# Rural Virtual Academy
# Regular Governing Board Meeting
# Medford Area District Office Conference Room
# Wednesday, September 17, 2014
# 1:00 p.m.

## Agenda

## Roll Call
## Pledge of Allegiance
## Open Meeting Law Compliance
## Period of Public Comment
## Correspondence

1. Good News
   a. Office
   b. Activities
   c. PAC
2. Shared Services Amendment with Pittsville
3. Void Services Agreement with Merrill
4. Special Education Services Letter - Oostburg
5. Taylor County Lease
6. Fall Student Services Newsletter
7. 2014/15 RVA High School Calendar
8. Welcome Letter and Home Educator Cards

## Consent Agenda

Consideration of:

1. Approval of Agenda
2. Secretary's Report
   a. Approval of Regular Meeting Minutes of Wednesday, May 21, 2014

## Regular Business

1. Welcome and Introductions of Governance Board and Administration
2. Discuss and Review RVA Governance Board Responsibilities and Actions
3. Update on Enrollment
4. Update on Faculty, Goals, and Evaluation Tool
5. Consideration of Increasing Staff
6. Update on Curriculum
7. Update on 2013/14 School Report Card
8. Update on State Testing
9. Presentation of 2013/14 Annual Performance Report
10. Update on High School
11. Consideration of Policy Adoption RVA-JEB - "Entrance Age"
12. Consideration of Charter Renewal
13. Update on Costing

## Adjourn

Copies of this agenda were sent to the Star News, WKEB/WIGM Radio, Medford Area Public Schools and posted at the District Office on Thursday, September 11, 2014.

Rural Virtual Academy
Regular Governing Board Meeting
Medford Area District Office Conference Room
Wednesday, September 17, 2014
1:00 p.m.

Agenda Newsletter

## Roll Call

## Pledge of Allegiance

## Open Meeting Law Compliance
"This meeting has been posted in accordance with the state open meeting law."

## Period of Public Comment
"Are there any persons in the audience wishing to speak to the Board?"

## Correspondence
1. Good News
   a. Office
   b. Activities
   c. PAC
2. Shared Services Agreement with Pittsville
3. Void Services Agreement with Merrill
4. Special Education Services Letter - Oostburg
5. Taylor County Lease
6. Fall Student Services Newsletter
7. 2014/15 RVA High School Calendar
8. Welcome Letter and Home Educator Cards

## Consent Agenda
Consideration of:
1. Approval of Agenda
2. Secretary's Report
   a. Approval of Regular Meeting Minutes of Wednesday, May 21, 2014

## Regular Business
1. Welcome and Introductions of Governance Board and Administration
   Board members will introduce themselves.

2. Discuss and Review RVA Governance Board Responsibilities and Actions
   The responsibilities and actions of the RVA Governance Board will be reviewed.

3. Update on Enrollment
   The board will be updated on the current enrollment.

4. Update on Faculty, Goals, and Evaluation Tool
   The board will be updated on the faculty, goals and evaluation tool.

5. Consideration of Increasing Staff
   The board will consider increasing the RVA staff.

6. Update on Curriculum
   The board will be updated on RVA curriculum.

7. Update on 2013/14 School Report Card
   The board will be updated on the 2013/14 School Report Card.

8. Update on State Testing
   The board will be updated on state testing.

9. Presentation of 2013/14 Annual Performance Report
   The 2013/14 Annual Performance Report will be distributed to board members.

10. Update on High School
    The board will be updated on the RVA High School.

11. Consideration of Policy Adoption RVA-JEB - “Entrance Age”
    The board will consider adoption of Policy RVA-JEB - “Entrance Age.”

12. Consideration of Charter Renewal
    The board will consider renewal of the RVA Charter.

13. Update on Costing
    The board will be updated on expenses to date.

## Adjourn

# Rural Virtual Academy
# Regular Board Meeting
# Wednesday, May 21, 2014

The regular meeting of the Rural Virtual Academy was called to order by Administrator, Charlie Heckel, on Wednesday, May 21, 2014 at 1:03 p.m. at the Medford Area Public School District Office.

## Roll Call

Roll call indicated that Gary Gunderson, Jana Beaber, Kelly Strupp, Keith Wrage, Greg Krause, Rebeccah Hopkins, Lisa Beels, and Sara Holewinski were present. Jim Hostvedt, Shelly Borchardt, Laurie Anderson, and Janeen LaBorde were absent.

Administrators present included: Andy Scharenbroch, Charlie Heckel, Pat Sullivan, Cheryl Polster, and Randy Bergman. Mike Endreas arrived at 1:06 p.m. Scott Winch and Reed Welsh arrived at 1:10 p.m. Ashley Darr, Jim Hagen, Walter Leipart, and Angela Woyak were absent.

## Open Meeting Law Compliance

Charlie Heckel stated that a copy of the agenda was sent to the Medford Area Public Schools, Star News, WKEB/WIGM Radio, and was posted at the District Office.

## Period of Public Comment

None.

## Correspondence

1. Good News / Updates
   a. Sandy Pope shared that open enrollment has ended.
   b. Rebeccah Hopkins shared that the annual field trip to Harvest Home Farm, Whitehall, is scheduled for tomorrow, the spelling bee is next week, and the end of the year picnic will be held in Marshfield where incentive prizes will be awarded to students.
   c. Lisa Beels shared that the Parent Advisory Council had their last meeting for the year. Some goals for next year are to create more online groups.
2. CWCS Codes
   Charlie Heckel shared the CWCS codes.
3. 2014/15 Open Enrollment Amount
   Charlie Heckel shared that the 2014/15 Open Enrollment amount will be $6,635.
4. Alternate Accountability Form
   Charlie Heckel reported that the Alternate Accountability Form has been filed with DPI.

## Consent Agenda

Consideration of:

1. Approval of Agenda
2. Secretary's Report
   a. Approval of Regular Meeting Minutes of Wednesday, March 19, 2014 (open).
      Motion (Hopkins/Holewinski) to approve the consent agenda, including: approval of agenda and approval of Regular Meeting Minutes of Wednesday, March 19, 2014 (open). Motion carried.

## Regular Business

1. Update on Enrollment
   Charlie Heckel updated the board on current enrollment. RVA has served 228 different students this school year. School representatives were reminded to verify the students listed for their district.

2. Update on Open Enrollment
   Charlie Heckel reported that 122 new applications have been received for 2014/15 with 36 of those choosing only RVA as an option. The estimate is that there will be 100 or so open enrolled students to

start the 2014/15 school year.

3. Update on Summer Calendar
   Charlie Heckel shared dates for summer orientation/training sessions for the RVA staff.

4. Presentation on RVA Special Education
   Jessica Martin, Director of Special Education and RVA School Psychologist, gave a presentation on the roles and responsibilities of the consortium districts and RVA. It was suggested that there be a meeting held with consortium special education staff to reinforce these roles and responsibilities.

5. Update on 2013/14 School Satisfaction Survey
   Charlie Heckel reviewed the results of the 2013/14 School Satisfaction Survey.

6. Update on 2014/15 Public Awareness Campaigns
   Charlie Heckel reviewed the various avenues of advertising for 2014/15.

7. Update on RVA High School
   Sara Holewinski updated the board on the progress of the high school. There are an estimated 23 students enrolling in grade 9.

8. Consideration of RVA High School Student Handbook
   Sara Holewinski presented the RVA High School Student Handbook for approval. Motion (Winch/Wrage) to approve the RVA High School Student Handbook. Motion carried.

9. Consideration of Taylor County Lease Agreement
   Charlie Heckel presented the Taylor County Lease Agreement for relocation of the RVA Offices. Motion (Hopkins/Krause) to approve the Taylor County Lease Agreement. Motion carried.

10. Update on Budget and Expenditures and Presentation of Invoices
    Charlie Heckel updated the board on the budget and expenditures for the 2013/14 school year. Final invoices were distributed to the districts present; others will be mailed.

## Adjourn

Motion (Welsh/Sullivan) to adjourn the meeting. Motion carried. The meeting was adjourned at 2:20 p.m.

_____

Nikki Clements, Recording Secretary
minutes52114.wpd

SCHOOL DISTRICT OF PITTSVILLE

## Letter of Amendment for Shared Services Agreement

May 29, 2014

To Whom It May Concern:

This letter specifies an amendment to the current shared services agreement between the Rural Virtual Academy (RVA) and the School District of Pittsville. The School District of Pittsville agrees to pay for virtual Speech/Language services, through the RVA on behalf of [redacted] for the 2014-2015 School Year.

It is understood that this agreement is an amendment to the currently standing 66.03.01 shared services agreement between RVA and the School District of Pittsville and only pertains to this student for the 2014-2015 School Year.

If you have any questions regarding this letter or amendment, please contact me at (715) 884-5233. Please give this letter of amendment your utmost consideration.

Sincerely,

Mr. Terry Reynolds
District Administrator
School District of Pittsville

Mr. Robert E. Tucker Jr.
Director of Special Education
School District of Pittsville

cc: Mr. Jeffrey Gast, Finance Director
School District of Pittsville Board of Education


**DISTRICT OFFICE**
**Terry Reynolds, District Administrator**
5459 Elementary Avenue Suite 2
Pittsville, WI 54466
715-884-6694
FAX 715-884-5218

**HIGH SCHOOL**
**Mark Weddig, Principal**
5407 First Avenue
Pittsville, WI 54466
715-884-6412
FAX 715-884-2870

**ELEMENTARY SCHOOL**
**Kim Fischer, Principal**
5459 Elementary Avenue, Suite 1
Pittsville, WI 54466
715-884-2517
FAX 715-884-5232

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Director of Pupil Services
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**Dr. Michele Jahnke**
Director of Curriculum
and Instruction

May 30, 2014

Medford Area Public School District
Attn: Open Enrollment Coordinator
124 W State Street
Medford, WI 54451-1771

RE: Special Education Cost Estimate for [redacted]

This letter is to inform you that Merrill Area Public Schools will provide special education services for [redacted] for the 2014-2015 school year.

If you have any questions, please don't hesitate to contact me.

Sincerely,

Dr. John Sample
Director of Special Education/Pupil Services

lau

enclosure

- VOID -
- unable to coordinate services in timely manner

1111 N. Sales Street - Merrill, WI - 54452 | Phone: 715-536-4581 | Fax: 715-536-1788 | http://www.maps.k12.wi.us/

# SCHOOL DISTRICT OF OOSTBURG

410 New York Avenue Oostburg, WI 53070 920-564-2346 - Fax 920-564-6138

**Mr. Kevin Bruggink**
Superintendent
**Mrs. Kris DeBruine**
Director of Personnel/Budget
**Mr. Bryce DeRoos**
Director of Special Education

**Mr. Scott Greupink**
High School Principal
**Mrs. Sherri Stengel**
Middle School Principal
**Mrs. Ann Steenwyk**
Elementary Principal

Friday, July 11, 2014

Dear Ms. Martin:

Per prior conversations with you and the IEP team for [redacted], this letter is to confirm that the Oostburg School District will be providing Speech and Language services to [redacted] in accordance with his current IEP, while he is open enrolled in the Rural Virtual Academy. Rather than the RVA providing these services to [redacted] charging us for those services, we will service him directly.

If you have any questions regarding this agreement, please contact Bryce DeRoos, the new Director of Special Education for the Oostburg School District.

Sincerely,

Sherri Stengel
Oostburg School District

Cc: Bryce DeRoos, Director of Special Education

# TAYLOR COUNTY
# LEASE AGREEMENT
# OFFICE SPACE

Taylor County, whose address is Courthouse, 224 South Second Street, Medford, Wisconsin, for itself leases to Rural Virtual Academy, whose address is 509 Clark St, Medford, WI. 54451, the described premises on the terms stated herein.

1. The location of room #104 office space to be leased is at the Community Education Building whose street address is 624 E. College St., Medford, WI.

2. The terms of this lease will begin on July 16, 2014. Termination of rights will be 180-days written notice by either party.

3. This agreement shall be renewed annually and will remain in effect until such time as either party chooses to cancel under provisions of item #2. Also see attached space description.

4. The lessee shall pay Taylor County an annual rent of $8,000.00. The rent shall be sent to the Taylor County Clerk within 10 days of renewal.

5. Access to the leased office space will be as required by the lessee. Snow removal will coincide with hours worked by Taylor County maintenance staff or contracted snow removal entity.

6. The services and utilities provided in this lease are heat, electricity, water, air conditioning, window washing, toilet supplies, janitorial services and supplies, and lamp replacement. The installation of, and ongoing expense incurred for telephone and internet service will be the responsibility of the lessee.

7. Both parties shall provide insurance to protect their own interests.

AUTHORIZED SIGNATURES

ON BEHALF OF LEASEE

Pat Sullivan
NAME

District Administrator
TITLE

7/8/14
DATE

ON BEHALF OF TAYLOR COUNTY

Bruce P. Strama
NAME

Taylor County Clerk
TITLE

7-2-14
DATE

RURAL VIRTUAL ACADEMY

# Student Services Newsletter

Volume 3, Issue 1 Fall 2014

## Mission Statement

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.

## Inside this issue:


| | |
|---|---|
| Video Gaming | 2 |
| Executive Functioning | 3 |
| Tips for Success | 4 |
| Resources & Kid Zone | 5 |


Dear RVA Parents/Guardians,

Welcome back to school!! It was so nice to meet so many of you at orientation! If you don't know already, you will quickly find out that you are part of a school that has exceptional staff, high standards, and great educational options. You will have the opportunity to work with people who genuinely care about your child and his/her education. What sets the RVA apart from other virtual schools is the people and the relationships we establish with the families we work with. If at any time you have concerns about your child's emotional, social, behavioral, or academic functioning, please reach out to me as well!

Sincerely,

Jessica Martin,

Ed.S., NCSP

## Coping With Transition

Transitions and change are everywhere. Whether the RVA is new for you and your child or not, starting another school year is a transition in itself. Some people are able to handle change quite easily, even significant transitions such as a new school, divorce, or move. But, other kids (and even adults), find change in any capacity very difficult. I will discuss some strategies for increasing your child's coping skills for change and also for structuring transitions to make them less abrupt when they do occur.

*Prepare.* Talk with your child about what the transition will be well in advance and answer any questions she has about the change. Be sure to help your child work through the loss of the old way/situation, which is often something that is forgotten.

*Use Feeling words.* Help your child identify words for what she is feeling. Feelings should not only be talked about openly but also taken seriously.

*Find overlaps.* If it is possible, try to find ways to ease your child into a transition rather than having an abrupt ending point. There might be ways to bridge the gap.

*Keep Regular Routines.* The regular routines that you utilize each day are important for your child's sense of safety and well-being. As much as you can, try to keep those everyday routines in tact.

*Notice behavior changes.* Children that have gone through trauma or loss are especially vulnerable to struggle with transitions. Behaviors such as acting out, being aggressive, withdrawal, lack of social interaction, and a sudden lack of academic progress are all signs that a child is struggling. Talk to a professional at that point.

# Video Games – The Good and the Bad

There is an abundance of information about the negative impacts that video games can have on children. There is also research that suggests that video games can be beneficial. Anyone with a pre-teen or teenager at home grapples with these pros and cons when setting limits for their child and it can be tough to fight those daily battles! There are some valid points on each side of the debate and I will break them down for you with some common sense advice.

First, the good points! Video games can help your child's brain with multi-tasking skills. They need to be able to push multiple buttons at one time, in a certain order, and with some speed. Certain games facilitate movement and exercise and there are options for children to connect with others as they play on teams in live time. Video games can also increase self-esteem when a child is able to conquer a certain game or level and there is a certain level of prestige among peers about those who can play a particular game well. By and large, the research suggests that when video game playing is limited to a short amount of time (less than one hour per day), there may be positive impacts. For children that play between 1 and 3 hours a day, there do not appear to be overly positive or negative impacts, and for those playing more than 3 hours per day, the consensus is that there are serious implications.

There are many thoughts to consider in addition to the amount of time your child plays video games. The type of game is also important. Games that emphasize violence, especially violence toward other people, can relate to children that have a less mature sense of empathy. There is a large body of research suggesting that exposure to violence (whether it is in person, on tv, or part of a video game) has negative implications on social and emotional development. No one would argue that it would be inappropriate to allow your child to watch a gruesome bar fight in person, so why is contributing to a similar scenario in a game different? Because it's a game, it's not real, right? Remember that children have a harder time differentiating what is real and what is not. With our world becoming more complex and abstract with evolving technology, those lines are getting blurrier and blurrier. Heck, even your child's school and teacher are virtual! ☺ I'm not saying you should never allow your child to play a violent video game, but I do think if that is something you are going to allow you need to take extra care to have frequent conversations about reality, what is safe, what is appropriate, and what your family values are. And play the game with your child or at least watch the game so you fully know what he is being exposed to and what conversations may need to be had as a result. If you can't stomach the game, maybe it is one that should not be allowed.

Video games and television have been associated with attention problems when children have an overexposure. According to the American Academy of Pediatrics, children who were exposed to more than 2 hours a day of screen time were 1.5 to 2 times more likely to be above average in attention problems. Further research has suggested that young adults show a similar association, suggesting that early exposure to video games may have lasting consequences.

One of the other problems with gaming is that it can be addictive. Getting to the next level can be very encompassing to a child that enjoys playing video games. This makes it even more difficult to limit the amount of time exposed. A study comprised of 141 boys found that those with autism spectrum disorders and those with ADHD (Attention Deficit Hyperactivity Disorder) were at great risk for problematic or addictive video game use than typically developing peers. *Cont.'d*

With so much evidence regarding the potential risks associated with excessive video game playing, it is safe to advise that you limit your child's gaming to an hour, or two at most, per day. Don't leave the game system in your child's room where it may be tempting for him to game in the middle of the night when he should be resting. Don't let it become addicting by getting your child involved in other activities that he enjoys. If you would like any other specific ideas about how to help your family establish some new rules about gaming, I would be happy to help!

## Executive Functioning and the Link to Your Child's Academic Success

Executive functioning is a group of skills that are responsible for guiding, directing, and managing cognitive, emotional, and behavioral functioning. Research in the last few years has placed emphasis on executive functioning as a crucial part of a child's functioning in school. Not only is higher intelligence (strong skills in problem solving, reasoning, using language, thinking abstractly, and acquiring new skills and information) a part of a child's recipe for success, being able to apply those mental resources in an organized and efficient way (executive functioning) has been found to be critical to academic success as well. There are as many as 11 distinct executive functioning abilities which develop sequentially.

They are:
1. *Response Inhibition* is the suppression of one's behavior over another in order to meet a goal. Sometimes this is also referred to as impulse control.
2. *Working memory* refers to the ability to temporarily hold information in the memory while in the process of performing some other complex activity.
3. *Self regulation of affect* is the ability to control feelings effectively in order to manage behavior and meet goals.
4. *Sustained attention* involves maintaining focus and attention on task despite distractions.
5. *Task initiation* is the ability to initiate a task without procrastination.
6. *Planning* involves developing a set of strategies for accomplishing a goal and prioritizing these strategies according to the task demands.
7. *Organization* is the capacity to systematically arrange all aspects of an activity to meet a goal.
8. *Time management* involves responding to tasks in a timely fashion, estimating the time needed to complete them, and using a schedule to meet goals.
9. *Goal directed persistence* refers to the ability to set a reachable goal and show ongoing effort and attention to meet the goal.
10. *Flexibility* is being adaptable to the demands of the situation by disengaging or activating information or strategies as needed.
11. *Metacognition* is the process of observing and assessing one's actions in order to determine their effectiveness.

In addition to their academic applications, you may have noticed that these types of skills are important in many aspects of life, such as generally getting along with others as well as in establishing and maintaining long-term relationships. Because of this, some studies have suggested a link between executive functioning and social competence.

Students lacking executive functioning skills are likely to experience significant difficulties. These deficits have been observed in children with a broad range of disorders and problems such as ADHD, autism spectrum disorders, schizophrenia, traumatic brain injury, epilepsy, aggression, anxiety disorders, mood disorders, Tourette's disorder, learning disabilities, sleep problems, and other medical conditions. This is not to say that if your child struggles with executive functioning skills that they necessary have one of these conditions!

As you read through this list, you may have found things you personally exhibit a strength or weakness in, and that is totally normal. You may have made a mental checklist of your child's abilities in these areas as well. We all have certain cognitive functions that are better developed than others

Cont'd

and hopefully, as adults, we have found ways to compensate for our weaknesses and have likely chosen a life path and career that utilizes our strengths. For a child, this can be much more difficult as the maturity and ability to reflect on one's own abilities is limited and makes it difficult to work through some of these challenges. There are compensatory strategies to offer as well as ways to increase these skills.

Now that you know what these skills are called and why they are important, you will be better able to get your child support for areas where there may be deficits. If you have significant concerns, certainly talk to your child's teacher and use your school psychologist (me!) as a resource. As with most struggles, the earlier you can obtain intervention, the better!

## 5 Simple Tips For Starting a Successful School Year

1. Be excited. Your child looks up to you for many things and how much you care about their education directly impacts their motivation. Help your child get mentally ready for these first few weeks of school by having a positive attitude yourself.

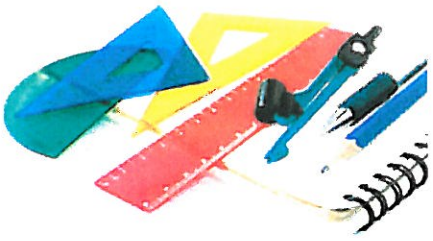
2. Get back into a solid routine. Enforce bedtime, plan healthy meals for your family throughout the week, plan a space and time for homework, and schedule in some play time too! Children crave structure, especially those that struggle with attention issues. Even if your child initially balks at having a schedule, a consistently enforced routine will help him be more successful in the long run.

3. Help you child get and stay organized. As your child's home educator, you have much organizing to do yourself to get the curriculum and daily lessons prepared. Make sure your child has a space in your home with the school supplies he will need available. Also, organize and structure your daily work and assignments so that your child does not fall behind academically. That can cause undue stress later in the school year.

4. Keep in close contact with your RVA teacher! The teacher your child was assigned can support you as the home educator and can also be another positive adult figure for your child. The more you utilize the expertise of your RVA teacher, the better you can provide for your child's education and the stronger relationship your child has with this teacher, the more motivated he will be to complete work.

5. Create a wall or space in your home to display school accomplishments. This can simply be a bulletin board or a whole wall if you are so inclined! Having a designated space for your child to show off the important things he does in school can help him have pride in his projects and reinforces the value you place on his education. For some kids this is so motivating at the start of the school year they look forward to the first project or test they can display!

** It is not too late to do any of these things or to implement any other ideas that you think would be helpful to transition your child back into school!!



## RESOURCES

RVA Special Education and Student Services Website:

https://sites.google.com/a/ruralvirtual.org/special-education/home

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Medford Area Public School District Special Education Website:
https://sites.google.com/a/medford.k12.wi.us/specialed/

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Check out RVA and the Medford Area Public School District Special Education and Student Services on FACEBOOK

facebook

## Taylor County Autism Support Group

When: 3rd Monday of the month

Time: 6:00pm-7:00pm

Where: Medford School District Office

If you are interested but can only attend virtually, please contact jessica.martin@ruralvirtual.org

# Kid Zone

Name _____ Date _____

### We're Going Back To School

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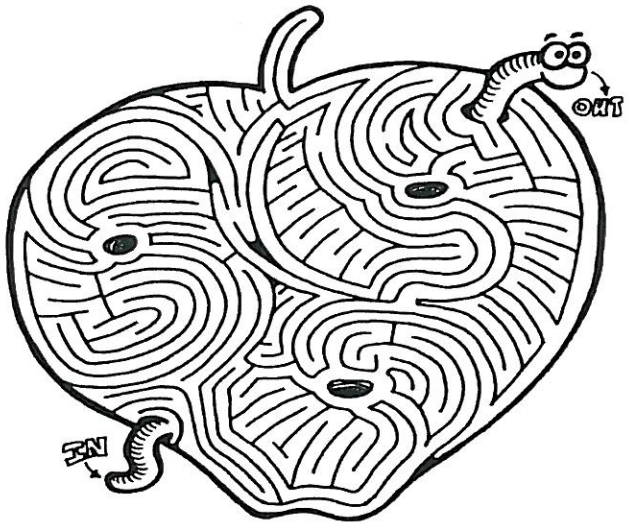
pencil, eraser, books, backpack, markers, crayons, teacher, students, classroom, paper, ruler, lunch

Heidi Lukestad ©2012




RVA Trivia

1. What is your main job as a student in the RVA?
2. How many male teachers are there in the RVA?
3. What does RVA stand for?
4. What is your teacher's favorite thing about working for the RVA?

Trivia Answers: 1. To learn; 2. 1 – Mr. Mann; 3. Rural Virtual Academy; 4. Getting to know YOU!

RURAL VIRTUAL ACADEMY

# Rural Virtual Academy 2014-2015
# High School Calendar

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| February 2015 | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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| March 2015 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
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| April 2015 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| | | | | | | |

| May 2015 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| June 2015 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

- Orientations
- No Classes
- 1st Semester Start/End (September 2 – January 23)
- 2nd Semester Start/End (January 26 – June 4)
- Class Days

*If you are unable to teach on a "class day," email students and post an announcement in course

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509 Clark St • Medford, WI 54451-1771
Telephone: 1-888-801-2666 • Fax: (715) 748-1213
Charlie Heckel, RVA Principal • charles.heckel@ruralvirtual.org

Dear RVA Parents,

I hope you are having a magnificent and enjoyable start to your school year! Along with the positives, I trust that by now you have all encountered some stress along the way as well. There is no doubt that schooling from home is both a tremendously rewarding experience and a true commitment of patience and love. Thank you for taking on this challenge on behalf of your child(ren)!

***Home Educator Card:*** Enclosed with this letter you should find a "Home Educator Card". We provide you this card for use at businesses which provide discounts to teachers and home educators whom purchase supplies for educational use. Examples of places that promote these educational discounts include: Barnes and Noble®, Office Depot®, Office Max®, Borders®, Hobby Lobby®, Michael's Crafts®, Blockbuster®, etc. There are more complete lists out on the internet which can be found by searching "home educator discounts."

***Mileage Reimbursement:*** Second, I would like to offer some of our parents the opportunity to claim mileage reimbursement for RVA travels. The Wisconsin Department of Public Instruction offers to families who are both low income and who are open enrolled to another school district the ability to claim reimbursement for needed travel for instructional purposes. This includes activities such as orientations, mandatory testing, and for co-curricular activities as well. Co-curriculars would include activities such as field trips, REC planned events, school meetings, etc.

Claims are submitted annually by eligible families directly to the DPI. Eligible families must provide a log of the location, miles, and purpose of the trip. Also, eligible families can provide income information directly to the DPI upon filing a claim. You can find the claim form and more information here: http://sms.dpi.wi.gov/transportation

By the letter of the law, this means that families who reside within a consortium district would automatically NOT qualify for this reimbursement because these children are not open enrolled. If you are eligible, please mark your personal calendar as a reminder to make your submission next June.

***Internet Reimbursement:*** Last, I want to remind all families to please take advantage of the "internet reimbursement" offered to all RVA families by the school. All RVA families are eligible for up to $75 a month of reimbursement for their home internet connection. In order to be reimbursed, families must provide to our school district business office a copy of the internet statement which includes: parent/ guardian name and address, month of service, and specific line for internet charges. As a reminder, the RVA does not reimburse for taxes, fees, installation, maintenance, line insurance, or other costs associated with having an internet connection in your home. Copies of your monthly internet statements can be mailed via USPS to your teacher or scanned to .pdf and e-mailed directly to Nikki Clements. Nikki can be e-mailed at: nikki.clements@ruralvirtual.org. *Reimbursement checks are mailed following the monthly Medford Area Public School District's Board of Education meeting held most commonly on the 3rd Thursday of any given month.

In closing, thank you for all you do each and every day at home with your child(ren). It truly is a gift that each of you are providing your child(ren) and I am honored to play a supporting role in this educational endeavor with you. Without question, these sentiments are shared by all of the RVA staff as well. Please do not hesitate in giving us a call, stopping by, or dropping us a line. We want to be part of your lives and hope to build a long-term relationship with you and your family that is both valued and trusted.

I am looking forward to seeing all of you again soon.

Sincerely,

Charles J Heckel

Charlie Heckel
Principal

# Working on the RVA Governing Board

RURAL VIRTUAL ACADEMY

The RVA uses a form of "parliamentary procedure" during its posted governance board meetings. This is a common form of procedure used in public meetings. If you are unfamiliar with the process, the following are some examples of how our meetings usually work and some of the language board members may be called on to follow.

The RVA Governance Board is made up of both "voting" and "non-voting" members. Charter school boards' differ slightly from both private and public boards. They should be thought of as a hybrid between the two. Charter boards act in the public good, to provide direction for the school, with the "profit" being positive educational results for students. Charter boards are not elected but appointed so that vested stakeholders in the school help make decisions. In charter schools, parent representation on the board is intended to be substantial. In the RVA, parents can be appointed to serve by consortium administrators or have a voice through the PAC (Parent Advisory Council) board member. School personnel, such as teachers, principals, and administrators are also present at board meetings and may be also allowed to vote. The only "non-voting" members of the RVA board are administrators/ superintendents. However, these administrators are allowed to speak, make recommendations, and even suggest or make motions but they may not vote. This "non-voting" status for school leaders is purposeful and intended to keep decisions for the charter school in the hands of those who work closest in the day to day operations.

*Characteristics of an Effective Charter School Governing Board*

- *A passionate and unwaivering belief in the charter school's mission*
- *A firm understanding of the charter and what it promises*
- *A collective vision of where the school wants to be in the future*
- *A focus on academic results and high student/ parent satisfaction*
- *A clear understanding of the difference between governance and management*
- *A school leader who has the time to assist in the creation and maintenance of an effective board*

Source: Authorizer Issue Brief, National Association of Charter School Authorizers, September, 2005

First, lets start with how an RVA meeting is usually planned in an agenda. is a typical example:

1. Call to order: (Called by President or appointed chairperson. Members make ready)
2. Roll call of members present: (Completed by Recording Secretary. Members names will be called and replies given)
3. Pledge of Allegiance: (Called by President or appointed chairperson. All Members are asked to participate.)
4. Open Meeting Law Compliance: (Read by President or appointed chairperson.)
5. Period of Public Comment: (Called on by President or appointed chairperson.)
6. Correspondences are read (Called on by President or appointed chairperson and completed by representatives of the school.)
    a. "Good News"
    b. "PAC Updates"
7. Consent Agenda including: (Read by President or appointed chairperson. A motion is called for to the Members along with a 2nd for approval. Discussion can be had. A vote would be called.)
    a. Approval of Agenda
    b. Secretaries Report
8. Regular business: (Each item will be called on by the President or appointed chairperson. Items listed for "Consideration", or otherwise determined to need approval at the meeting, will be voted on by the Members.)
9. Adjournment: (Called on by the President or appointed chairperson. A motion & 2nd, along with a vote, are required.

*General Rules for Good Meetings*

- *Be prepared*
- *Use Roberts Rules of Order*
- *Reach a conclusion/ resolution and move on*
- *Record Minutes*
- *Refer to Policies for direction*
- *Use the vision of the school to guide decision making*
- *Focus on solutions not problems*
- *Don't try to solve everything*
- *Remain respectful and don't personalize issues*
- *Praise twice as much as criticize*

## *How are Motions Presented?*

Usually in RVA meetings, the motions are suggested by the President or appointed chairperson such as, "We would be looking for a motion for approval on this item." On these items, any member, ("voting" or "non-voting"), may make a motion to accept or deny the item. As example one might say, "I make a motion to approve the..... as stated." Following this motion, someone else needs to "2nd" the motion. That person simply needs to state, "I'll second." Following this 2nd, the President or appointed chairperson will call for further discussion on the motion. All members, ("voting" or "non-voting"), are welcome to speak during this time. Following the discussion, the President or Chair will call for a vote. Here are some tips and procedure on how making a motion and voting on it looks like at RVA board meetings:

1. Making a Proper Motion
    a. Speak in a clear and concise manner.
    b. Always try to state a motion affirmatively.
    c. Avoid personalities and stay on your subject.
2. Wait for Someone to Second Your Motion
3. Another member will second your motion or the President or chairperson will call for a second.
4. If there is no second to your motion it is lost.
5. The President, chairperson, or Recording Secretary may restate the motion, (especially if it difficult to understand or of great length.)
6. The membership then either debates your motion, or may move directly to a vote.
7. (Once your motion is presented to the membership by the chairman it becomes "assembly property", and cannot be changed by you without the consent of the members.)
8. Putting the Question to the Membership
    a. The President or chairperson will eventually call for a vote once it is determined that no new debate is being entered in discussion. (At times this may mean that not everyone is necessarily feeling as if they are done talking.) "Are you ready to vote on the question?"
    b. If there is no more new discussion, a vote is taken by voting members (excluding district administrators/ superintendents).

*Voting on a Motion:*

Most motions that are voted on at RVA board meetings are typically done by voice. However, on occasion an item that is voted on may be done in writing. Here are the basic 3 used in the RVA and a % on how often they are used.

1. By Voice -- The President or appointed chairperson asks for those in favor to say, "aye", and to those who are opposed to say "no" or "the same". (Any member may move for an exact count.) (98%)
2. By Roll Call -- Each voting member answers "yes" or "no" as his or her name is called. This method is used when a record of each person's vote is required. (1-2%)
3. By Ballot – Voting members write their vote on a slip of paper, this method is used when secrecy is desired. (<1%)

*Other Motions:*

Motion to "Table". Although rare, the option is always present, however, to "take from the table", for reconsideration by the membership. Typically, this happens in the RVA when an issue may need to have more information gathered before members feel comfortable in making a final decision.

Although Robert's Rule of Order is much more in depth, this guide will serve you well for the vast majority of decisions while serving on the RVA Governance Board. However, if you should ever have a question, please ask. The most common ways to learn the proper way to conduct yourself in a parliamentary type of meeting is to observe and to ask questions.

Thank you for your willingness to serve on the RVA board and for your support of our families and students in the school.

| First Name | Last Name | Grd | School District | Entry/ Exit | FTE | Days in Attendance ($36.8611/ day) | Open Enrollment $ |
|---|---|---|---|---|---|---|---|
| Brayden | | K | *Algoma- OE | 9/1/2014 | | 180 | $6,635.00 |
| Brenden | | K | *Algoma- OE | 9/1/2014 | | 180 | $6,635.00 |
| Dakota | | K | *Algoma- OE | 9/1/2014 | | 180 | $6,635.00 |
| Seth | | K | *Algoma- OE | 9/1/2014 | | 180 | $6,635.00 |
| Kaleb | | 8 | *Black River Falls-OE | 9/1/2014 | | 180 | $6,635.00 |
| Cody | | 3 | *Black River Falls-OE | 9/1/2014 | | 180 | $6,635.00 |
| Ryan | | 4 | *Black River Falls-OE | 9/1/2014 | | 180 | $6,635.00 |
| Brandon | | 1 | *Black River Falls-OE | 9/1/2014 | | 180 | $6,635.00 |
| Makiah | | 3 | *Black River Falls-OE | 8/13/2013 | | 180 | $6,635.00 |
| Madison | | 8 | *Black River Falls-OE | 8/13/2013 | | 180 | $6,635.00 |
| Sawyer | | 1 | *Black River Falls-OE | 9/1/2014 | | 180 | $6,635.00 |
| Saige | | 7 | *Bowler-OE | 9/1/2014 | | 180 | $6,635.00 |
| Draven | | 2 | *Bowler-OE | 8/13/2013 | | 180 | $6,635.00 |
| Troy | | 6 | *Burlington-OE | 4/3/2014 | | 180 | $6,635.00 |
| Madeline | | 6 | *Chippewa Falls- OE | 9/1/2014 | | 180 | $6,635.00 |
| Carson | | 3 | *DC Everest- OE | 9/1/2014 | | 180 | $6,635.00 |
| Brogan | | 2 | *DC Everest-OE | 8/19/2013 | | 180 | $6,635.00 |
| Brielle | | PreK | *DC Everest-OE | 9/1/2014 | | 180 | $3,981.01 |
| Katrina | | 3 | *DC Everest-OE | 8/19/2013 | | 180 | $6,635.00 |
| Samuel | | K | *DC Everest-OE | 8/19/2013 | | 180 | $3,981.01 |
| Marcus | | 2 | *DC Everest-OE | 9/1/2014 | | 180 | $6,635.00 |
| Alexis | | 1 | *Dodgeland-OE | 8/15/2013 | | 180 | $6,635.00 |
| Tyler | | 6 | *East Troy Com- OE | 9/1/2014 | | 180 | $6,635.00 |
| Rowen | | K | *Eau Claire- OE | 9/1/2014 | | 180 | $6,635.00 |
| Benjamin | | 5 | *Eau Claire- OE | 9/1/2014 | | 180 | $6,635.00 |
| Eilyanna | | 8 | *Eau Claire- OE | 9/1/2014 | | 180 | $6,635.00 |
| Claire | | PreK | *Eau Claire- OE | 9/1/2014 | | 180 | $3,981.01 |
| Emily | | 4 | *Elmbrook-OE | 9/1/2014 | | 180 | $6,635.00 |
| Olivia | | 1 | *Elmbrook-OE | 9/1/2014 | | 180 | $6,635.00 |
| Zoe | | 6 | *Elmbrook-OE | 9/1/2014 | | 180 | $6,635.00 |
| Thomas | | 1 | *Fall Creek-OE | 11/19/2013 | | 180 | $6,635.00 |
| Elizabeth | | K | *Fall Creek-OE | 12/16/2013 | | 180 | $3,981.01 |
| Phillip | | K | *Fall Creek-OE | 12/16/2013 | | 180 | $3,981.01 |
| Dadeline | | 9 | *Fond Du Lac-OE | 9/1/2014 | | 180 | $6,635.00 |
| Cadence | | 2 | *Fond Du Lac-OE | 8/13/2013 | | 180 | $6,635.00 |
| Malachi | | 4 | *Fond Du Lac-OE | 8/13/2013 | | 180 | $6,635.00 |
| Chloe | | 6 | *Fond Du Lac-OE | 8/13/2013 | | 180 | $6,635.00 |
| Silas | | 2 | *Greenfield-OE | 8/17/2012 | | 180 | $6,635.00 |
| Elijah | | 5 | *Greenfield-OE | 8/17/2012 | | 180 | $6,635.00 |
| Caleb | | K | *Holmen-OE | 9/1/2014 | | 180 | $6,635.00 |
| Rachel | | 4 | *Holmen-OE | 9/1/2014 | | 180 | $6,635.00 |
| Lane | | 4 | *Iola Scandinavia-OE | 8/15/2013 | | 180 | $6,635.00 |
| Samantha | | 5 | *Iola Scandinavia-OE | 8/15/2013 | | 180 | $6,635.00 |
| Jasmine | | 7 | *Iola Scandinavia-OE | 8/15/2013 | | 180 | $6,635.00 |
| Daniel | | 2 | *Kenosha-OE | 8/14/2013 | | 180 | $6,635.00 |
| Joshua | | 1 | *Kenosha-OE | 9/1/2014 | | 180 | $6,635.00 |
| Elizabeth | | K | *Marathon City- OE | 9/1/2014 | | 180 | $6,635.00 |
| Matthew | | 7 | *Mauston-OE | 8/12/2013 | | 180 | $6,635.00 |
| Andrew | | 3 | *Mauston-OE | 9/1/2014 | | 180 | $6,635.00 |
| Aurora | | 2 | *Mauston-OE | 9/1/2014 | | 180 | $6,635.00 |
| Ehud | | K | *Mauston-OE | 9/1/2014 | | 180 | $6,635.00 |
| Tovah | | PreK | *Mauston-OE | 9/1/2014 | | 180 | $3,981.01 |
| Brekk | | 1 | *Mauston-OE | 9/1/2014 | | 180 | $6,635.00 |
| Haakon | | K | *Mauston-OE | 9/1/2014 | | 180 | $6,635.00 |
| Mackenna | | 4 | *Mauston-OE | 9/1/2014 | | 180 | $6,635.00 |
| Navada | | 3 | *Melrose-Mindoro-OE | 9/1/2014 | | 180 | $6,635.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sequoia | | 5 | *Merrill- OE | 8/20/2013 | | 180 | $6,635.00 |
| Carter | | 6 | *Merrill- OE | 8/20/2013 | | 180 | $6,635.00 |
| Dillon | | 9 | *Merrill- OE | 8/20/2013 | | 180 | $6,635.00 |
| Jason | | 9 | *Merrill- OE | 8/20/2013 | | 180 | $6,635.00 |
| Logan | | 1 | *Merrill- OE | 9/1/2014 | | 180 | $6,635.00 |
| David | | 7 | *Merrill-OE | 9/1/2014 | | 180 | $6,635.00 |
| Namine | | 1 | *Milwaukee-OE | 2/24/2014 | | 180 | $6,635.00 |
| Ameer | | 3 | *Milwaukee-OE | 9/1/2014 | | 180 | $6,635.00 |
| Aminah | | 1 | *Milwaukee-OE | 9/1/2014 | | 180 | $6,635.00 |
| Samiyyah | | 7 | *Milwaukee-OE | 9/1/2014 | | 180 | $6,635.00 |
| Sierra | | 5 | *Minocqua JI-OE | 9/1/2014 | | 180 | $6,635.00 |
| Adelle | | K | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Isaac | | 4 | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Liam | | 2 | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Isabelle | | 6 | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Brienna | | K | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Gianna | | 3 | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| William | | 4 | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Summer | | 1 | *Necedah Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Alexander | | PreK | *Neenah-OE | 9/1/2014 | | 180 | $3,981.01 |
| Veronica | | 2 | *Neenah-OE | 8/19/2013 | | 180 | $6,635.00 |
| Kianna | | 4 | *North Fond Du Lac-OE | 12/2/2013 | | 180 | $6,635.00 |
| Gabriel | | 2 | *North Fond Du Lac-OE | 12/2/2013 | | 180 | $6,635.00 |
| Jayni | | 6 | *Oostburg-OE | 9/1/2010 | | 180 | $6,635.00 |
| Elijah | | 4 | *Oostburg-OE | 9/1/2014 | | 180 | $6,635.00 |
| Zander | | K | *Oshkosh Area- OE | 9/1/2014 | | 180 | $6,635.00 |
| Deanna | | 4 | *Owen-Withee-OE | 2/24/2014 | | 180 | $6,635.00 |
| James | | 4 | *Owen-Withee-OE | 9/1/2014 | | 180 | $6,635.00 |
| Kijana | | 2 | *Owen-Withee-OE | 2/3/2014 | | 180 | $6,635.00 |
| John Paul | | 1 | *Pewaukee- OE | 8/20/2013 | | 180 | $6,635.00 |
| Elizabeth | | PreK | *Pewaukee- OE | 9/1/2014 | | 180 | $3,981.01 |
| Alexander | | 7 | *Phillips- OE | 9/1/2014 | | 180 | $6,635.00 |
| Isaac | | 6 | *Phillips- OE | 9/1/2014 | | 180 | $6,635.00 |
| Natalie | | 4 | *Phillips- OE | 9/1/2014 | | 180 | $6,635.00 |
| Eli | | 7 | *Phillips- OE | 9/1/2014 | | 180 | $6,635.00 |
| Hannah | | 4 | *Phillips- OE | 9/1/2014 | | 180 | $6,635.00 |
| Jarrett | | 6 | *Portage Community-OE | 9/1/2014 | | 180 | $6,635.00 |
| Yosef | | 7 | *Shawano- OE | 4/17/2014 | | 180 | $6,635.00 |
| Gad | | PreK | *Shawano- OE | 9/1/2014 | | 180 | $3,981.01 |
| Miera | | 2 | *Shawano- OE | 8/20/2013 | | 180 | $6,635.00 |
| Niera | | 1 | *Shawano- OE | 8/20/2013 | | 180 | $6,635.00 |
| Edison | | 3 | *South Milwaukee-OE | 8/17/2012 | | 180 | $6,635.00 |
| Isabel | | 1 | *South Milwaukee-OE | 8/21/2013 | | 180 | $6,635.00 |
| Lydia | | 8 | *Stevens Point Area-OE | 9/1/2014 | | 180 | $6,635.00 |
| Madison | | 8 | *Stevens Point Area-OE | 8/13/2013 | | 180 | $6,635.00 |
| Maxwell | | 9 | *Stevens Point Area-OE | 9/3/2013 | | 180 | $6,635.00 |
| Justin | | 8 | *Superior-OE | 8/20/2013 | | 180 | $6,635.00 |
| Crystal | | 8 | *Superior-OE | 10/4/2012 | | 180 | $6,635.00 |
| Justin | | 9 | *Tri-County Area-OE | 8/15/2013 | | 180 | $6,635.00 |
| Sara | | 6 | *Valders Area-OE | 8/20/2013 | | 180 | $6,635.00 |
| Vivian | | 4 | *Viroqua - OE | 8/19/2013 | | 180 | $6,635.00 |
| Helena | | 2 | *Watertown-OE | 8/15/2013 | | 180 | $6,635.00 |
| Riley | | 7 | *Watertown-OE | 8/15/2013 | | 180 | $6,635.00 |
| Olivia | | 2 | *Waukesha-OE | 8/20/2013 | | 180 | $6,635.00 |
| Rhys | | 1 | *Wausau- OE | 9/1/2014 | | 180 | $6,635.00 |
| Jada | | 1 | *Wausau- OE | 9/1/2014 | | 180 | $6,635.00 |
| Ashton | | 5 | *Wausau- OE | 8/20/2013 | | 180 | $6,635.00 |
| Owen | | 5 | *Wausau- OE | 8/20/2013 | | 180 | $6,635.00 |
| Breeze | | 3 | *Wausau-OE | 9/1/2014 | | 180 | $6,635.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Kyle | | 6 | *Wausau-OE | 8/28/2013 | | 180 | $6,635.00 |
| Ellie | | 3 | *Wausau-OE | 8/13/2013 | | 180 | $6,635.00 |
| Josie | | K | *Wausau-OE | 12/12/2013 | | 180 | $6,635.00 |
| Indira | | 9 | *Wausau-OE | 8/14/2013 | | 180 | $6,635.00 |
| Monique | | 6 | *Wausau-OE | 8/20/2013 | | 180 | $6,635.00 |
| Zander | | K | *Wausau-OE | 8/20/2013 | | 180 | $3,981.01 |
| Ethan | | 5 | *Wausau-OE | 8/14/2013 | | 180 | $6,635.00 |
| Anna | | 3 | *Wausau-OE | 9/1/2014 | | 180 | $6,635.00 |
| Nick | | 6 | *Wausau-OE | 9/1/2014 | | 180 | $6,635.00 |
| Jasmine | | 9 | *Wausau-OE | 8/13/2013 | | 180 | $6,635.00 |
| Kellan | | 1 | *Wausau-OE | 9/1/2014 | | 180 | $6,635.00 |
| Skye | | 7 | *Wausau-OE | 8/19/2013 | | 180 | $6,635.00 |
| Shinanna | | 8 | *Wausau-OE | 10/28/2013 | | 180 | $6,635.00 |
| Asher | | 2 | *Wausau-OE | 8/14/2013 | | 180 | $6,635.00 |
| Rachel | | 2 | *Wausau-OE | 8/14/2013 | | 180 | $6,635.00 |
| Leah | | 7 | *Wausau-OE | 5/8/2014 | | 180 | $6,635.00 |
| Noah | | 7 | *Wausau-OE | 5/6/2014 | | 180 | $6,635.00 |
| Isabel | | 3 | *Whitefish Bay-OE | 8/15/2013 | | 180 | $6,635.00 |
| Gavin | | 7 | *Whitelake-OE | 9/1/2014 | | 180 | $6,635.00 |
| Brandi | | 6 | *Wittenberg-OE | 9/1/2014 | | 180 | $6,635.00 |
| Luella | | 3 | ^Pittsville | 9/1/2014 | | 180 | $5,885.00 |
| Jack | | 5 | ^Pittsville | 9/1/2014 | | 180 | $5,885.00 |
| Joah | | 6 | ^Pittsville | 9/1/2014 | | 180 | $5,885.00 |
| Abigail | | 2 | ^Pittsville | 8/14/2013 | | 180 | $5,885.00 |
| Elliott | | 4 | ^Pittsville | 8/14/2013 | | 180 | $5,885.00 |
| Benjaman | | 6 | ^Pittsville | 8/14/2013 | | 180 | $5,885.00 |
| Donna | | 2 | ^Pittsville | 12/12/2013 | | 180 | $5,885.00 |
| Madyson | | K | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Maura | | 5 | ^Tomah | 12/2/2013 | | 180 | $6,635.00 |
| Haakon | | 1 | ^Tomah | 8/20/2013 | | 180 | $6,635.00 |
| Colton | | 7 | ^Tomah | 8/20/2013 | | 180 | $6,635.00 |
| Maggie | | PreK | ^Tomah | 9/1/2014 | | 180 | $3,981.01 |
| Joshua | | 4 | ^Tomah | 8/19/2013 | | 180 | $6,635.00 |
| Alexandria | | 7 | ^Tomah | 4/7/2014 | | 180 | $6,635.00 |
| Alysabeth | | 6 | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Katelyn | | 2 | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Nathan | | 5 | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Allie | | 2 | ^Tomah | 8/20/2013 | | 180 | $6,635.00 |
| Isaiah | | 5 | ^Tomah | 9/3/2013 | | 180 | $6,635.00 |
| Benjamin | | 2 | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Gabriel | | K | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Nathan | | 4 | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Philip | | 5 | ^Tomah | 9/1/2014 | | 180 | $6,635.00 |
| Samuel | | 9 | Antigo | 1/18/2011 | 1 | | |
| Nathan | | 5 | Antigo | 8/15/2013 | 1 | | |
| Chloe | | 2 | Antigo | 8/19/2013 | 1 | | |
| Rebecca | | 5 | Auburndale | 8/26/2013 | 1 | | |
| Destinee | | 6 | Auburndale | 9/1/2014 | 1 | | |
| Seth | | 3 | Colby | 8/20/2013 | 1 | | |
| Rolyn | | K | Colby | 8/20/2013 | 0.6 | | |
| William | | 6 | Colby | 8/19/2013 | 1 | | |
| Morgan | | 3 | Medford | 1/12/2012 | 1 | | |
| Jaden | | PreK | Medford | 9/1/2014 | 0.6 | | |
| ~~Peyton~~ | | ~~5~~ | ~~Medford~~ | ~~8/13/2013 – 9/9/2014~~ | 0.25 | | |
| Sydney | | K | Medford | 8/13/2013 | 1 | | |
| Ezra | | 7 | Medford | 9/12/2014 | 1 | | |
| Sienna | | 3 | Medford | 8/17/2012 | 1 | | |
| Addison | | K | Medford | 8/15/2013 | 1 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Ann | | 7 | Medford | 9/1/2014 | 1 | | |
| Jack | | 4 | Medford | 9/1/2014 | 1 | | |
| Ezekiel | | 2 | Medford | 9/1/2014 | 1 | | |
| Ethan | | 4 | Medford | 9/1/2014 | 1 | | |
| Alice | | 1 | Medford | 9/1/2014 | 1 | | |
| Austin | | 3 | Medford | 1/27/2014 | 1 | | |
| Jasper | | K | Medford | 8/14/2013 | 1 | | |
| Emily | | 1 | Medford | 9/1/2014 | 1 | | |
| Nicholas | | 4 | Medford | 9/1/2014 | 1 | | |
| Nicholas | | 7 | Mosinee | 8/13/2013 | 1 | | |
| Anamaria | | 4 | Mosinee | 9/3/2013 | 1 | | |
| McKinley | | 9 | Mosinee | 9/3/2013 | 1 | | |
| Olivia | | 9 | Mosinee | 9/1/2014 | 1 | | |
| Emily | | 7 | Mosinee | 8/19/2013 | 1 | | |
| Leland | | 3 | Mosinee | 9/1/2014 | 1 | | |
| Dalton | | 9 | Mosinee | 8/15/2013 | 1 | | |
| Morgan | | 5 | Mosinee | 8/13/2013 | 1 | | |
| Oriana | | 8 | Mosinee | 8/13/2013 | 1 | | |
| Laura | | 1 | Mosinee | 8/13/2013 | 1 | | |
| Chloe Jo | | 2 | Prentice | 8/20/2013 | 1 | | |
| Glenn | | 5 | Prentice | 8/19/2013 | 1 | | |
| Daiahna | | K | Prentice | 8/15/2013 | 1 | | |
| Josh | | 2 | Rib Lake | 8/19/2013 | 1 | | |
| Aliyah | | PreK | Rib Lake | 9/1/2014 | 0.6 | | |
| Blake | | PreK | Rib Lake | 9/1/2014 | 0.6 | | |
| Leah | | 3 | Rib Lake | 8/20/2013 | 1 | | |
| Athena | | 3 | Rib Lake | 1/27/2014 | 1 | | |
| Kiernan | | 8 | Rib Lake | 8/20/2013 | 1 | | |
| Kai | | 1 | Rib Lake | 8/20/2013 | 1 | | |
| Noah | | 1 | Spencer | 9/1/2014 | 1 | | |
| Levi | | 2 | Spencer | 9/1/2014 | 1 | | |
| Emerson | | 2 | Spencer | 8/19/2013 | 1 | | |
| Ashlyn | | 5 | Spencer | 8/19/2013 | 1 | | |
| Madalyn | | PreK | Spencer | 9/1/2014 | 0.6 | | |
| Kaydyn | | 8 | Spencer | 8/19/2013 | 1 | | |
| Baeli | | 2 | Spencer | 10/8/2013 | 1 | | |
| Chasity | | 4 | Spencer | 10/15/2013 | 1 | | |
| Grace | | 9 | Spencer | 10/8/2013 | 1 | | |
| Trintin | | 8 | Spencer | 9/1/2014 | 1 | | |
| Grace | | 3 | Stratford | 9/1/2014 | 1 | | |
| Saige | | 7 | Stratford | 9/1/2014 | 1 | | |
| Annica | | 8 | Stratford | 4/7/2014 | 1 | | |
| **Totals** | | | | | **54.25** | | **$1,013,885.77** |
| **Grand Totals** | | | | | | | **$1,032,172.77** |

# RVA Support Staff

**SANDY POPE**
RVA Office Manager

**REBECCAH HOPKINS**
Activities Director/Educational Support

**STEPHANIE HOFFMAN**
Educational Support

**Charlie Heckel**
RVA Principal

**SARA HOLEWINSKI**
DEAN OF OPERATIONS
HIGH SCHOOL MATH

**NIKKI CLEMENTS**
RVA Accountant

**JESSICA MARTIN**
RVA Director of Special Education,
Pupil Services, Psychologist

# Meet Your Teachers

**KRISTYN BROWN**
PreK-2 Teacher

**JILL CHASTEEN**
1-8 Special Education

**KACIE CRAWFORD**
3-8 Teacher

# Meet Your Teachers

**JILL FORTIN**
1-8 Art

**JESSICA HAENEL, COI**
Phy. Ed. & Health Teacher

**LEATHA HOPPERDIETZEL**
1-8 Special Education

# Meet Your Teachers

**KIRSTEN LANGE**
PreK-2 Teacher,
Spanish 9

**MARK MANN, COI**
3-8 Teacher

**KELLI RAY, COI**
3-8 Teacher

# Virtual School Teacher
# Summative Evaluation

| | | | |
|---|---|---|---|
| **Name:** | **School:** *RVA* | | |
| **Teaching Position:** *Grades ___ Teacher* | **School Year:** *2014 -2015* | **Evaluator:** *Heckel* | **Date:** |

## *Planning & Preparation*

*Wis. Stat. 118.40(8)(c)(1): Improving learning by planned instruction*
*Wis. Stat. 118.40(8)(c)(2): Diagnosing learning needs*
*Wis. Stat. 118.40(8)(c)(4): Assessing learning*

| *Specifications* | *Does Not Meet District Expectations* | *Target Area for Growth* | *Meets District Expectations* | *Exemplary* |
|---|---|---|---|---|
| **Demonstrating Knowledge of Content Pedagogy** | Teacher makes content errors or displays little understanding of virtual pedagogical issues. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. In planning and practice the teacher does not correct errors made by students. ☐ | Teacher displays basic content and virtual pedagogical knowledge, but cannot articulate connections or anticipate student misconceptions. The teacher indicates some awareness of prerequisite learning but knowledge is inaccurate or incomplete. In planning and practice the teacher corrects some errors made by students. ☐ | Teacher displays solid content knowledge and virtual pedagogical practices that reflect current research and best practice and anticipates student misconceptions. The teacher demonstrates accurate understanding of prerequisite relationships among topics. Teacher is proficient at correcting student errors. ☐ | Teacher's learning opportunities for students reflect extensive knowledge of the course content, the structure of the discipline, and instructional practices. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstandings. ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Demonstrating Knowledge of Students** | Teacher displays minimal knowledge of development age groups, individual learning styles, intelligence, student interests, special needs, or cultural heritage and does not indicate that such knowledge is valuable. ☐ | Teacher displays generally accurate knowledge of development age groups, individual student differences, knowledge and skills, student interests, special needs, and cultural heritage but displays this for the class only as a whole. ☐ | The teacher purposefully acquires knowledge about individual student differences, knowledge and skills, student interests, special needs and cultural heritage and recognizes the value of this knowledge. ☐ | Teacher systematically acquires information about student's individual differences, knowledge and skills, student interests, special needs, and cultural heritage and instructional planning reflects differentiation to address individual student needs. ☐ |
| Comments: | | | | |
| **Improving Learning by Planned Instruction** | Learning activities are either not suitable for students, unsupported by materials, are chaotic in structure or have unrealistic time allocations. ☐ | Learning activities are either unsuitable for students, uneven in progressions, only partially connected to standards, have a lapse in structure, or have some unreasonable time allocations. ☐ | All activities are suitable for students, supported by appropriate materials, show consistent organization, and have realistic time allocations. ☐ | Learning activities are highly relevant, student active, maintain organization while allowing student choice, and have realistic time allocations. ☐ |
| Comments: | | | | |
| **Demonstrating Knowledge of Resources and Instructional Technology** | Teacher is unaware of resources to assist student learning beyond materials provided by the school, nor is teacher aware of resources for expanding one's own professional skill. ☐ | Teacher displays some awareness of resources beyond those provided by the school and for extending one's professional skill but does not seek to expand on this knowledge. ☐ | Teacher displays awareness of resources beyond those provided by the school including those on the Internet for classroom use and for extending one's professional skill, and seeks out such resources. ☐ | Teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school, in the community, through professional organizations, and on the Internet. ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Setting Instructional Goals** | Teacher goals are unclear, unconnected to standards, lack viable measurement, not suitable for the class, reflect only one type of learning, or not connected to school goals. ☐ | Teacher goals are moderately valuable, connected to standards, measurable, suitable for most students, connected to school goals and involve several types of learning, yet may lack coordination and integration. ☐ | Teacher goals are valuable and connected to standards and school goals. They are suitable for most students, involve several types of learning, display opportunities for integration, and are connected to RVA students and families. ☐ | Teacher goals are valuable, establish high expectations, and take into account varying learning needs. They also are connected to schools goals and demonstrate a focus on professional growth. ☐ |
| Comments: | | | | |
| **Assessing Student Learning** | Content and methods of assessment lack congruence with instructional goals, lack standards, and appear not to be used in planning. The teacher does not vary assessment tools and does not provide different ways for the student to show mastery of concepts. ☐ | Assessment methods are not clear, not well communicated to students and families, and assess only some instructional goals. The results are used to plan for the class as a whole only. The teacher makes an attempt to design and implement differentiated assessments to provide students with multiple ways to demonstrate content mastery. ☐ | Assessment methods are clear, assess most goals, and are frequently communicated to students and families. There is evidence the results are used to plan for both individuals and groups. Some assessments are designed to provide for multiple attempts with expectation that students demonstrate content understanding. Teacher shows some knowledge of how to differentiate assessment tools. ☐ | Assessment methods are clear and well communicated to students and families. Results are used to guide instruction for both individuals and groups. Assessments are designed and implemented to provide for multiple attempts with expectation that students attain mastery. Teacher demonstrates knowledge of different assessment tools and varying ways students can demonstrate content mastery. ☐ |
| Comments: | | | | |

# *Professional Responsibilities*

*Wis. Stat. 118.40(8)(c)(5): Reporting outcomes to administrators, parents, and guardians*

| *Specifications* | *Does Not Meet District Expectations* | *Target Area for Growth* | *Meets District Expectations* | *Exemplary* |
|---|---|---|---|---|
| **Maintaining Accurate Records** | The teacher's record-keeping system demonstrates errors, lack of professional attention, or does not adequately track student progress or meet system needs. ☐ | The teacher's record-keeping is rudimentary and only partially effective in serving student and system needs. The teacher's records for are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. ☐ | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records are fully effective. ☐ | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records are fully effective. Students contribute information and participate in maintaining the records. ☐ |
| Comments: | | | | |
| **Communicating with Parents** | Teacher makes little effort to communicate, communicates insensitively, or does not respond to parents in a timely manner. Parents are left with a feeling of being alone, disconnected, or unsupported. Communications may contain overly negative content. ☐ | Teacher adheres to required school standards, but does not exceed minimum expectations. Teacher requires prompting to complete basic minimums. Parents may not feel connected to their teachers for support. Teacher may demonstrate lapses in response time or use overly negative content. ☐ | Teacher provides frequent information to parents and has found successful approaches beyond the minimum expected. Parents develop a strong personal connection to the teacher and freely seek out support. Communications are positive and supporting. ☐ | Teacher has organized a successful parent communication process that involves students, displays sensitivity for families, and involves families in instructional activities. Teacher has developed a personal connection to families beyond simple academics and extends into behavioral developmental supports. Teacher routinely uses positive language even when describing deficiencies in the learning or prescribing new instructional approaches. ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Growing and Developing Professionally** | Teacher appears to make no effort to engage in professional development or sharing with colleagues. Teacher does not reflect upon school and/ or individual goals to improve learning or practice. ☐ | Teacher participates or shares in limited professional activities. The teacher's goals were not met or did not reflect upon growth of student learning or professional competencies. ☐ | Teacher seeks out professional development opportunities and regularly shares new learning with others. Teacher's goals match the school goals and are designed to improve upon student learning outcomes and professional practice. ☐ | Teacher has created specific professional growth activities for self and has contributed to the professional growth of colleagues through sharing, working collaboratively, study groups or presentations. The teacher engages in creating self-improvement and/ or student learning outcome goals that exceed the minimum required. ☐ |
| Comments: | | | | |
| **Contributing to the School and District** | Teacher displays negative relationships, is uninvolved in school events, or avoids opportunities to serve. The teacher has repeatedly been a negative participant in the school. ☐ | Teacher is cordial with others, but is uninvolved. The teacher participates in school activities only when directed. The teacher complains with regularity and is not solution-orientated. ☐ | Teacher is supportive and cooperative with others and participates when asked. The teacher actively seeks opportunity to help the school improve. ☐ | Teacher shows initiative, has made substantial contribution, and serves as a positive leader in a major school projects or initiatives. The teacher willingly seeks out leadership opportunities in the school. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession and school. ☐ |
| Comments: | | | | |

# *Virtual Environment*

*Wis. Stat. 118.40(8)(c)(3): Prescribing content delivery through class activities*

| *Specifications* | *Does Not Meet District Expectations* | *Target Area for Growth* | *Meets District Expectations* | *Exemplary* |
|---|---|---|---|---|
| **Creating an Environment of Respect and Rapport** | Teacher interaction with at least some students is negative or inappropriate. Teacher is insensitive to students' ages, cultural backgrounds, or developmental levels. Students show disrespect for the teacher and the teacher does not deal with this disrespectful behavior. The classroom is characterized by conflict or inappropriate interactions. ☐ | Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' ages, cultures, and developmental levels. Students occasionally demonstrate disrespect for one another. The teacher attempts to responds to disrespectful behavior. Interactions are usually polite and respectful though students may be somewhat cautious about taking intellectual risks. ☐ | Interactions between the teacher and students and among students are highly respectful, reflecting genuine caring and respect for students as individuals. Teacher maintains appropriate boundaries at all times. Students demonstrate actions to maintain or enhance a healthy classroom environment. All students feel valued and are comfortable taking intellectual risks. ☐ | Interactions among the teacher and individual students are respectful genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility in online classes, programs, and events reflective of your presence and rapport. Satisfaction survey data score is an "A", (above 3.8/ 95%). ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Establishing a Culture for Learning** | Teacher and/or students display negative attitude toward the content, there is lack of pride in the work and a general environment of modest expectation for student. ☐ | Teacher conveys inconsistent attitude or communication about value of content, or students invest little energy in the quality of their work, and there is a general environment of mixed messages about expectations for students. ☐ | Teacher conveys consistent enthusiasm for the subject, students appear to accept the challenge to complete high quality work, and there is an environment of high expectation for student achievement. ☐ | High levels of student energy and teacher passion for the course material create a culture of learning in which everyone shares a belief in the importance of the academic learning with a belief that the student can succeed. Student's hold themselves to high standards of performance, such as by initiating improvements in school work, in order to both raise scores and meet teacher expectations. ☐ |
| Comments: | | | | |
| **Managing Student Behavior** | Standards have not been established either in the virtual classroom setting or in the home setting for the student and home-mentor. There is a general lack of monitoring and response to inappropriate behaviors. Teacher is unable or not willing to provide strategies to improve student behaviors. ☐ | Standards are present, but seem to be unclear to students or home-mentors. They are inconsistently enforced. The teacher tries, with uneven results, to monitor student's behavior and respond to student misbehavior. The teacher is able to provide some suggestions to improve student behaviors. ☐ | There are clear standards and they are conveyed to the students and home-mentors. Student behavior is generally appropriate. The teacher is aware of student behaviors and misbehaviors are dealt with appropriately, consistently, and respectfully. Teachers are able to provide home-mentors with many strategies for behavior management. ☐ | Standards are clear and appear to have been developed in collaboration with students. They have been conveyed to the students and home-mentors. Students take an active role in monitoring their own behavior. The teacher addresses student's individual needs and anticipates student needs in a preventative way rather than reactively. The teacher is able to provide home-mentors with multiple strategies for behavior management. ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Organizing Students within the Virtual Environment** | The virtual classroom environment is in not conducive to student learning. Computer technology is not used effectively. ☐ | The arrangement of the virtual classroom sometimes limits the effectiveness of lessons or student participation. The teacher usually uses computer technology effectively. ☐ | There is a skillful arrangement of the virtual setting that meets the individual needs of students. The teacher makes effective use of computer technology that is appropriate to the learning activities. ☐ | Students are part of collaborate activities and willingly take on different roles in support of classmates learning. The teacher actively seeks out student help in grouping and welcomes student choice and initiative, supporting student collaboration. ☐ |
| Comments: | | | | |

# *Instruction*

*Wis. Stat. 118.40(8)(c)(3): Prescribing content delivery through class activities*
*Wis. Stat. 118.40(8)(c)(6): Evaluating the effects of instruction.*

| *Specifications* | *Does Not Meet District Expectations* | *Target Area for Growth* | *Meets District Expectations* | *Exemplary* |
|---|---|---|---|---|
| **Communicating Clearly and Accurately with Students & Families** | The teacher is unable to make effective connections to students or families. Communications are intermittent, limited, or untimely. ☐ | The teacher is able to clarify initial confusions, but use of the language may be limited or inappropriate for the students' level or understanding. Teacher use of communication tools may be limited. The teacher may be unable to build consistently caring connections with families. ☐ | The teacher demonstrates the use of a variety of communication tools. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. The teacher effectively builds a caring connection to the family. ☐ | Students and families initiate communications with the teacher and seek conversations indicative of wanting to keep lines of communication both open and strong. Correspondences are clear and focused upon improving relationships, educational values, or academics incorporating different communication tools, but selective to what is perceived to be best for each student/ family. Communication between home and school are consistent averaging no less than in 1 week intervals. ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Engaging Students in Learning & Prescribing Content Through Activities** | Activities are poorly structured and unsuitable for the age group and fail to engage learners. The teacher is not available for direct instructional support on multiple occasions with sufficient reason. ☐ | Activities are inconsistent and their structure only partially engages students. The teacher is unable or willing to make consistent connections to students through the use of direct instructional time. ☐ | Activities are appropriate and their structure succeeds in engaging students. The teacher consistently meets with students for opportunities of direct instruction without need for prompts or reminders. ☐ | Activities link well to students' previous learning, engage all students, in groups and individually, and provides options for students' initiative and choices. The teacher actively seeks out opportunities to meet with student to provide direct instructional opportunities which exceed the required or expected. ☐ |
| Comments: | | | | |
| **Providing Feedback to Students** | Feedback is not provided, is ineffective, or is not provided in a timely manner. Instructional evaluations of student progress are all but absent or too sporadic to make effective judgments. ☐ | Feedback is inconsistent quality or lacks timeliness. The effects of instruction in the home are not well-known and little documentation of student progress is available. ☐ | Feedback is accurate, constructive, substantive, specific, timely, and provided in a manner that promotes students' learning. The effects of instruction are well-known and documented. Interventions and recommendations for improvement are well documented. ☐ | Feedback is personalized, specific, and detailed. It encourages the student toward success and leads the student to continue to apply what has been learned and/or be successful on future opportunities. Examples show student initiative for additional feedback from teacher, beyond minimum expectation. Teacher feedback routinely occurs in less than 24 hours. ☐ |
| Comments: | | | | |

| | | | | |
|---|---|---|---|---|
| **Demonstrating Flexibility and Responsiveness** | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the instruction even when students don't understand the content. ☐ | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the instruction or recommendations to parents in response to assessment is minimal or ineffective. ☐ | The teacher successfully accommodates students' Questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes minor adjustments to the instruction and does so smoothly and in cooperation with the students and parents. ☐ | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. ☐ |
| Comments: | | | | |

## Annual Review of Student/ School Learning Objectives (SLO's)

*To be added by teachers in 2014-2015

## Annual Review of Professional Practice Goal(s) (PPG's)

*To be added by teachers in 2014-2015

## Review of Annual Building Goals

### ***Relationships:*** *Take Personal Interest in Your Students*

*"... I notice things that people overlook..."*

*"Jones" (Andy Andrews)*

*"The most valuable gift you have to give is yourself."*

*-Pindar*

School Goal:

- Take notice and routinely compliment something uniquely positive about each of your students.

Staff Plan:

### ***Values:*** *Use Your Strengths to Build Support Systems with Families*

*"Have you ever considered how often we judge ourselves by our intentions while we judge others by their actions?"*

*"Jones" (Andy Andrews)*

School Goal:

- Create personalized completion "goals"/ "targets" for each of your families, and then frequently support families in attaining them.

Staff Plan:

### ***Academics:*** *Go Beyond the Box of Books*

*"Remember, whatever we focus on increases."*

*"Jones" (Andy Andrews)*

School Goal:

- Beyond clubs and e-vents, build collaborative academic learning opportunities for your students.

Staff Plan:

What other "club" or "e-vents" I am planning:

## Annual Student/ Parent School Satisfaction Survey Results

## Summary Comments

## *Supervisor's Recommendation:*

This Teacher is recommended for:

- ☐ Continued Employment
- ☐ Probation
- ☐ Intensive Supervision
- ☐ Non-Renewal

Date _____ Administrator's Signature _____

## *Teacher's Comments:*

Date _____ Teacher's Signature _____

| Grade Level Teachers | % Full-time employed | Student Caseload |
|---|---|---|
| PreK-2 | 50% | 30 |
| PreK-2 | 100% | 50 |
| G3 - 8 | 50% | 27 |
| G3 - 8 | 55% | 29 |
| G3 - 8 | 50% | 43 |
| SPED | 50% | 13+ |
| SPED | 100% | 18+ |
| PE | 25% | 38 |
| High School | NA | 14 |

*"+" = additional duties*

*(note: some double counting occurs between High School/ SPED/ and PE)*

| |
|---|
| Immediate Concern |
| Watch |
| Good |

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

# Rural Virtual Academy | Medford Area Public

## School Report Card | 2013-14 | Summary

### Overall Accountability Score and Rating

**Meets 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** | **51.8/100** | | **67.1/100** | |
| Reading Achievement | 24.2/50 | | 29.7/50 | |
| Mathematics Achievement | 27.6/50 | | 37.4/50 | |
| **Student Growth** | **68.0/100** | | **62.7/100** | |
| Reading Growth | 32.9/50 | | 31.6/50 | |
| Mathematics Growth | 35.1/50 | | 31.1/50 | |
| **Closing Gaps** | **NA/NA** | | **66.6/100** | |
| Reading Achievement Gaps | NA/NA | | 34.0/50 | |
| Mathematics Achievement Gaps | NA/NA | | 32.6/50 | |
| Graduation Rate Gaps | NA/NA | | NA/NA | |
| **On-Track and Postsecondary Readiness** | **98.6/100** | | **88.3/100** | |
| Graduation Rate (when available) | NA/NA | | NA/NA | |
| Attendance Rate (when graduation not available) | 98.6/100 | | 75.3/80 | |
| 3rd Grade Reading Achievement | NA/NA | | 5.8/10 | |
| 8th Grade Mathematics Achievement | NA/NA | | 7.2/10 | |
| ACT Participation and Performance | NA/NA | | NA/NA | |

| Student Engagement Indicators | Total Deductions: 0 |
|---|---|
| Test Participation Lowest Group Rate (goal ≥95%) | Goal met: no deduction |
| Absenteeism Rate (goal <13%) | Goal met: no deduction |
| Dropout Rate (goal <6%) | Goal met: no deduction |

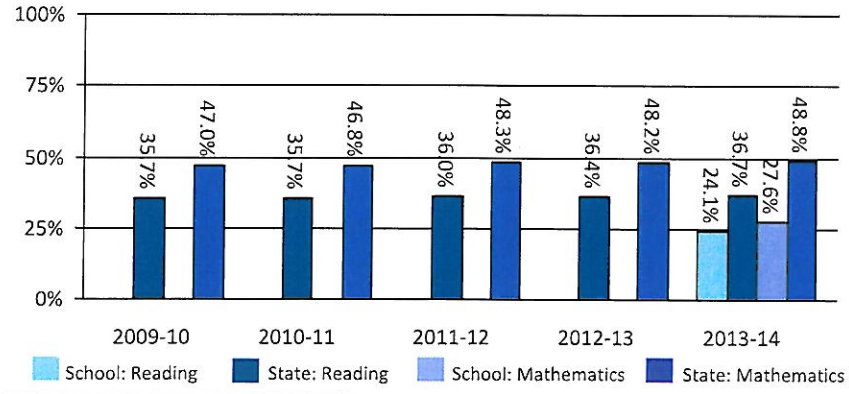
### School Information

| | |
|---|---|
| Grades | K4-8 |
| School Type | Elementary School |
| Enrollment | 175 |
| *Race/Ethnicity* | |
| American Indian or Alaska Native | 3.4% |
| Asian or Pacific Islander | 1.1% |
| Black not Hispanic | 1.1% |
| Hispanic | 5.1% |
| White not Hispanic | 89.1% |
| *Student Groups* | |
| Students with Disabilities | 9.1% |
| Economically Disadvantaged | 24.0% |
| Limited English Proficient | 0.0% |

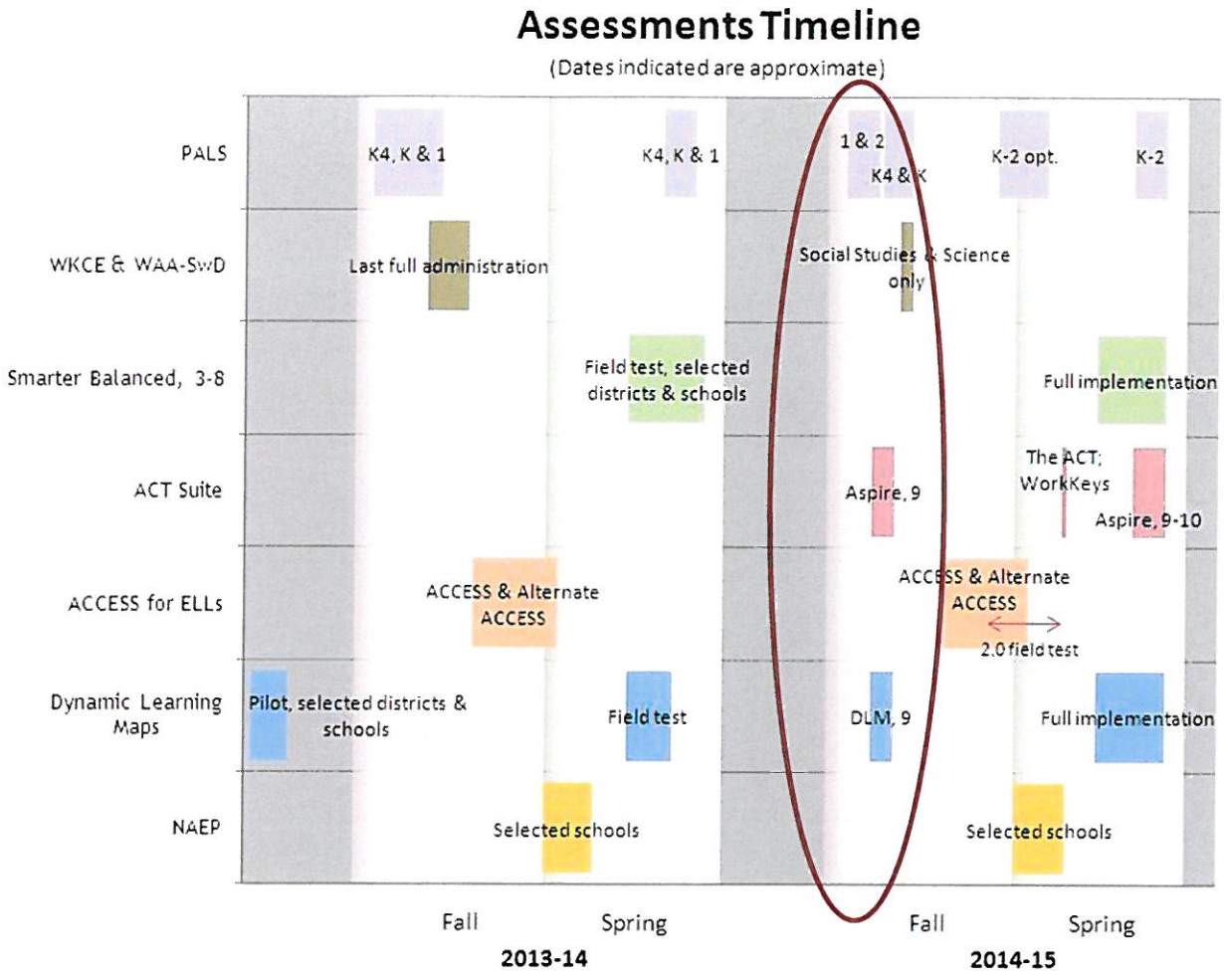
### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

**State proficiency rate is for all tested grades: 3-8 and 10**




**Notes:** Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://reportcards.dpi.wi.gov/.




**PALS: 75%**

**WKCE: 50%**

**WAA-SwD: 50%**

**ACT Aspire: 33%**

**DLM: 50%**

# Send WKCE Booklets AND Labels to:

Medford Area Public School District
C/O: Nikki Clements
124 W. State St.
Medford, WI 54451

*They will be mailed back to the consortium district once testing is complete.*

**FILE: RVA-JEB**

# MEDFORD AREA PUBLIC SCHOOL DISTRICT
# RURAL VIRTUAL ACADEMY

**DATE ADOPTED:**

**FILE SECTOR: RURAL VIRTUAL ACADEMY**
**POLICY TITLE: ENTRANCE AGE**

Children who meet the age requirements of this state shall be enrolled in pre-kindergarten, kindergarten, and/or first grade at the beginning of the school year. Upon enrollment of a child in pre-kindergarten, kindergarten, or first grade, required documents including but not limited to a birth certificate and immunization records, shall be submitted in accordance with law and board policy.

The RVA shall enroll in pre-kindergarten, kindergarten, and first grade only those children who have become four, five, and six years of age on or before September 1 in the year he/she proposes to enter school. A child whose birthdate does not meet the date requirements may apply for early admission to pre-kindergarten, kindergarten, or first grade. Applicants for early admission must meet the standards, conditions, and procedures adopted by the RVA Governance Board.

The RVA shall enroll in 9th grade those students who have successfully completed through grade level promotions all prior grades levels. Applicants for advanced admission into 9th grade must meet the standards, conditions, and procedures adopted by the RVA Governance Board.

Consortium district's have the right to refuse or accept applications for early entrance or grade level promotions based upon individual local school district policy and procedures.

**CROSS REFERENCE:**
**LEGAL REFERENCE: §115.79, 118.14, 120.12, 252.04, Wis. Stats.**

**FILE: RVA-JEB-R**

# MEDFORD AREA PUBLIC SCHOOL DISTRICT
# RURAL VIRTUAL ACADEMY

**DATE ADOPTED:**

**FILE SECTOR:** RURAL VIRTUAL ACADEMY
**POLICY TITLE:** EARLY/ ADVANCED ADMISSION GUIDELINES

## GUIDELINES FOR EARLY ADMISSION TO: PRE-KINDERGARTEN/ KINDERGARTEN/ 1st GRADE/ 9th GRADE

The Rural Virtual Academy Governance Board believes that it is only in exceptional cases that early admission to school or advanced grade levels is appropriate or a benefit to the child. The Governance Board recognizes, however, that children do develop at different rates, making early admission into school or advanced grade levels is appropriate for some children. The RVA does not discriminate on the basis of disability or handicap. Consequently, a parent/guardian may request early admission to pre-kindergarten, kindergarten, first grade, or 9th grade by following the procedures and guidelines listed below:

1. A written application stating the reason for early entrance, (form RVA-JEB-E), must be completed by the parent/ guardian and submitted to the RVA Administrator or designee for review.

2. If the applicant resides within a consortium member district, the application and request of the applicant will be forwarded to the consortium district for consideration. Only upon the approval of the consortium district will an applicant be allowed to proceed with this policy.

3. A personal interview with the parent/ guardian will be held with the RVA Administrator or designee to determine the reason(s) the parent/guardian is requesting early or advanced admission of his/her child. Grade level teacher(s), and school pupil services personnel may also be involved with this interview. Pending consensus that early or advanced admission would be in the best interest of the child, early or advanced entrance into the RVA may be granted following the completion of a written application and personal interview.

4. Should a consensus not be reached, or upon the request of the parent/ guardian, RVA Administrator, or designees, appropriate screening programs, records requests, or evaluations may be utilized to further determination academic, social, physical, and emotional readiness for school or grade level. These screeners, record requests, and/or evaluations will be at no cost to the parent/guardian.

5. After the screening, review of appropriate records, and/or formal evaluation has been completed; the parent/ guardian and RVA Administrator will meet and review recommendations. If there is no consensus in the recommendations, the RVA Administrator or designee will determine if the child is to be accepted for early or advanced admission.

6. A parent/guardian may appeal the decision of the RVA Administrator or designee to the RVA Governance Board who will review the case and render a decision. The Governance Board's decision will be final.

# RURAL VIRTUAL ACADEMY

## APPLICATION FOR EARLY ADMISSION TO PRE-KINDERGARTEN/ KINDERGARTEN/ 1st GRADE/ 9th GRADE

Name: _____ Sex:_____ Birthdate: _____

Father's Name: _____

Mother's Name: _____

Address: _____

City/State: _____ Zip Code: _____

Telephone Number: (Home) _____ Work: _____

What is your resident school district?_____

*I am requesting that my child be permitted early admission to pre-kindergarten/ kindergarten/ 1st grade/ 9th grade. If requested, I give my permission for my child to be evaluated and tested by a certified school psychologist and other school personnel, where appropriate, at no cost to me.*

Additionally, this my reason for request: _____

_____

_____

_____

_____ _____

(Signature of Parent/Guardian) (Date)

_____ _____

(Signature of Principal) (Date Received)

_____

(Attach any pertinent interview notes) (Date of interview)

# Rural Virtual Academy

## Budget/ Expenditure Report (9/2/14)

| Description | Account Coding | 2010/11 Bud | 2010/11 Act | 2011/12 Bud | 2011/12 Actual | 2012/13 Budget | 2012/13 Actual | 2013/14 Budget | 2013/14 Actual | 2014/15 Budget | 2014/15 Actual |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Field trips | 99-800-411-110000-360 | $2,000.00 | $977.61 | $5,000.00 | $5,727.58 | $7,000.00 | $5,902.05 | $11,000.00 | $11,260.36 | $11,000.00 | $3,195.75 |
| General supplies (library, rewards, consumables) | 99-800-411-110000-360 | $2,500.00 | $2,426.93 | $3,500.00 | $3,731.56 | $3,500.00 | $2,993.00 | $7,000.00 | $9,491.29 | $12,000.00 | $3,796.06 |
| Curriculum (Calvert, software, etc.) | 99-800-470-110000-360 | $100,000.00 | $85,855.46 | $120,000.00 | $148,214.03 | $276,250.00 | $202,466.68 | $365,137.00 | $282,335.13 | $404,592.00 | $76,571.08 |
| Curriculum (Online) | 99-800-386-219000-360 | | | | | | | | $0.00 | $45,000.00 | $3,500.00 |
| Computer supplies (batteries, mice, flash drives, bags) | 99-800-411-110000-360 | $3,500.00 | $1,324.78 | $3,500.00 | $280.35 | $2,000.00 | $2,489.87 | $2,500.00 | $2,938.71 | $3,000.00 | $345.42 |
| Salaries (RVA staff) | 99-800-110-221200-360 | $111,983.00 | $111,982.79 | $124,514.00 | $124,764.20 | $183,034.00 | $183,034.00 | $325,401.24 | $325,401.24 | $537,964.00 | $548,294.00 |
| Personal services (Reg. Ed. Hourly teachers & Assistants) | 99-800-310-221200-360 | $20,000.00 | $18,960.00 | $45,000.00 | $36,151.37 | $104,869.45 | $85,076.24 | $109,000.00 | $101,209.44 | $120,197.00 | $24,281.56 |
| Personal services (SPED) | 27-800-310-221200-360 | | | | | | $19,289.02 | $41,798.44 | $17,777.59 | $0.00 | $4,286.29 |
| Personal services (addtl. staff) | 99-800-310-221200-360 | $0.00 | $0.00 | $30,000.00 | $21,529.89 | $15,000.00 | $6,477.56 | $15,000.00 | $0.00 | $0.00 | $0.00 |
| Personal services (substitutes) | 99-800-310-221200-360 | $0.00 | $703.18 | $2,000.00 | $524.30 | $2,000.00 | $889.44 | $1,500.00 | $1,227.22 | $1,500.00 | $527.49 |
| Personal services (curriculum writing, website, Art, Student Services, Psychologist, Regional Event Coordinators, TinyEye, Guidance) | 99-800-310-221200-360 | $7,000.00 | $6,552.50 | $14,000.00 | $10,562.50 | $32,000.00 | $41,607.25 | $44,000.00 | $66,520.78 | $70,800.00 | $21,245.50 |
| Professional development (Training, Tuition) | 99-800-310-221300-360 | | | | $4,575.00 | $10,000.00 | $1,290.00 | $9,000.00 | $964.00 | $5,000.00 | $1,493.33 |
| Professional Merits | 99-800-411-240000-360 | | | | | | | | $1,308.80 | $3,000.00 | $0.00 |
| Rent/Heat/electricity (RVA Office) | 99-800-537-221200-360 | $0.00 | $0.00 | $300.00 | $300.00 | $3,600.00 | $3,600.00 | $4,000.00 | $3,600.00 | $12,000.00 | $8,000.00 |
| Property Services (Copier) | 99-800-320-221200-360 | | | | | $0.00 | $608.05 | $1,500.00 | $2,246.39 | $3,000.00 | $0.00 |
| Travel Expenses | 99-800-342-221200-360 | $2,000.00 | $1,207.66 | $2,000.00 | $1,662.42 | $2,000.00 | $6,884.89 | $5,000.00 | $8,175.60 | $10,000.00 | $1,962.49 |
| Advertising | 99-800-351-221200-360 | $6,000.00 | $12,827.11 | $14,000.00 | $26,976.34 | $31,000.00 | $45,752.36 | $50,000.00 | $66,872.50 | $70,000.00 | $39,016.00 |
| Postage | 99-800-353-221200-360 | $0.00 | $2,774.34 | $4,000.00 | $4,180.70 | $5,000.00 | $7,735.41 | $8,250.00 | $10,782.30 | $12,000.00 | $4,141.25 |
| Telephone | 99-800-355-221200-360 | $0.00 | $1,990.32 | $3,000.00 | $669.94 | $1,000.00 | $673.28 | $1,000.00 | $670.32 | $1,000.00 | $225.60 |
| Internet reimbursements | 99-800-358-221200-360 | $10,000.00 | $8,265.57 | $20,000.00 | $15,463.93 | $25,000.00 | $22,875.61 | $29,500.00 | $35,428.98 | $30,000.00 | $9,503.84 |
| Office supplies | 99-800-411-221200-360 | $1,500.00 | $2,532.61 | $2,500.00 | $6,502.46 | $4,000.00 | $6,571.36 | $4,000.00 | $5,024.97 | $4,000.00 | $3,433.27 |
| PAC Meetings | 99-800-221200-411-360 | | | | | | | | $248.55 | $2,000.00 | $0.00 |
| Capital equipment | 99-800-571-221200-360 | $30,000.00 | $21,789.44 | $45,000.00 | $45,445.17 | $21,000.00 | $30,278.43 | $38,000.00 | $33,789.36 | $45,000.00 | $9,567.04 |
| Dues | 99-800-940-221200-360 | $500.00 | $383.94 | $2,000.00 | $246.94 | $1,500.00 | $515.00 | $1,500.00 | $705.00 | $1,500.00 | $0.00 |
| | | $296,983.00 | $280,554.24 | $440,314.00 | $457,508.68 | $729,753.45 | $677,009.50 | $1,074,086.68 | $987,978.53 | $1,404,553.00 | $763,385.97 |

**Rural Virtual Academy**
**Total Cost Calculation 2014-2015**

Updated: 9/914

| | |
|---|---|
| Operational Expenses | **763,386** |
| Shared Staff Expense | 30,000 |
| | 793,386 |
| Open enrollment/ 66.0301 | 1,032,173 USE 6,635 |
| Net expenses | (238,787) |
| Total from membership fee | 41,500 |
| Remaining budget responsibility | (280,287) |
| Number of Consortium Students | 54.25 |
| Per Pupil Cost | (5,167) |

| Membership Fee Table | | |
|---|---|---|
| 0 | $1,500 | 0 -.75 = $1,500 |
| 1 | $3,000 | 1 - 4.75 = $3,000 |
| 5 | $5,500 | 5 - 9.75 = $5,500 |
| 10 | $7,000 | 10 - 14.75 = $7,000 |
| 15 | $9,500 | 15 - 19.75 = $9,500 |
| 20 | $12,000 | 20 - 24.75 = $12,000 |
| 25 | $14,500 | 25 - 29.75 = $14,500 |
| 30 | $17,000 | 30 - 34.75 = $17,000 |
| 35 | $19,500 | 35 - 39.75 = $19,500 |
| 40 | $22,000 | 40+ = $22,000 |

| | Students | Per Pupil Cost | Total Pupil Cost | Per School Membership Fee | Other School Staff Credit | Grand Total | Fall Payment (.25 Total) | Spring Payment (Remainde |
|---|---|---|---|---|---|---|---|---|
| Abbotsford | 0.00 | 0 | 0 | 1,500 | 0 | 1,500 | 388 | 1,112 |
| Antigo | 3.00 | (5,167) | (15,500) | 3,000 | 0 | (12,500) | 0 | (12,500) |
| Auburndale | 2.00 | (5,167) | (10,333) | 3,000 | 0 | (7,333) | 0 | (7,333) |
| Colby | 2.60 | (5,167) | (13,433) | 3,000 | 0 | (10,433) | 375 | (10,808) |
| Medford | 14.85 | (5,167) | (76,724) | 7,000 | (25,000) | (94,724) | 289 | (95,012) |
| Mosinee | 10.00 | (5,167) | (51,666) | 7,000 | 0 | (44,666) | 106 | (44,772) |
| Prentice | 3.00 | (5,167) | (15,500) | 3,000 | 0 | (12,500) | 570 | (13,070) |
| Rib Lake | 6.20 | (5,167) | (32,033) | 5,500 | 0 | (26,533) | 0 | (26,533) |
| Spencer | 9.60 | (5,167) | (49,599) | 5,500 | 0 | (44,099) | 0 | (44,099) |
| Stratford | 3.00 | (5,167) | (15,500) | 3,000 | (5,000) | (17,500) | 0 | (17,500) |
| | **54.25** | | **(280,287)** | **41,500** | (30,000) | **(268,787)** | 1,727 | (270,514) |

| | | | |
|---|---|---|---|
| Net Expenses | -238,787 | Mosinee | 0 |
| | | Prentice | 0 |
| Less Staff credit: | | Rib Lake | 0 |
| Abbotsford | 0 | Spencer | 0 |
| Antigo | 0 | Stratford | 5000 |
| Auburndale | 0 | | |
| Colby | 0 | | |
| Medford | 25,000 | Total Staff Credit | 30,000 |
| | | Grand Total | -268,787 |