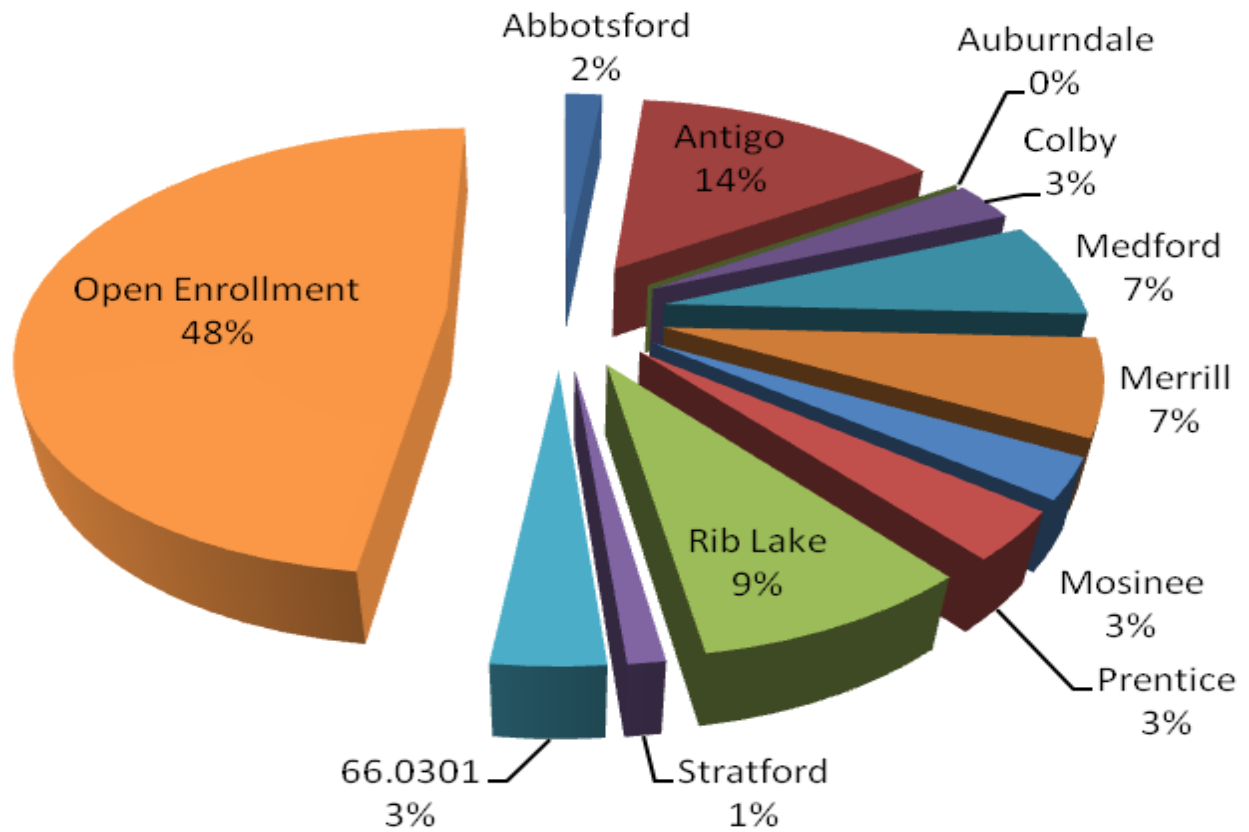
Shared Enrollment

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

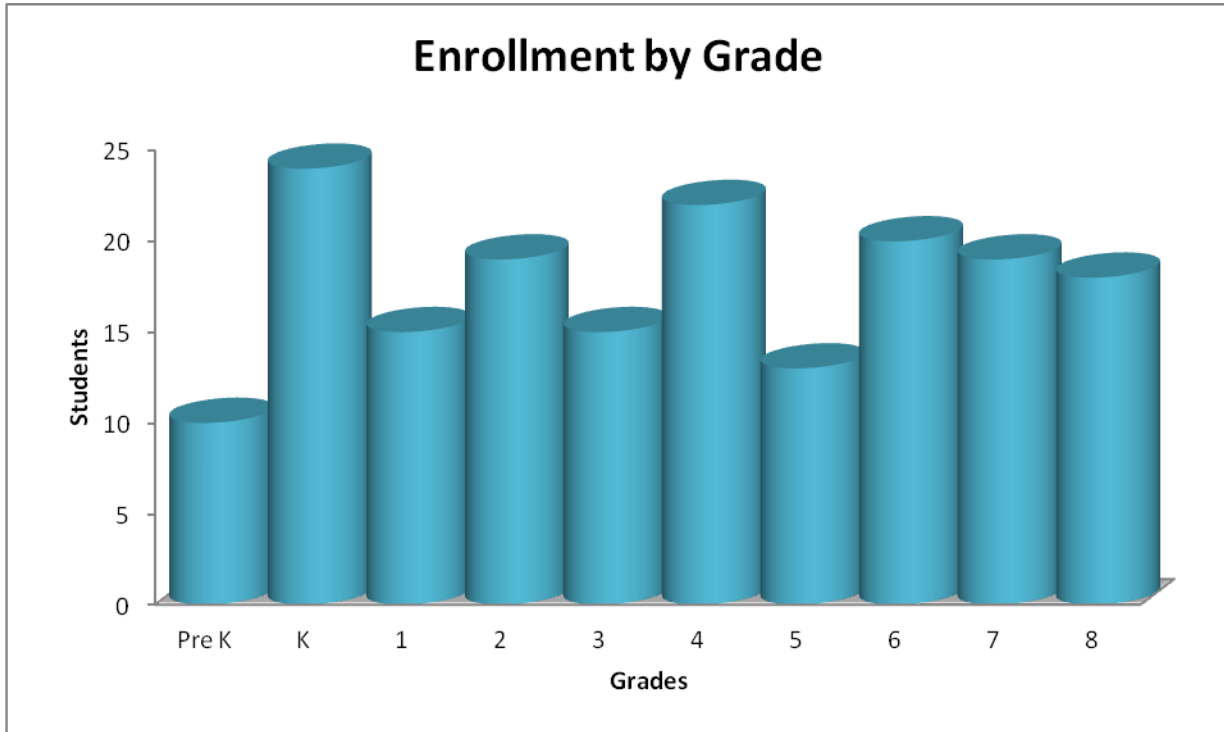
Shared Enrollment Statistics 2012 - 2013

In the 2012 - 2013 school year, consortium districts shared enrollment with no less than 10 students. These students participated in various academic classes, extra, and co-curricular activities.

Enrollment by District

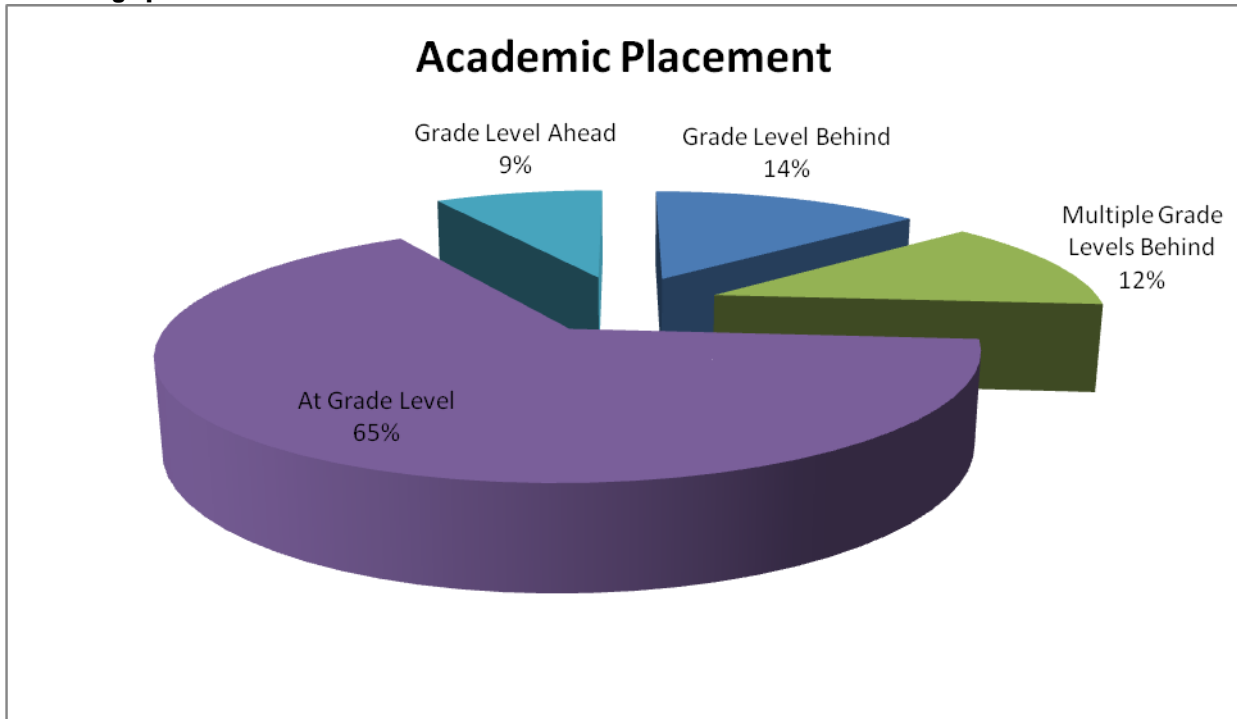


RVA Grade Level Enrollment Statistics 2012 - 2013



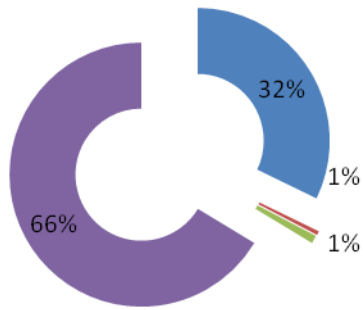
***175 Students were enrolled in the RVA this year**

Student Demographics 2012 - 2013

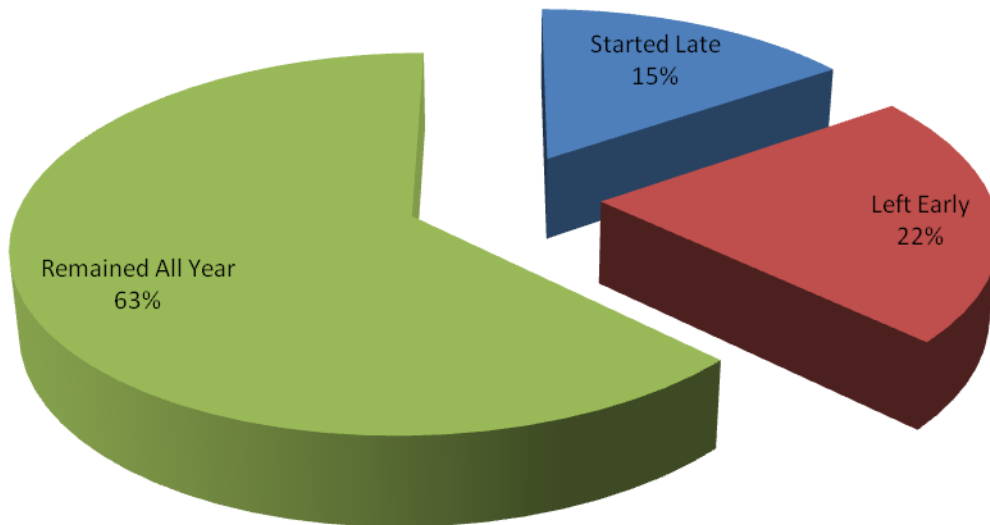


Special Considerations

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

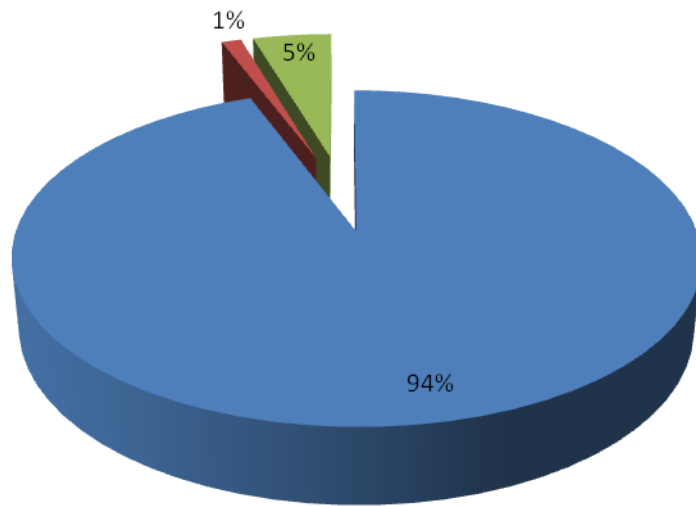


In-Year Enrollment Changes

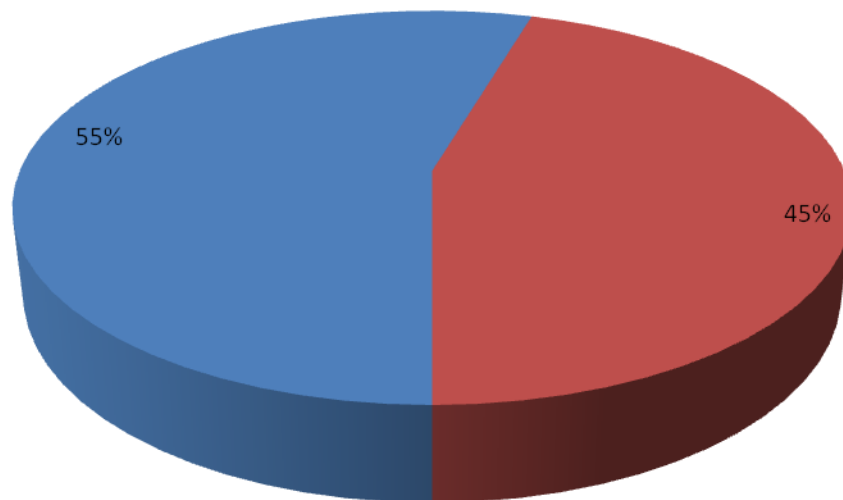


Student Location

■ Wisconsin ■ England ■ Transient



■ Male ■ Female



RVA Administrator

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

In the 2012 - 2013 school year, Charles Heckel served as the RVA Administrator. Nikki Clements served as the Administrative Assistant.

RVA Teacher

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

In the 2012 - 2013 school year, Mark Mann, Sara Holewinski, Kelli Ray, Jessica Haenel, Jill Chasteen, Misty Galli, Kristyn Brown, and Amanda Langdon served as the primary RVA Teachers. Sandy Pope served as the RVA Office Manager, Rebecca Hopkins served as the Activities Director. Assisting them in the office was Stephanie Hoffman.

Other services are contracted out and provided by consultants and self-employed contractors. These individuals include all of our regional event coordinators, Heidi Mann the PAC president, Buck Lemke our web manager, Jill Fortin our Art Teacher, and Jessica Martin who began her service as the school's psychologist and director of special education services.



Home Mentor

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

Home Mentor Statistics 2012 - 2013

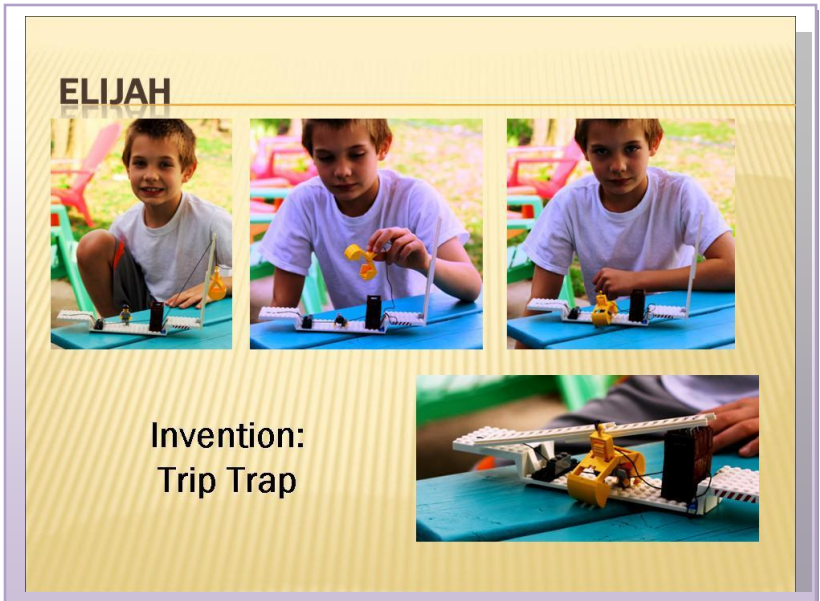
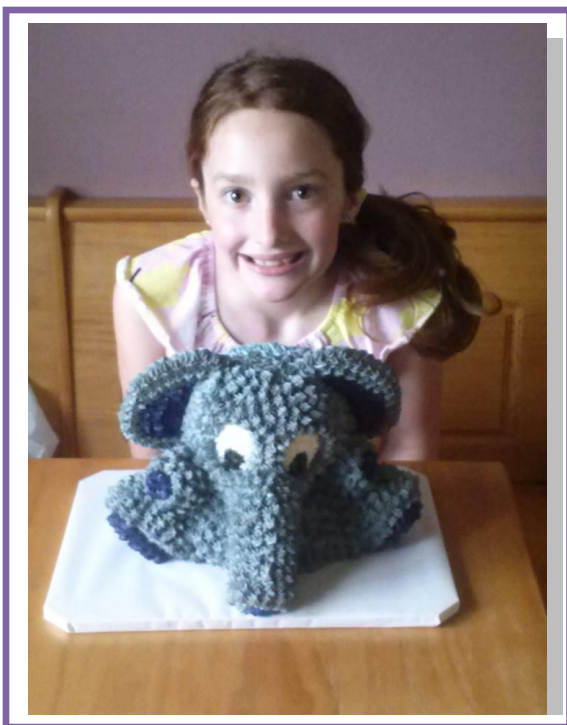
In the 2012 - 2013 school year, all of the RVA students were mentored by parents.

Parent Advisory Council

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

Parent Advisory Council Statistics 2012 - 2013

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



Governance Board

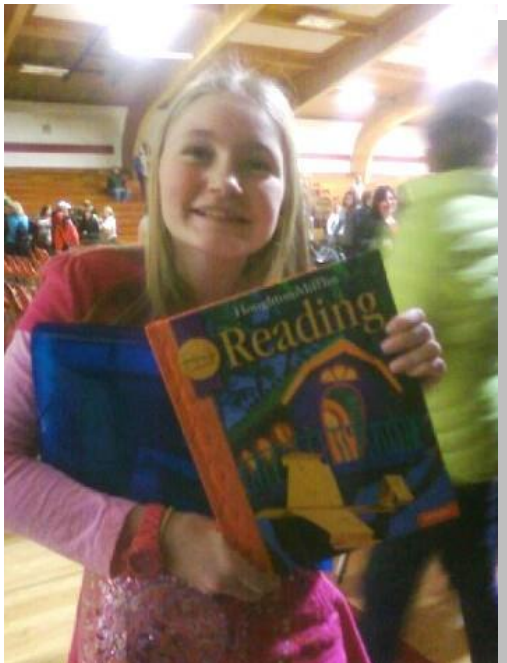
The Rural Virtual Academy Governance Board is empowered under the charter and authorization of the Medford Area Public School District to determine the curriculum, content, staffing organization, calendar, budget, advisories, and operations of the charter school. The Board is made up of district represented 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 2012 - 2013

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
- ✦ Amending Fiscal Management Policy
- ✦ Approving Annual Budget and Expenditures
- ✦ Considering Parent/ Student Feedback
- ✦ Monitoring School-wide Programming and Operations
- ✦ Considered Expanded Preferred Partnerships with Vendors
- ✦ Approved Student Handbooks and Expectations
- ✦ Monitored Enrollment Trends
- ✦ Discussed Expansion of RVA to include High School Offerings



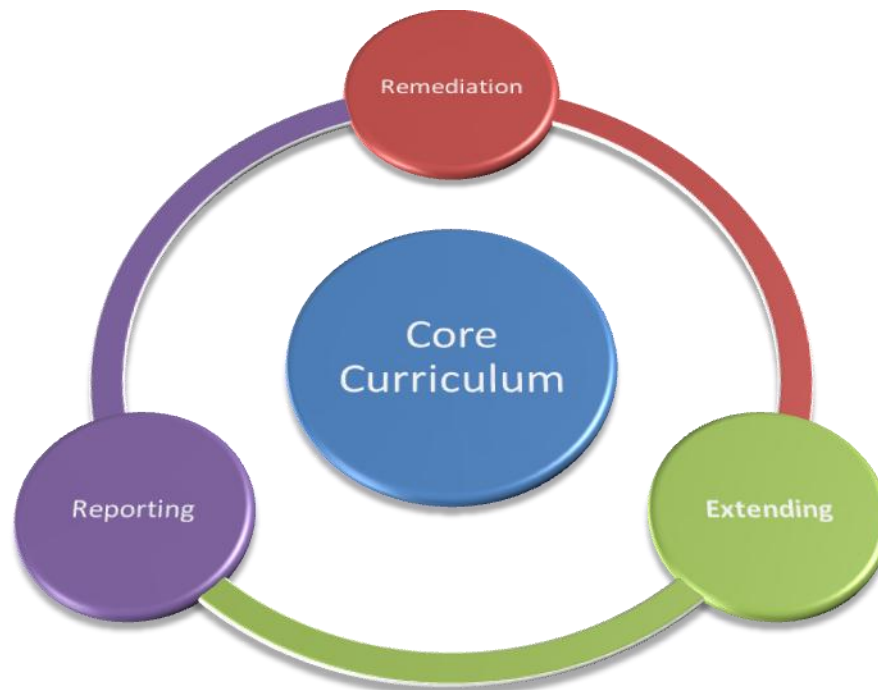
Curriculum

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 2012 - 2013



Core Curriculum

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

Remediation

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

Reporting

- Skyward®
- AIMSweb®

Extending

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



RVA Resource Library

The RVA Resource Library reduced its circulation over the 2012 -2013 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.

Extra-Curricular Participation & Field Trips

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

Field Trip Statistics 2012 – 2013

In the 2012 – 2013 school year, the RVA sponsored over 55 school events.

Mo.	Date	Event	People	Total Cost	Cost PP
July	Monday, 9th, 2012	BayBeach Park/Green Bay			
Sept	1st-21st, 2012	Fall Online Book Fair			
	Wed, 12th, 2012	Community Day Rib Lake/Ogema	11	\$0	\$0
	Friday, 14th, 2012	Camp Forest Springs Outdoor Ed/lunch	92	\$1181	\$12.84
	Wed, 26th, 2012	Community Day Antigo	15	\$0	\$0
	Fri, 28th, 2012	Community Day Marshfield	8	\$0	\$0
Oct	Friday, 8th, 2012	Helene’s Hilltop Orchard	58	\$272	\$4.69
	Thurs 25- Sat 27	Community Days Milwaukee Area-		\$0	\$0
Nov	Thurs, 1st, 2012	Community Day Merrill	10	\$0	\$0
	Friday, 9th, 2012	Open Swim/Community Day Antigo	39	\$85	\$2.18
	Friday, 9th, 2012	Virtual Trip/Greenville Zoo, South Carolina “All About Animals”	30	\$0	\$0

Dec	Tues, 4th, 2012	Parent Advisory Council Mtg/Wausau Library		\$45	
Jan	Fri, 4th, 2013	Open Swim/Community Day Antigo	18	\$0	\$0
	Fri, 18th, 2013	Community Day/Rib Lake/Ogema	11	\$0	\$0
	Thurs, 24th, 2013	Camp Forest Springs Winter Fun Day	54	\$352	\$6.52
	Monday, 28th, 2013	PAC Meeting/REC Orientation	6	\$31	\$5.16
	Mon, 28th, 2013	Heart Rate Monitor class #1	0	\$0	\$0
Feb	Mon, 4th, 2013	Heart Rate monitor class #2	6	\$0	\$0
	Wed, 6th, 2013	Online LEGO Club Mtg #1	17	\$0	\$0
	Mon, 11th, 2013	Heart Rate Monitor class #3	1	\$0	\$0
	Thurs, 14th, 2013	Valentine's Day Ice Skate/Valentine Exchange	57	\$176	\$3.09
	Mon, 18th, 2013	Heart Rate Monitor class #4	3	\$0	\$0
	Mon, 25th, 2013	Heart Rate Monitor class #5	0	\$0	\$0
Mar	1st-15th, 2013	Spring Online Book Fair			
	Friday, 1st, 2013	Online Cooking Club #1	17	\$0	\$0
	Tues, 5th, 2013	Simple Machines Part 1	17	\$0	\$0
	Wed, 6th, 2013	Online LEGO Club Mtg #2	19	\$19	\$1.00
	Friday, 8th, 2013	Billboard Art Contest	7	\$0	\$0
	Friday, 8th, 2013	Bowling & Pizza @ Sports Page	62	\$375	\$6.05
	Tues, 12th, 2013	Simple Machines Part 2	17	\$0	\$0
	Thurs, 14th, 2013	Online Pi Day Event	7	\$0	\$0
	Tues, 26th, 2013	Online Reading Club#1	6	\$0	\$0
	Friday, 29th, 2013	Antigo Bowling/Pizza	34	\$248	\$7.29
April	Monday, 1st, 2013	PAC Meeting/Wausau Library	8	\$30	\$3.75
	Wed, 3rd, 2013	Online LEGO Club Mtg #3	15	\$0	\$0
	Friday, 5th, 2013	Online Cooking Club #2		\$0	\$0
	Monday, 8th, 2013	Maple Syrup/Hot Dog Boil		\$25	
	Tuesday, 9th, 2013	Madison-WI Historical Museum/Capitol Tour	55	\$1170	\$21.27

	Friday, 12th, 2013	Behind-the-Scenes Tour Milw. Airport	30	\$24	\$0.80
	Friday, 19th, 2013	Leigh Yawkey Woodson Art Museum	3	\$0	\$0
	Monday, 22nd, 2013	Earth Day Celebration		\$0	\$0
	Friday, 26th, 2013	Open Swim Antigo	35	\$85	
	Friday, 26th, 2013	Colby Rural Arts Museum	12	\$25	\$2.08
	Friday, 26th, 2013	Earth Day E-vent	6	\$0	\$0
	Tues, 30th, 2013	Online Reading Club #2	6	\$0	
May	Wed, 1st, 2013	Online LEGO Club Mtg #4	16	\$30	\$1.89
	Friday, 3rd, 2013	Online Cooking Club #3		\$0	\$0
	Tuesday, 7th, 2013	Community Day Merrill	10	\$0	\$0
	Friday, 10th, 2013	ABC Scavenger Hunt/Doepke Park Wausau	16	\$7.27	\$0.45
	Friday, 17th, 2013	Harvest Home Farm	75	\$2054	\$27.40
	Friday, 17th, 2013	Kraft's Kuddly Kritters/Stetsonville Elem	6	\$0	\$0
	Wed, 22nd, 2013	2nd Annual Online Spelling Bee	15	\$0	\$0
	Friday, 24th, 2013	Community Day Marshfield/Griese Park	16	\$37	\$2.31
	Tuesday, 28th, 2013	Online Reading Club #3	3	\$0	\$0
	Thurs, 30th, 2013	End-of-the-Year Picnic/Wildwood Park/Zoo	93	\$562	\$6.04

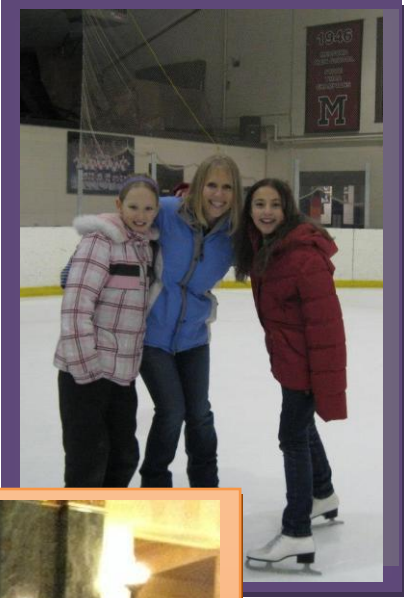


In 2012 – 2013 over 1,045 RVA students and parents participated in 55+ events.





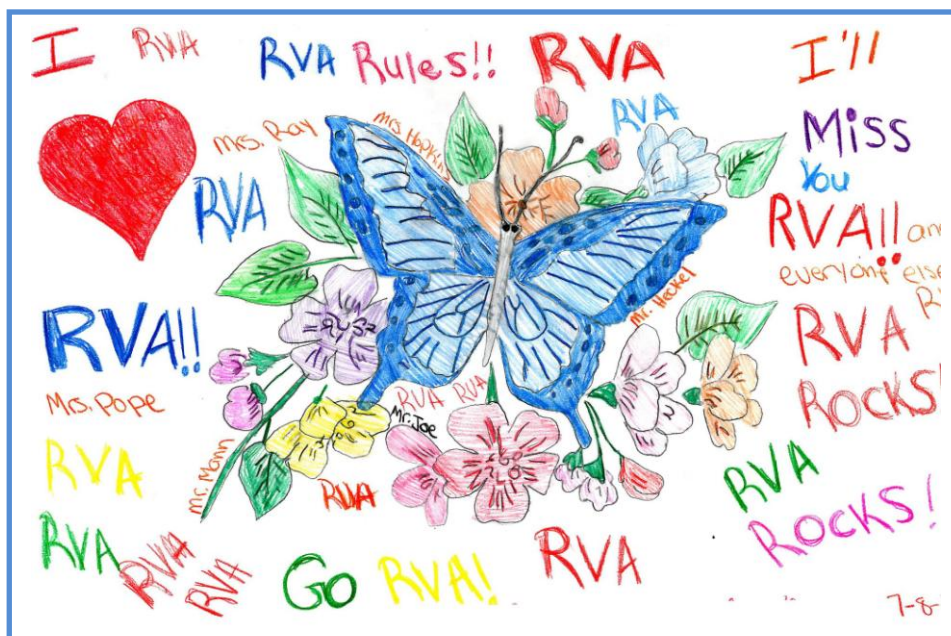
Leigh
Yawkey
Woodson
Art
Museum



Community Service

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

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



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 2012 – 2013

In the 2012 – 2013 school year, 20 students were removed from the RVA and returned to their resident school district for failure to comply with adequate participation as determined by State statute and RVA policy RVA-JE.

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



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, letter of apologies, or other forms of restorative justice may be required.

Discipline Statistics 2012 - 2013

In the 2012 – 2013 school year, there were 4 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 2012 – 2013 school year, students took part in a number of alternative assessments and projects including creating videos, inventions, and other presentations. Project-based assessments were at the center of new “Thematic Science” that was rolled out this year in the RVA. “Thematic Science” was designed by 2 RVA teachers that incorporated all of the essential learning objectives in Science between the grade levels and condensed them into a series of units. This allowed for families that had multiple children of different ages to at least participate in one subject together.

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 2012 - 2013

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

State Testing

The State of Wisconsin requires testing of all public education students in grades 3-8 and 10. The tests take place in a specific time frame designated by the State of Wisconsin each year. In accordance with state law, it is required that state tests be administered by the RVA Teacher or other proctor assigned by the RVA Administrator. The RVA Teacher or assigned proctor must be present at all times while the tests are administered.

WKCE Results 2012 – 2013

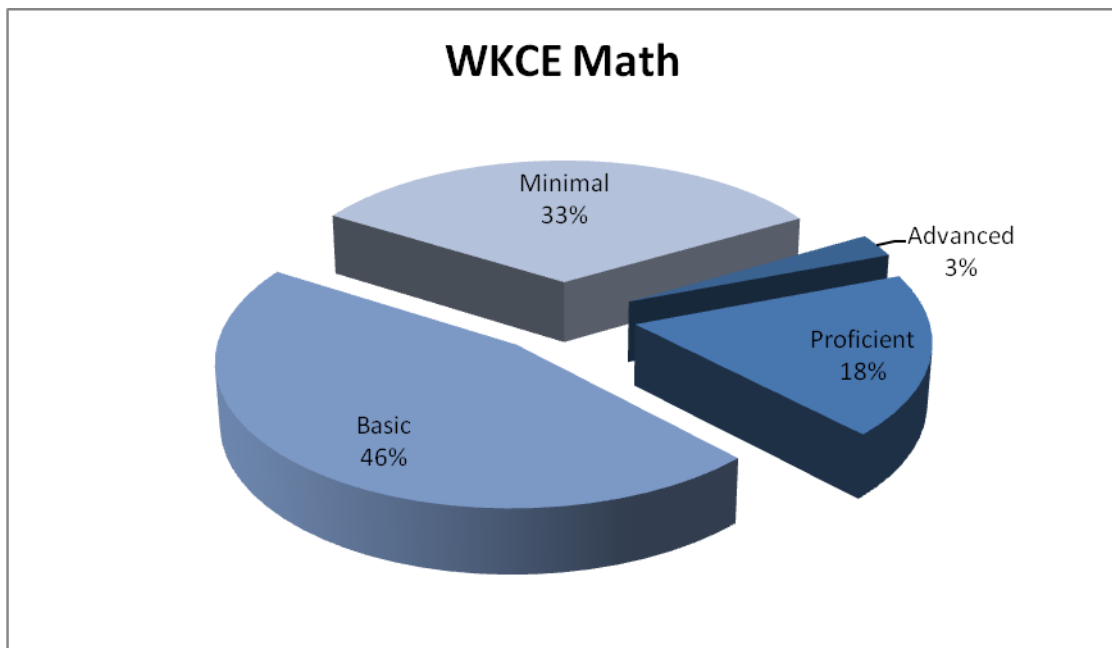
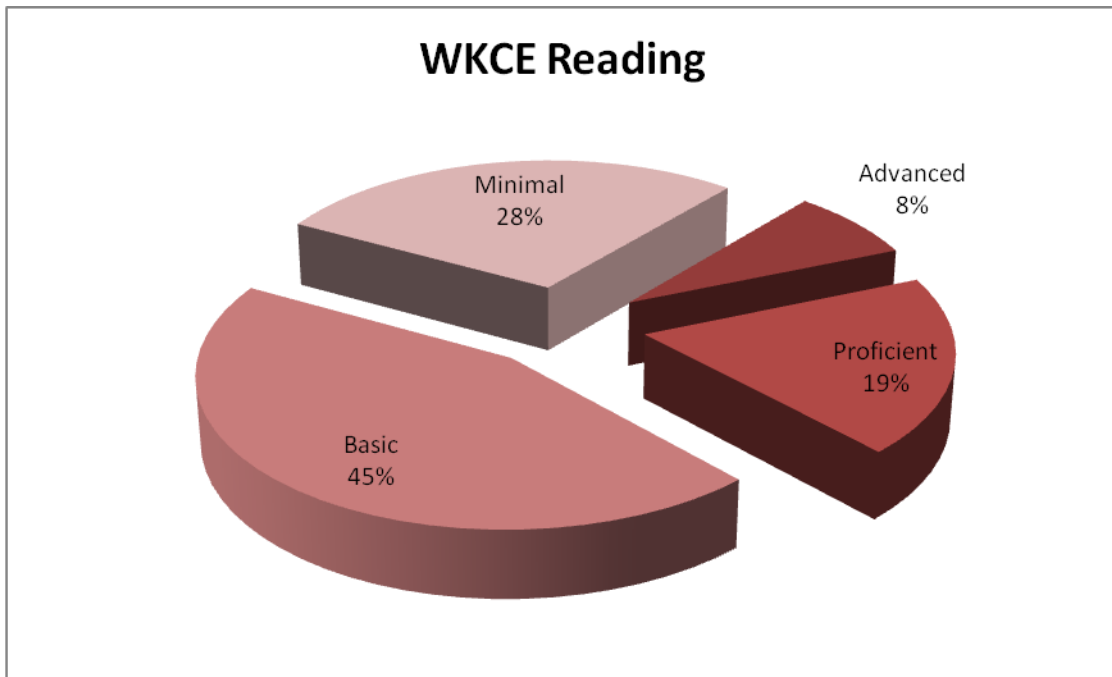
At the time of this release of this annual performance report, the 2012 – 2013 results were not available for public release. However, in the 2011– 2012, the RVA did not meet the FAY requirements. The “School Report Card” issued showed that the RVA was “Failing to Meet Expectations” based upon a combination of reasons assembled by the Department of Public Instruction. The primary reason that the RVA “failed” was due to a low “test participation” rate. In other words, fewer than 95% of the students enrolled took the WKCE. The reason we had low participation, however, was primarily due to families being out of the State during the given test window. Since regulations neither permit students to take this examination at an alternative time nor allows the RVA to take the test out of State for proctoring, these students did not test and the school was held responsible and penalized.

Compounding this was the relatively low academic performance of RVA students on the WKCE. Only students who had been in the RVA for 9 or more contiguous months had their scores count. This equates to a relatively low total population of students between grades 3-8 (< 50 in testable grades), of which many are struggling learners.

Last, in 2011 – 2012, the RVA was measured on only 2 of the 4 criteria used to measure school performance. The two areas which were not measured, (“Student Growth” & “Closing Gaps”), were not used because the RVA did not have that data to share. The reason the RVA did not have “Closing Gaps” or “Student Growth” data was due to a couple of reasons. First, because in previous years the RVA did not have enough students taking the exam and therefore was exempt from AYP standards, none of this data was collected by the DPI. Second, when looking specifically at “Student Growth”, the authorizing district of Medford uses NWEA’s “MAP” testing to benchmark its students which can not be deployed virtually for use in the RVA. Last, because the RVA is a consortium and not all district’s employ additional District measurements, nor are all the consortium districts using the same assessments, a common “Student Growth” measurement can not be attained.

Appeals have been made to the DPI to consider exemptions for schools such as the RVA that serve unique student populations in non-traditional learning environment. However, to date, no exemptions have been allowed.

The following are the results of the performance of RVA students on the WKCE and a copy of the 2011 – 2012 “School Report Card”.



School Report Card 2011 – 2012

*The following “School Report Card” is from the 2011 – 2012 school year. It is in this report because as of the time of the publication of this annual performance report in July of 2013, the 2012 – 2013 School Report Card was yet released to the public. However, similar demographics existed in the RVA for the 2012 – 2013 school year and it is anticipated that results may be similar.

*Note the missing data (“N/A”) for “Student Growth”, “Closing Gaps”, and other areas. These areas were not measurable due to the lack of District assessments showing growth scores and that there was not previous WKCE data.

FINAL – PUBLIC REPORT – FOR PUBLIC RELEASE



Rural Virtual Academy | Medford Area Public
School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating

50.0

Fails to Meet Expectations

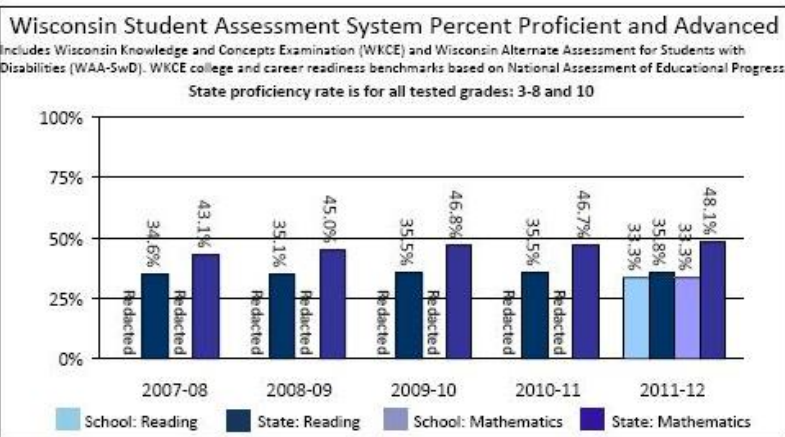
Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	43.7/100		66.4/100	
Reading Achievement	20.8/50		29.4/50	
Mathematics Achievement	22.9/50		37.0/50	
Student Growth	NA/NA		62.3/100	
Reading Growth	NA/NA		31.2/50	
Mathematics Growth	NA/NA		31.1/50	
Closing Gaps	NA/NA		65.9/100	
Reading Achievement Gaps	NA/NA		32.5/50	
Mathematics Achievement Gaps	NA/NA		33.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	100.0/100		86.5/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	100.0/100		73.9/80	
3rd Grade Reading Achievement	NA/NA		5.6/10	
8th Grade Mathematics Achievement	NA/NA		7.0/10	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal not met: -5
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	K4-8
School Type	Elementary School
Enrollment	88
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	3.4%
Asian or Pacific Islander	1.1%
Black not Hispanic	9.1%
Hispanic	3.4%
White not Hispanic	83%
<i>Student Groups</i>	
Students with Disabilities	1.1%
Economically Disadvantaged	22.7%
Limited English Proficient	0%



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 2012 – 2013

In the 2012 – 2013 school year, children, (with the exception of children with special needs), took a placement exam to help determine appropriate grade level programming. All new families to the RVA are strongly encouraged to take the placement exams and then meet with the RVA Teachers and/or Administrator to review the results.



Grade Advancement

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

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

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

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

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

A	Advanced
P	Proficient
B	Basic
M	Minimal

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

Grade Advancement Statistics 2012 - 2013

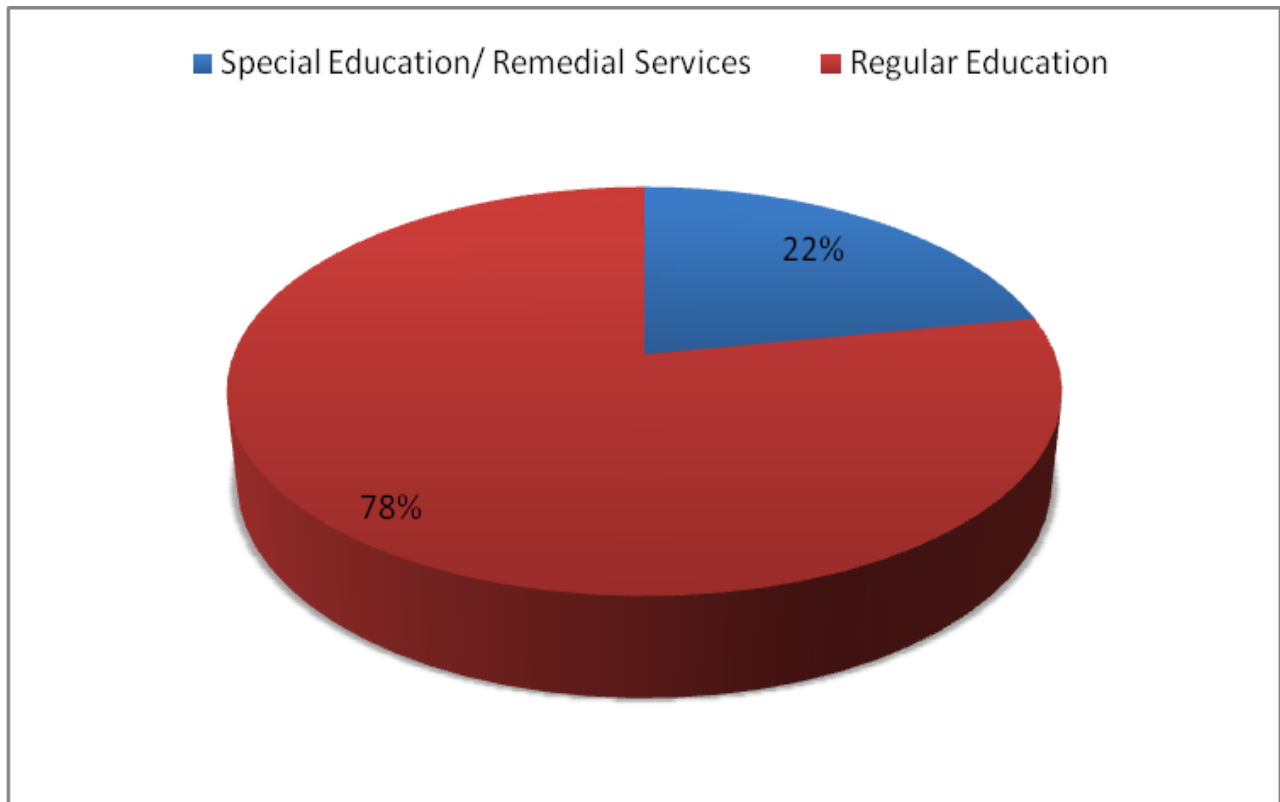
All students attending the RVA in 2012 – 2013, who were not removed for lack of academic participation, have either successfully completed their grade level course work or will be completing course work over the summer for promotion to the next grade level.



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 2012 - 2013



*Approximate State average in
Special Education:*

12%

Financial Commitment

The Rural Virtual Academy Governance Board, in support of fiscal responsibility, focusing on long-term growth and sustainability, resolved the following financial commitment in the 2006 – 2007 school year. This commitment was adjusted in 2008 – 2009. No adjustment to the formula was made in 2009 – 2010. In 2010 – 2011, the financial commitment was turned into policy titled RVA-DB (R)- “Fiscal Management” and adjustments were made to accommodate the addition of Pre-K offerings beginning in the 2011 – 2012 school year. Throughout the 2011 – 2012 school year further changes to the fiscal policy were made to include bi-annual payments to the RVA by consortium districts beginning in the 2012 – 2013 school year to help alleviate or prevent any short-term borrowing from the authorizing district for operating the RVA. In addition, membership fees were increased for districts which had over 15 students to reflect the expense of the attention given to these more populated enrollment consortium districts. 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.

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



RVA Budget/ Expenditures Reports 2012 – 2013

Rural Virtual Academy
Expenditure Budget Report
(5/10/13)

Description	2011/12 Budget	2011/12 Actual	2012/13 Budget	2012/13 Actual	2013/14 Budget
Field trips	\$5,000.00	\$5,727.58	\$7,000.00	\$5,902.05	\$11,000.00
General supplies	\$3,500.00	\$3,731.56	\$3,500.00	\$2,993.00	\$7,000.00
Curriculum	\$120,000.00	\$148,214.03	\$276,250.00	\$202,466.68	\$365,137.00
Computer supplies	\$3,500.00	\$280.35	\$2,000.00	\$2,489.87	\$2,500.00
Salaries (RVA staff)	\$124,514.00	\$124,764.20	\$183,034.00	\$183,034.00	\$279,230.24
Personal services	\$45,000.00	\$36,151.37	\$104,869.45	\$85,076.24	\$145,000.00
Personal services				\$19,289.02	\$41,798.44
Personal services	\$30,000.00	\$21,529.89	\$15,000.00	\$6,477.56	\$15,000.00
Personal services	\$15,000.00	\$11,039.22	"hourly" 2012	\$0.00	\$0.00
Personal services	\$2,000.00	\$524.30	\$2,000.00	\$889.44	\$1,500.00
Personal services	\$14,000.00	\$10,562.50	\$32,000.00	\$41,607.25	\$44,000.00
Professional development		\$4,575.00	\$10,000.00	\$1,290.00	\$9,000.00
Heat/electricity	\$300.00	\$300.00	\$3,600.00	\$3,600.00	\$4,000.00
Property Services			\$0.00	\$608.05	\$1,500.00
Travel Expenses	\$2,000.00	\$1,662.42	\$2,000.00	\$6,884.89	\$5,000.00
Advertising	\$14,000.00	\$26,976.34	\$31,000.00	\$45,752.36	\$50,000.00
Postage	\$4,000.00	\$4,180.70	\$5,000.00	\$7,735.41	\$8,250.00
Telephone	\$3,000.00	\$669.94	\$1,000.00	\$673.28	\$1,000.00
Internet reimbursements	\$20,000.00	\$15,463.93	\$25,000.00	\$22,875.61	\$29,500.00
Office supplies	\$2,500.00	\$6,502.46	\$4,000.00	\$6,571.36	\$4,000.00
Capital equipment	\$45,000.00	\$45,445.17	\$21,000.00	\$30,278.43	\$38,000.00
Dues	\$2,000.00	\$246.94	\$1,500.00	\$515.00	\$1,500.00
	\$455,314.00	\$468,547.90	\$729,753.45	\$677,009.50	\$1,063,915.68

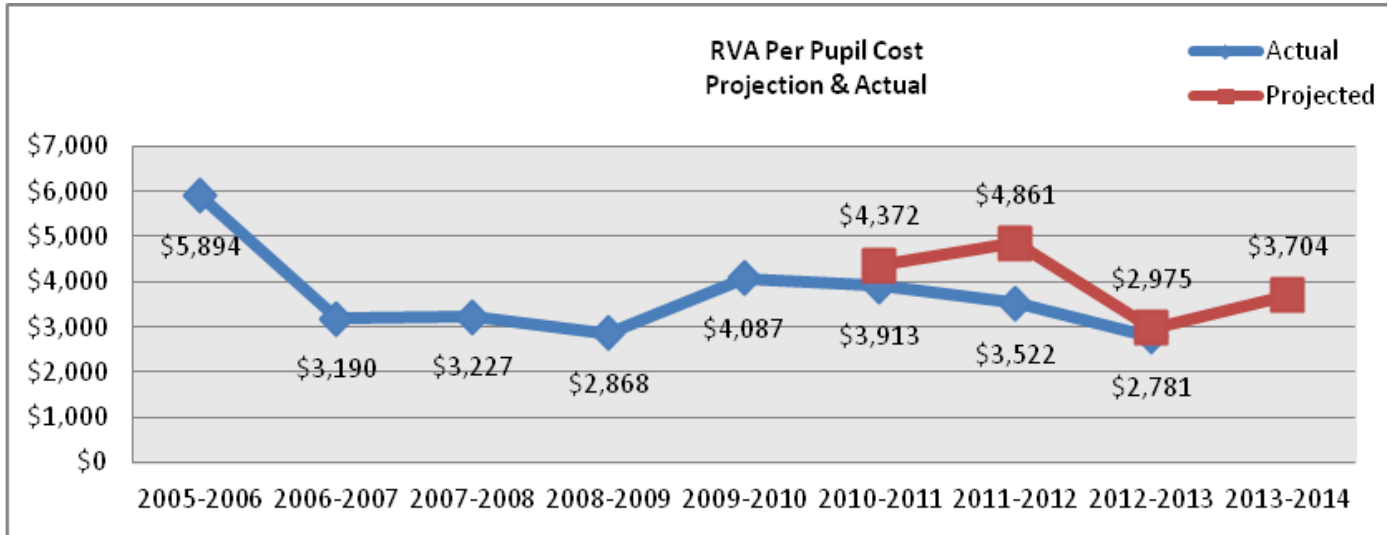
**Rural Virtual Academy
Total Cost Calculation 2012-2013**

Calculated:
5/7/13

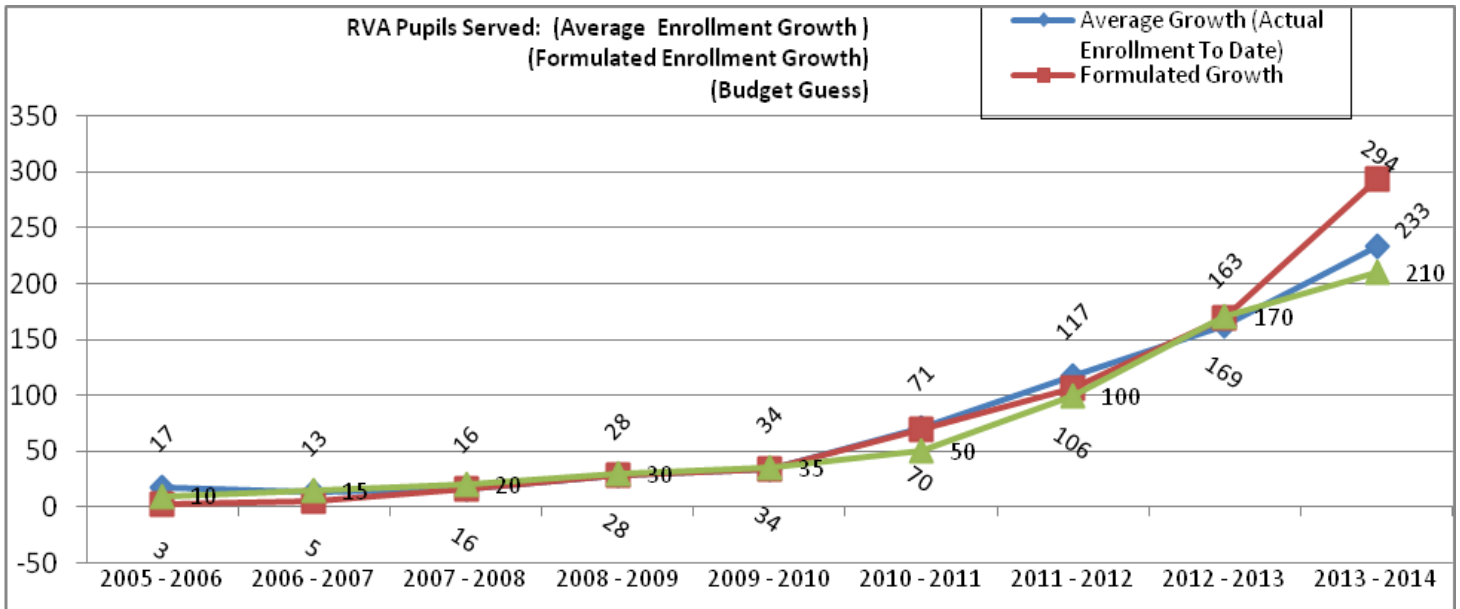
Operational Expenses	677,010	729753 BUDGETED	Membership Fee Table		
			0	\$1,500	0 - .75 = \$1,500
			1	\$3,000	1 - 4.75 = \$3,000
Revenue	<u>448,415</u>		5	\$5,500	5 - 9.75 = \$5,500
			10	\$7,000	10 - 14.75 = \$7,000
Net expenses	228,594		15	\$9,500	15 - 19.75 = \$9,500
			20	\$12,000	20 - 24.75 = \$12,000
Total from membership fee	<u>43,500</u>		25	\$14,500	25 - 29.75 = \$14,500
			30	\$17,000	30 - 34.75 = \$17,000
Remaining budget responsibility	185,094		35	\$19,500	35 - 39.75 = \$19,500
Number of Consortium Students	<u>66.55</u>	40	\$22,000	40+ = \$22,000	
Per Pupil Cost	<u>2,781</u>				

	Students	Per Pupil Cost	Total Pupil Cost	Per School Membership Fee	Grand Total	Fall Payment (.25 Total)	Spring Payment (Remainder)
Abbotsford	2.25	2,781	6,258	3,000	9,258	388	8,870
Antigo	19.45	2,781	54,096	9,500	63,596	0	63,596
Colby	3.50	2,781	9,734	3,000	12,734	375	12,359
Medford	7.50	2,781	20,860	5,500	26,360	289	26,071
Merrill	10.85	2,781	30,177	7,000	37,177	0	37,177
Mosinee	4.50	2,781	12,516	3,000	15,516	106	15,410
Prentice	5.00	2,781	13,906	5,500	19,406	570	18,836
Rib Lake	13.50	2,781	37,547	7,000	44,547	0	44,547
	66.55		185,094	43,500	228,594	1,727	226,867

RVA Per Pupil Cost 2012 – 2013



RVA Pupils Served 2005-2013



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 2012 - 2013 school year.

Contacts

RVA Teachers

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Kristyn Brown	Pre-School & Kindergarten	kristyn.brown@ruralvirtual.org
Jessica Haenel	7 th & 8 th Grade Health & Phy. Ed	jessica.haenel@ruralvirtual.org
Jill Chasteen	1-8 Special Education	jill.chasteen@ruralvirtual.org
Misty Galli	1-8 Special Education	misty.galli@ruralvirtual.org
Jill Fortin	1-8 Art	jill.fortin@ruralvirtual.org

RVA Administration

Charlie Heckel	Principal	charles.heckel@ruralvirtual.org
Sandy Pope	RVA Specialist & Office Manager	sandy.pope@ruralvirtual.org
Stephanie Hoffman	Assistant	stephanie.hoffman@ruralvirtual.org
Rebecca Hopkins	RVA Assistant & Activities Director	rebecca.hopkins@ruralvirtual.org
Nikki Clements	RVA Accountant	nikki.clements@ruralvirtual.org
Jessica Martin	Director of Special Education	jessica.martin@ruralvirtual.org
	Pupil Services	
	Psychologist	
Wesley Lemke	RVA Web Programming	utopia@ruralvirtual.org
	Domain Management	

RVA Governance

Rebecca Hopkins	RVA Governance Board	rebecca.hopkins@ruralvirtual.org
Heidi Mann	RVA Parent Advisory Council	markheidi6@hotmail.com

Student/ Parent Satisfaction Surveys

The RVA has built a school based upon the belief that it is in the best interest of all to have strong family, student, staff, and community involvement and support of the schools services, resources, and academic excellence. Annually, all parents and students are given the opportunity to provide feedback to the school in the form of a survey. The following are the results.

Academic Excellence 2012 - 2013

	A	B	C	D	F	NA	
Calvert	30.3% (10)	51.5% (17)	6.1% (2)	0.0% (0)	0.0% (0)	12.1% (4)	3.28
Verticy	15.2% (5)	0.0% (0)	6.1% (2)	0.0% (0)	0.0% (0)	78.8% (26)	3.43
Little Lincoln	12.1% (4)	3.0% (1)	3.0% (1)	3.0% (1)	3.0% (1)	75.8% (25)	2.75
Project-based Science	18.2% (6)	9.1% (3)	6.1% (2)	0.0% (0)	0.0% (0)	66.7% (22)	3.36
WVS Online Classes	6.3% (2)	3.1% (1)	3.1% (1)	0.0% (0)	0.0% (0)	87.5% (28)	3.25
BrainPOP	57.6% (19)	21.2% (7)	3.0% (1)	0.0% (0)	0.0% (0)	18.2% (6)	3.67
AhHa! Math	12.1% (4)	9.1% (3)	3.0% (1)	0.0% (0)	0.0% (0)	75.8% (25)	3.38
Reading Eggs	35.3% (12)	8.8% (3)	2.9% (1)	2.9% (1)	0.0% (0)	50.0% (17)	3.53
Reading Eggspress	18.2% (6)	0.0% (0)	3.0% (1)	0.0% (0)	0.0% (0)	78.8% (26)	3.71
Achieve 3000	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (33)	0.00
Vmath	6.1% (2)	0.0% (0)	3.0% (1)	0.0% (0)	0.0% (0)	90.9% (30)	3.33
Education City	12.1% (4)	9.1% (3)	0.0% (0)	0.0% (0)	0.0% (0)	78.8% (26)	3.57
Math-U-See	3.0% (1)	6.1% (2)	6.1% (2)	3.0% (1)	0.0% (0)	81.8% (27)	2.50
Blackboard Collaborate	43.8% (14)	34.4% (11)	12.5% (4)	0.0% (0)	3.1% (1)	6.3% (2)	3.23
Google E-mail (Gmail Account)	66.7% (22)	27.3% (9)	3.0% (1)	0.0% (0)	0.0% (0)	3.0% (1)	3.66
Google Chat (Hangout)	28.1% (9)	6.3% (2)	0.0% (0)	3.1% (1)	3.1% (1)	59.4% (19)	3.31
Skyward (Grade Reporting)	25.8% (8)	25.8% (8)	3.2% (1)	3.2% (1)	0.0% (0)	41.9% (13)	3.28
Moodle (Phy. Ed 7-8)	14.7% (5)	2.9% (1)	0.0% (0)	2.9% (1)	5.9% (2)	73.5% (25)	2.67
RVA Website (www.ruralvirtual.org)	66.7% (22)	18.2% (6)	12.1% (4)	0.0% (0)	0.0% (0)	3.0% (1)	3.56

RVA Facebook page	42.4% (14)	21.2% (7)	3.0% (1)	3.0% (1)	0.0% (0)	30.3% (10)	3.48
RVA Online Clubs	30.3% (10)	15.2% (5)	3.0% (1)	3.0% (1)	0.0% (0)	48.5% (16)	3.41
RVA laptops	43.8% (14)	21.9% (7)	6.3% (2)	12.5% (4)	0.0% (0)	15.6% (5)	3.15
RVA field trips	60.6% (20)	12.1% (4)	3.0% (1)	3.0% (1)	3.0% (1)	18.2% (6)	3.52
RVA Student Services Newsletters and videos	46.9% (15)	31.3% (10)	3.1% (1)	3.1% (1)	0.0% (0)	15.6% (5)	3.44
RVA library	38.7% (12)	6.5% (2)	3.2% (1)	0.0% (0)	0.0% (0)	51.6% (16)	3.73

- I'm glad to see more "localized" field trips and community events - makes it easier (and cheaper in gas) to get to these events. We also like that there is typically no cost to attend these events - as a family on a very tight budget, if there was a cost, we would not be able to attend. We have lots of difficulty with Lightspeed - that is very frustrating when we cannot complete our online lessons - and my son begins to get behind with the online portions of his assignment (the online portion really help to reinforce what he is learning and is a great learning tool for him!). Alongside with the community days and field trips - I wish their was an online "forum" where RVA parents could communicate back and forth as a whole group - asking questions on teaching/presentation ideas, schooling challenges, etc. I understand we all are assigned to a teacher but sometimes it'd be nice to connect with a parent/guardian that is using the curriculum and goes through the day to day challenges/struggles/experiences to teaching our children. I don't know if this type of information would be appropriate on the RVA facebook page where it's an open group to anyone who views the page?? Just an idea!
- i just wanted to point out that ***** is always there for me and my parents she is the best teacher ive ever had
- I think the support staff is an extremely important part of the RVA and should be commended for their part in this program.
- Our experience with the RVA is getting better and better. I am so thrilled that this year the regional directors have been introduced and regional activities have been planned and have already begun. I think this will really add to the richness of a virtual academy experience, tying in elements of academic interaction that have been lacking in prior years. ***** has been an incredible teacher for our daughter this year and deserves kudos for his dedication and commitment to the RVA and the individual students. Thank you, Charlie, for your efforts in managing this ever-evolving entity we know as the RVA. You clearly are committed to its success and the success of each of us that is involved and we so appreciate it!
- RVA is an excellent school and program. The staff is OUTSTANDING to say the least. High School would be a great RVA opportunity for the students and parents. The entire RVA program works so well with the teachers, students, staff and parents. I'm sad that my 8th grader will be going to High School and can't do RVA. My younger child can still be with the RVA and I hope maybe they will have High School by then. Words cannot express the Love and care that the faculty gives the students and parents. It is our first year with Virtual school and it was amazing, thank you to the flexible staff for all the ideas for different subjects. For anyone considering Virtual, RVA is the best choice

School Resources 2012 - 2013

	A	B	C	D	F	NA	
My child's overall education	73.5% (25)	20.6% (7)	5.9% (2)	0.0% (0)	0.0% (0)	0.0% (0)	3.68
RVA Governance Board	24.2% (8)	24.2% (8)	0.0% (0)	0.0% (0)	0.0% (0)	51.5% (17)	3.50
RVA Parent Advisory Council	24.2% (8)	18.2% (6)	0.0% (0)	0.0% (0)	0.0% (0)	57.6% (19)	3.57
Regional Event Coordinators	53.1% (17)	15.6% (5)	0.0% (0)	0.0% (0)	0.0% (0)	31.3% (10)	3.77
Charlie Heckel (Principal)	94.1% (32)	5.9% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.94
*****	93.9% (31)	6.1% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.94
*****	72.7% (24)	6.1% (2)	3.0% (1)	0.0% (0)	0.0% (0)	18.2% (6)	3.85
*****	45.2% (14)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	54.8% (17)	4.00
*****	18.8% (6)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	81.3% (26)	4.00
*****	58.8% (20)	2.9% (1)	0.0% (0)	0.0% (0)	0.0% (0)	38.2% (13)	3.95
*****	15.2% (5)	3.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	81.8% (27)	3.83
*****	33.3% (11)	3.0% (1)	3.0% (1)	0.0% (0)	3.0% (1)	57.6% (19)	3.50
*****	18.2% (6)	0.0% (0)	3.0% (1)	0.0% (0)	0.0% (0)	78.8% (26)	3.71
*****	25.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	75.0% (24)	4.00
*****	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (32)	0.00
*****	20.6% (7)	5.9% (2)	0.0% (0)	0.0% (0)	0.0% (0)	73.5% (25)	3.78
*****	24.2% (8)	3.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	72.7% (24)	3.89

- ALL of my kid's teachers were amazing! We were very impressed with all of them. Charlie Heckel is a true public servant, awesome administrator, and a man of integrity. We have the utmost respect for him. He gave our family undivided time and attention when we needed it... we felt like we were the most important family in the world when we talked with him in person, and online chat. Thank you!
- Mr. Heckle is awesome!!
- We did have one "encounter" with ***** and I was overjoyed at her expertise and "bedside manner" as we were dealing with a sensitive issue in terms of determining if *****should be looked at for dyslexic tendencies. She offered many suggestions and encouraged us to give her time. We have done that and she has bloomed! Thank you, **** for your care for our daughter.
- All the staff is terrific. They put learning first, based on the child.

School Services 2012 - 2013

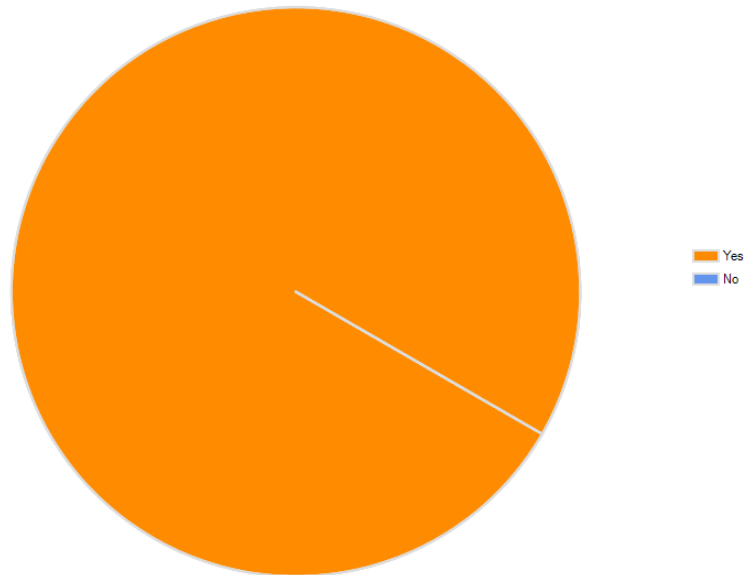
	A	B	C	D	F	NA	
The individualized attention your child receives	82.4% (28)	8.8% (3)	5.9% (2)	0.0% (0)	2.9% (1)	0.0% (0)	3.68
Parents feel welcome in our school	85.3% (29)	11.8% (4)	0.0% (0)	0.0% (0)	0.0% (0)	2.9% (1)	3.88
Parents have a good understanding of the school's programs and operations	76.5% (26)	8.8% (3)	11.8% (4)	2.9% (1)	0.0% (0)	0.0% (0)	3.59
Views of parents are seriously considered when school decisions are made	73.5% (25)	14.7% (5)	2.9% (1)	0.0% (0)	0.0% (0)	8.8% (3)	3.77
Opportunity to participate in school functions	73.5% (25)	17.6% (6)	0.0% (0)	2.9% (1)	0.0% (0)	5.9% (2)	3.72
Families have a strong personal relationship with their teacher	76.5% (26)	20.6% (7)	0.0% (0)	0.0% (0)	2.9% (1)	0.0% (0)	3.68
School provides solutions and resources to assist parents in student's in learning	85.3% (29)	8.8% (3)	0.0% (0)	0.0% (0)	2.9% (1)	2.9% (1)	3.79
School provides options to demonstrate learning beyond textbooks	79.4% (27)	11.8% (4)	8.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	3.71

- Awesome support!!!!
- Since my son did not start RVA at the beginning of the school year, I felt that we did not receive "information" like the other parents did. I was unaware of online grades and of the online programs that we could utilize. I also didn't realize there were different teaching materials/options?? I felt that I learned this information from other parents. As a parent that uses the consortium school option for my child to attend a public school for art class, I'd like to be able to "understand" how that works - I oftentimes feel that I can/cannot participate in "public school" functions because my child really isn't a full time student there. Again - this is where reaching out to other parents who also use this option would be nice to see what has been done in the past.
- The school promotes learning, and that doesn't mean in a book. They promote learning that meets your child's needs.
- we have been using rva for years and I am still learning about online resources I did not know about. At times we feel stuck out on our own. I know we can reach out for help anytime but we do not get many "how is everything" check ins.

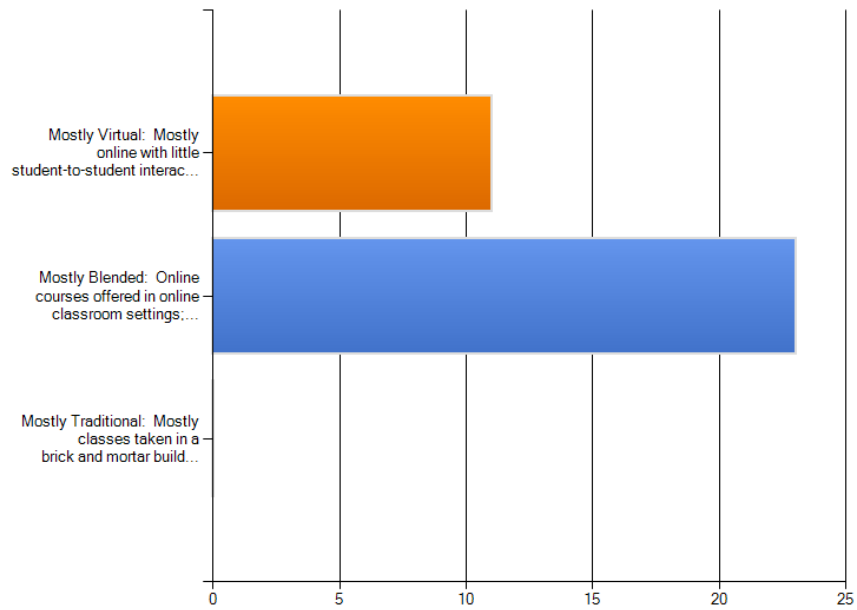
Survey Special Questions 2012 – 2013

Special Question 1:

Do you support the RVA expanding to offer high school classes?

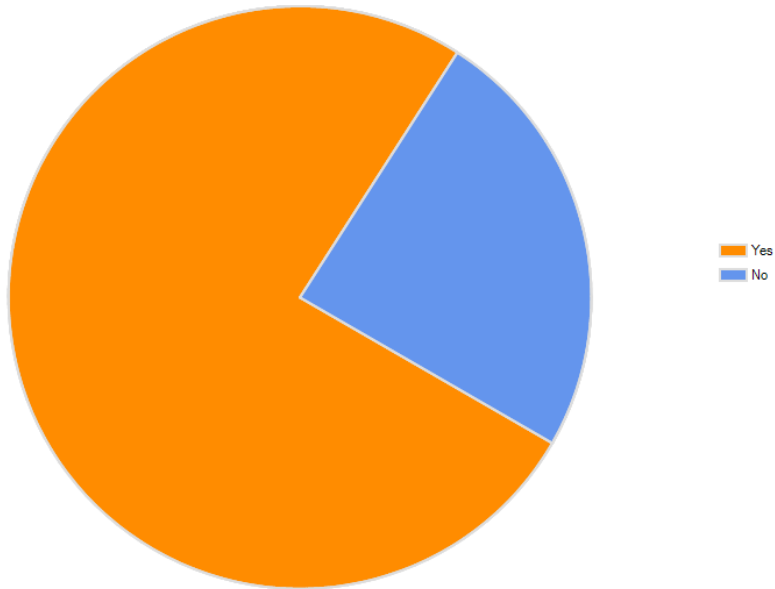


What type of high school option do you feel would be best for your child?

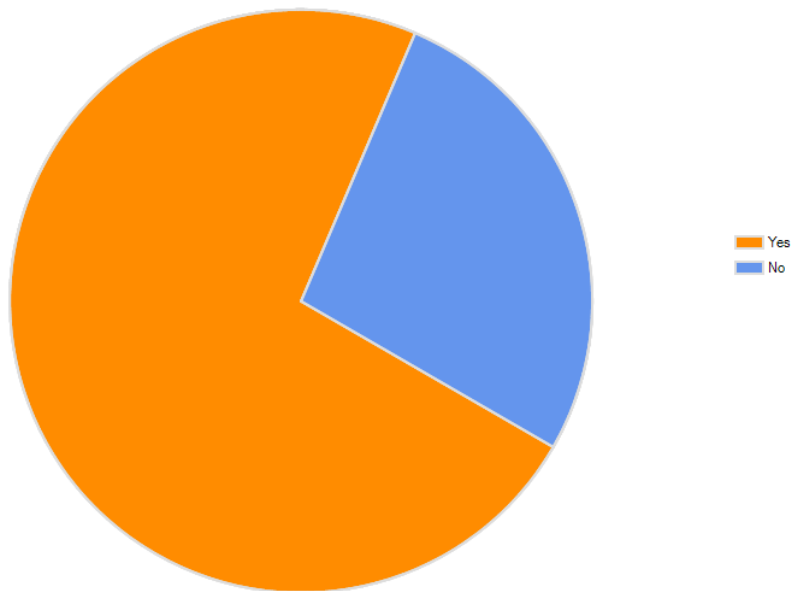


Special Question 2:

Do you think the RVA should offer secular versions of traditionally faith-based curriculum, such as through providers like Sonlight or Abeka?



If the RVA purchased secular materials from traditionally faith-based curriculum providers, would you be willing to pay out of pocket for the curriculum pieces that complimented the studies but were unable to be purchased by the school?



Survey General Comments 2012 – 2013

- We are so thankful for the option of the RVA for our family. Thank you a million times for the excellent work you all do! Thank you!
- I would suggest less paper worksheets and more online work pages that test their knowledge. Save you shipping and paperwork, save trees, and make it a lot easier for both kids (especially pre-k and k) and us parents. Thank you for all your hard work!
- I was surprised at all the curriculum offered at the beginning of this survey. Perhaps parents could look over the curriculum and be able to have more input of which one to use with their child.
- Thank you for your amazing support. At every turn, ***** have been supportive and encouraging and helpful. Thank you for doing such a great job!
- Along with Sonlight and Abeka please consider materials from Seton Home Study School:
<http://www.setonhome.org/>
- I was excited to see the questions on here about faith based material!!
- I would be extremely interested in having a faith curriculum option as I'm sure other families that I know within the RVA would be too! We are currently paying for this expense out of pocket right now just to have that option within our schooling experience - I would definitely pay to have this option with other RVA families!!!
- It's been a successful first year! We look outward to returning next year! Thanks bunches. :)
- We overall had a pleasant experience with one of our teachers and a very sour with the other. It was very difficult to schedule any time to help from the teachers. We had an impression of more distance learning type situation when we came in, and it's ok that we had the wrong impression. I feel that since you advertise that there are teachers to assist that maybe some changes happen that would allow them to do so, and the blackboard really was not a positive for my children possible a skype where the person they are talking to would be more real size.
- I would like to see the school go k-12 but the only thing I would like different is updated laptops and more friend 2 friend social ability through the school
- Would be more curious about the secular curriculum. The only thing that I would have liked to have had would be testing at the beginning of the year and testing at the end. Being a first year participant, going into next year it would be nice to have some solid feedback as to how my child did learning. Something solid. That way I would feel more comfortable about the decision for my child's learning next year. Wish there was an enrollment test and a departure test and a comparison of the two that would let me know how rich of an education she did or did not receive.
- I think that one of the benefits of offering few curricula is that the families are "guaranteed" that their child's teacher will have a good grasp of the specific curriculum a family chooses for their child. One of the reasons that our family chose the RVA is because we want to give our children our Biblical worldview and we feel we can BEST do that by using a curriculum that the DPI has approved (in other words, a curriculum that meets all current WIS DPI standards/benchmarks/core standards). We are right with our children then, when things come up that might conflict with our Biblical worldview, and we can use these times as opportunities to teach what we believe and show why we believe the issue at hand is wrong. One perfect example of this occurred last year when our daughter was in Kindergarten. I introduced to her a legend about how the wolf chose and gave the birds their colored feathers. As I introduced the story, ***** had a puzzled look on her face. I asked her to tell me what she was thinking. She explained that she knew from the Bible that God gave all the birds their feathers and the wolf had nothing to do with it. It was an incredible teachable moment for me to affirm her understanding, to share with her how sad it is that some people choose to believe something so silly as the wolf choosing the colors, etc. If she was in a public school, brick and mortar setting, she surely would have not remembered that story by the time we were together in the afternoon discussing her school day. She would have not had the necessary affirmation of her belief system, which we so desperately want for her. If we would have been using a faith-based curriculum,

she most likely would have never been exposed to this type of story and that could be just as detrimental to her belief system as not having the affirmation. She needs to know what she believes, see something that does not "jive" with that and have an opportunity to state her own understanding of what she believes and values. This is why we do not believe that the RVA should offer faith-based curricula. Now, if RVA chooses to offer it, we will likely stay with the RVA, but we will not be choosing those programs because we will supplement the curriculum like Little Lincoln with Biblical teachings as we have done up to this point. I don't think it is necessary to offer faith-based curricula but I realize that there are "competitors" out there that do and may take some of the constituency from the RVA.

- I really feel like more interaction is needed between students and teachers. A weekly read-aloud to the Kindergarten and Preschool students would greatly improve the preschool and kindergarten program (this could take place via blackboard where all the young children could log in and listen), at that age the children crave time spent with their online teacher. Also, video/audio weekly progress reports directed at each individual student is vital and I feel RVA is missing the boat by not encouraging more face time between student and teacher. I'm not sure if that is a time issue or a program issue or if the staff is stretched too far but that is something that should be mandatory with each student on a weekly basis. I'm sure a 10-15 minute video chat that was consistent each week would not be asking too much from the RVA teacher. With that weekly accountability between the student and the RVA teacher I feel it would greatly enhance and motivate each individual student, and thus improve grades and the overall success of RVA. I think the amount of teacher interaction RVA provides is disappointing to say the least...this should be changed in future. I also think some teachers take their RVA job more seriously than others and I think each teacher should be given parameters to follow so that each teacher is actively engaged with their RVA students, not just with their brick and mortar students. One weekly e-mail is not enough time to fully engage the student or keep a connection with the teacher from the students standpoint...I have seen the interaction slowly lessen as the year has progressed and I have seen my own students slowly lose any motivation to please their teacher lessen as well. In the beginning they were so excited to send their work to their teacher but now they don't even know if what they send in is received other than my relaying the e-mail to them saying the work was received.
- High School needs to be added please. Improvement would be the Foreign language classes, they get a bit drab being all online.
- project based Science: we loved this idea. I thought it would be easier to keep 2 kids on the same path and teach them together. I did not like the fact that we could not keep 2 kids on the same track. With a 4th grader and a 7th grader I found big gaps in the 7th grade curriculum. We went months without having lessons for 7th grade and then at the end of the year a bunch of lessons all crammed in. Looking ahead at that I decided to skip the gaps for the 7th grader and keep both kids working, but not on the same path. This was extremely difficult for me to keep track. I hope you keep project based science but try to eliminate the gaps. I don't like it and my child did not like having no science lessons for long periods of time. 7th/8th grade ph-ed: I thought the health section was very good but the second section using the polar watch was very disliked in our house. My child found the chest band extremely uncomfortable to wear when exercising. We literally had a lot of tears over having to wear it. It made my child not want to exercise because of the watch. Most weeks my child did not meet the expectations of time to be logged on the Polar watch. Exercise was being done but not logged on the watch. We would like to see an option of keeping track of the exercise without using the polar watch. skyward grades: Our lives are crazy busy most weeks and skyward is something I just forget is there. I admit I have not looked at it once this year because until this survey I forgot about it. I would like to see a hard copy of grades mailed, maybe even an email that new grades are posted?

Survey Summary 2012 - 2013

As a result of the 2012 – 2013 survey and corresponding comments, the following summary was created. Solutions are to be considered for implementation as early as the 2013 – 2014 school year:

In summary, the survey shows the RVA is doing very well! Our staff, curriculum, and service scores are all outstanding. In addition to these high scores, our parents have also clearly directed us to consider making some changes.

Highlights:

- In general, staff are doing an excellent job building relationships and connecting with families.
- Our variety of curriculum is well-received.
- Our student services are excellent highlighted with our “parents feeling welcome into school”.

Considerations:

- Look at how to improve Phy. Ed. to make it more engaging
- Consider expanding the RVA into high school (100%)
- Consider the use of secular versions of faith-based curriculum
- Increase staff/ student interactions.

Plans:

- Allow access to Phy. Ed. instruction during the day.
- Increase general teaching instruction and staff/ student interaction into the day.
- Review DPI recommendations about the use of faith-based curriculum.
- Begin considerations of expanding RVA to high school.