

**Rural Virtual Academy
Regular Governing Board Meeting
Medford Area District Office Conference Room
Wednesday, March 21, 2012
2:00 p.m.**

Agenda

Roll Call

Pledge of Allegiance

Open Meeting Law Compliance

Period of Public Comment

Correspondence

1. Good News
2. Parent Advisory Council

Consent Agenda

Consideration of:

1. Approval of Agenda
2. Secretary's Report
 - a. Approval of Regular Meeting Minutes of Wednesday, January 18, 2012 and Special Meeting Minutes of Friday, February 24, 2012

Regular Business

1. Update on Governance Board Procedures
2. Update on Current Enrollment
3. Update on Open Enrollment
4. Update on WKCE
5. Update on Mid-Year Surveys
6. Update on Core Curriculum Options
7. Update on Shared Service Agreements
8. Discussion of Wisconsin Act 114
9. Consideration of Policies RVA-IIB and RVA-JECBD
10. Consideration of Consortium Membership
11. Update on RVA Expenditures
12. Consideration of the RVA 2012/13 Budget

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 Wednesday, March 14, 2012.

**Rural Virtual Academy
Regular Governing Board Meeting
Medford Area District Office Conference Room
Wednesday, March 21, 2012
2:00 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
2. Parent Advisory Council
3. Memo of Understanding

Consent Agenda

Consideration of:

1. Approval of Agenda

2. Secretary's Report
 - a. Approval of Regular Meeting Minutes of Wednesday, January 18, 2012 and Special Meeting Minutes of Friday, February 24, 2012

Regular Business

1. Update on Governance Board Procedures
Board members will be updated on Governance Board procedures.

2. Update on Current Enrollment
Board members will be updated on the current enrollment of RVA.

3. Update on Open Enrollment
Board members will be updated on current status of open enrollment.

4. Update on WKCE
Board members will be updated on WKCE.

5. Update on Mid-Year Surveys
Results of the mid-year surveys will be shared with board members.

6. Update on Core Curriculum Options
Board members will be updated on core curriculum options.

7. Update on Shared Service Agreements
Board members will be updated on shared service agreements for 2012/13.

8. Discussion of Wisconsin Act 114
Board members will discuss Wisconsin Act 114.
9. Consideration of Policies RVA-IIB and RVA-JECBD
Board members will consider Policies RVA-IIB and RVA-JECBD.
10. Consideration of Consortium Membership
Board members will consider consortium membership.
11. Update on RVA Expenditures
Board members will be updated on RVA expenditures.
12. Consideration of the RVA 2012/13 Budget
Board members will consider the 2012/13 RVA budget.

Adjourn

Rural Virtual Academy Regular Board Meeting Wednesday, January 18, 2012

The regular meeting of the Rural Virtual Academy was called to order by Administrator, Charlie Heckel, on Wednesday, January 18, 2012 at 2:02 p.m. at the Medford Area Public School District Office.

Roll Call

Roll call indicated that Charlie Heckel, Rebecca Hopkins, Jim Hostvedt, Sue King, Greg Krause, and Jon Rulien were present. Heidi Mann, Christine Peloquin, and Jim Hagen were absent.

Administrators absent included: Randy Bergman, Angela Woyak, Roxann Bornemann, Steve Kolden, Bruce Anderson, Pat Sullivan, and Reed Welsh.

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
Sandy Pope shared that things are busy and going well. This tends to be a time of year when new students enroll and some leave the RVA.
2. Parent Advisory Council
Charlie Heckel shared that the most recent PAC meeting was held in Antigo and was well attended. Rebecca Hopkins shared about some of the activities that have been offered for RVA families. The most recent one was held in Antigo via distance learning and was about puppetry where students had the opportunity to do hands-on projects.

Charlie Heckel shared the Memo of Understanding between the RVA and MESPA.

Consent Agenda

Consideration of:

1. Approval of Agenda
2. Secretary's Report
 - a. Approval of Regular Meeting Minutes of November 16, 2011 (open)

Motion (King/Rulien) to approve the consent agenda, including: approval of agenda and approval of regular meeting minutes of November 16, 2011 (open). Motion carried.

Regular Business

1. Update on Enrollment
The board was updated on current enrollment which was 98 as of January 6, 2012.

2. **Update on Public Awareness Campaigns**
Board members were updated on the different avenues of advertising being used: print (newspaper advertising will be limited), presentations (Mr. Heckel is happy to bring presentations to districts who are interested), billboard (student artwork will again be featured on billboards), radio, internet (google adwords and Utopia), and television (WAOW has been airing ads for RVA).
3. **Update on Website Usage Reports**
Board members were updated on results of rurvalvirtual.org website usage.
4. **Update on Staffing**
Electronic timesheets (via Manpower) are now being used by RVA staff.

Mid-year reviews of performance and goals have been held with each staff member.

Looking to the future, the board was asked for feedback on organizational structure and when to add more full-time staff.
5. **Discuss the Results of the "What Are Your Thoughts So Far" Survey**
The board reviewed the survey results from RVA families.
6. **Consideration of Revision of Policy RVA-DB**
Charlie Heckel reviewed Policy RVA-DB. Motion (Rulien/Hopkins) to accept Policy RVA-DB as written. Motion carried.
7. **Update on Budget and Expenditures**
The board was updated on RVA expenditures and costing to date.

Adjourn

Motion (Krause/King) to adjourn the meeting. Motion carried. The meeting was adjourned at 3:33 p.m.

Nikki Clements
Recording Secretary
minutes11812.wpd

Rural Virtual Academy Special Board Meeting Friday, February 24, 2012

The special meeting of the Rural Virtual Academy was called to order by Administrator, Charlie Heckel, on Friday, February 24, 2012 at 9:05 a.m. at the Medford Area Public School District Office.

Roll Call

Roll call indicated that Charlie Heckel, Rebecca Hopkins, Jim Hostvedt, Heidi Mann, Jon Rulien, and Jim Hagen were present. Sue King, Greg Krause, and Christine Peloquin were absent.

Administrators present included: Randy Bergman, Angela Woyak, Trisha Detert (representing Roxann Bornemann), Bruce Anderson, Pat Sullivan, and Reed Welsh. Roxann Bornemann and Steve Kolden 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.

Consent Agenda

Consideration of:

1. Approval of Agenda

Motion (Anderson/Rulien) to approve the consent agenda, including: approval of agenda. Motion carried.

Special Business

1. Discuss Changes to Wisconsin Open Enrollment

Mr. Heckel discussed the recent changes in open enrollment which might impact the number of special education students who would choose RVA as their school of choice. A decision to set a class size for special education students may need to be set.

2. Consider Expanded Partnership with Calvert Educational Services

Brady Locher and Lauren Bone from Calvert Educational Services in Maryland were in attendance to present how an expanded partnership with Calvert could enhance the RVA.

Randy Bergman left at 10:50 a.m.

Motion (Welsh/Anderson) for Charlie Heckel and the RVA staff to make the decision as to whether to partner with Calvert. Motion carried.

Adjourn

Motion (Mann/Rulien) to adjourn the meeting. Motion carried. The meeting was adjourned at 11:05 a.m.

Nikki Clements
Recording Secretary

Working on the RVA Governing Board



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 district 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 unwavering 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*

First, let's 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.

(2) (a) The technical college district director shall appoint a technical preparation council to coordinate the establishment of the technical preparation programs. The council shall consist of 12 members.

(b) The technical college district board and the school boards of school districts that operate high schools located in the technical college district shall establish a consortium to implement the technical preparation programs.

(3) The department and the technical college system board shall provide technical assistance to school boards to develop technical preparation programs in each high school. Annually, the school board shall evaluate its program and report the results to the state superintendent and the technical college system board.

History: 1991 a. 39; 1993 a. 16, 399, 491; 1995 a. 27 s. 9145 (1); 1997 a. 27; 1999 a. 9; 2003 a. 33.

Cross-reference: See also ch. TCS 9, Wis. adm. code.

118.35 Programs for gifted and talented pupils. (1) In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

(2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.

(3) Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

(4) From the appropriation under s. 20.255 (2) (fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

History: 1985 a. 29; 1995 a. 27 s. 9145 (1); 1997 a. 27, 240; 2005 a. 25; 2007 a. 20; 2011 a. 32.

118.38 Waivers of laws and rules. (1) (a) A school board may request the department to waive any school board or school district requirement in chs. 115 to 121 or in the administrative rules promulgated by the department under the authority of those chapters, except for statutes or rules related to any of the following:

1. The health or safety of pupils.
2. Pupil discrimination under s. 118.13.
3. The pupil assessment program under s. 118.30 and the standardized reading test required under s. 121.02 (1) (r).
4. Pupil records under s. 118.125.
5. The collection of data by the department.
6. The uniform financial fund accounting system under ss. 115.28 (13) and 115.30 (1) and audits of school district accounts under s. 120.14.
7. Licensure or certification under s. 115.28 (7) or (7m) other than the licensure of the school district administrator or business manager.
8. The commencement of the school term under s. 118.045.
9. The requirements established for achievement guarantee contracts under s. 118.43.

(b) Before requesting a waiver, the school board shall hold a public hearing in the school district on the request.

(1m) The school board shall specify in its request for a waiver its reason for requesting the waiver.

(2) (am) In determining whether to grant the waiver, the department shall consider all of the following factors and may consider additional factors:

1. Whether the requirement impedes progress toward achieving a local improvement plan developed under sec. 309 (a) (3) of P.L. 103–227.

2. If the school board has adopted educational goals for the school district, whether the requirement impedes progress toward achieving the goals.

(bm) The department shall promulgate rules establishing criteria for waiving the requirement to schedule at least the number of hours of direct pupil instruction specified under s. 121.02 (1) (f) 2. if school is closed for a reason specified in s. 115.01 (10) (a) 2. or 3.

(3) A waiver is effective for 4 years. The department shall renew the waiver for additional 4-year periods if the school board has evaluated the educational and financial effects of the waiver over the previous 4-year period, except that the department is not required to renew a waiver if the department determines that the school district is not making adequate progress toward improving pupil academic performance.

(4) By July 1, 2000, the department shall submit a report to the governor, and to the appropriate standing committees of the legislature under s. 13.172 (3). The report shall specify the number of waivers requested under this section, a description of each waiver request, the reason given for each waiver request and the educational and financial effects on the school district of each waiver that was granted.

History: 1995 a. 27; 1997 a. 27; 2001 a. 16; 2009 a. 42, 301.

118.40 Charter schools. (1) NOTICE TO STATE SUPERINTENDENT Whenever a school board intends to establish a charter school, it shall notify the state superintendent of its intention. Whenever one of the entities under sub. (2r) (b) intends to establish a charter school, it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

(1m) PETITION. (a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district.

(b) The petition shall include all of the following:

1. The name of the person who is seeking to establish the charter school.
2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.
3. A description of the educational program of the school.
4. The methods the school will use to enable pupils to attain the educational goals under s. 118.01.
5. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured.
6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.
7. Subject to sub. (7) (a) and (am) and ss. 118.19 (1) and 121.02 (1) (a) 2., the qualifications that must be met by the individuals to be employed in the school.
8. The procedures that the school will follow to ensure the health and safety of the pupils.
9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.
10. The requirements for admission to the school.
11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.
12. The procedures for disciplining pupils.

13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

15. The effect of the establishment of the charter school on the liability of the school district.

(2) PUBLIC HEARING, GRANTING OF PETITION. (a) Within 30 days after receiving a petition under sub. (1m) the school board shall hold a public hearing on the petition. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant the petition.

(b) A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50% of the teachers employed by the school district sign the petition.

2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

(c) The school board of the school district operating under ch. 119 shall either grant or deny the petition within 30 days after the public hearing. If the school board of the school district operating under ch. 119 denies a petition, the person seeking to establish the charter school may, within 30 days after the denial, appeal the denial to the department. The department shall issue a decision within 30 days after receiving the appeal. The department's decision is final and not subject to judicial review under ch. 227.

(2m) SCHOOL BOARD INITIATIVE. (a) A school board may on its own initiative contract with a person to operate a school as a charter school. The contract shall include all of the provisions specified under sub. (1m) (b) and may include other provisions agreed to by the parties.

(am) At least 30 days before entering in a contract under this subsection that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district.

(b) A school board may not enter into a contract under par. (a) that would result in the conversion of all of the public schools in the school district to charter schools unless the school board complies with sub. (2) (b) 2.

(2r) OTHER INITIATIVES. (a) In this subsection, "instructional staff" has the meaning given in the rules promulgated by the department under s. 121.02 (1) (a) 2.

(b) 1. All of the following entities may establish by charter and operate a charter school or, on behalf of their respective entities, may initiate a contract with an individual or group to operate a school as a charter school:

- a. The common council of the city of Milwaukee.
- b. The chancellor of the University of Wisconsin–Milwaukee.
- c. On a pilot basis, the chancellor of the University of Wisconsin–Parkside.
- d. The Milwaukee area technical college district board.

2. A charter shall include all of the provisions specified under sub. (1m) (b) 3. to 14. A contract shall include all of the provisions specified under sub. (1m) (b) 1. to 14. and shall specify the effect of the establishment of the charter school on the liability of the contracting entity under this paragraph. The contract may include other provisions agreed to by the parties. The chancellor of the

University of Wisconsin–Milwaukee or of the University of Wisconsin–Parkside may not establish or enter into a contract for the establishment of a charter school under this paragraph without the approval of the board of regents of the University of Wisconsin System.

2m. a. A charter or contract may include grounds for expelling a pupil from the charter school.

b. If the charter or contract includes grounds for expelling a pupil from the charter school as permitted under subd. 2m. a., the charter or contract shall include the procedures to be followed by the charter school prior to expelling a pupil.

3. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school, the contract shall also provide that the charter school must be operated by a governing board and that the chancellor or his or her designee must be a member of the governing board. In addition, if the contract provides that the instructional staff of the charter school shall consist of employees of the board of regents of the University of Wisconsin System, the contract shall also include provisions that do all of the following:

a. Delegate to the governing board of the charter school the board of regents' authority to establish and adjust all compensation of instructional staff, subject to the terms of any collective bargaining agreement under subch. V of ch. 111 that covers the instructional staff. In the absence of a collective bargaining agreement, the governing board may establish and adjust all compensation of the instructional staff only with the approval of the chancellor of the University of Wisconsin–Parkside.

b. Authorize the governing board of the charter school to perform specified duties for the board of regents with respect to the instructional staff. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and records administration.

4. No chartering or contracting entity under subd. 1. may establish or enter into a contract for the establishment of a virtual charter school.

(bm) The common council of the city of Milwaukee, the chancellor of the University of Wisconsin–Milwaukee, and the Milwaukee area technical college district board may only establish or enter into a contract for the establishment of a charter school located in the school district operating under ch. 119. The chancellor of the University of Wisconsin–Parkside may only establish or enter into a contract for the establishment of a charter school located in a unified school district that is located in the county in which the University of Wisconsin–Parkside is situated or in an adjacent county.

(c) 1. Except as provided in subd. 3., only pupils who reside in the school district in which a charter school established under this subsection is located may attend the charter school.

3. A pupil may attend Woodlands School, a charter school established in the school district operating under ch. 119 under this subsection, regardless of the pupil's school district of residence, if any of the following applies:

a. The pupil attended Woodlands School in the 2003–04 school year and, beginning in the 2005–06 school year, in the previous school year.

b. A member of the pupil's family who resides in the same household as the pupil attended Woodlands School in the 2003–04 school year.

(cm) The chancellor of the University of Wisconsin–Parkside may establish or enter into a contract for the establishment of only one charter school under this subsection, which may not operate high school grades and which may not accommodate more than 480 pupils.

(d) The chartering or contracting entity under par. (b) shall do all of the following:

1. Ensure that all instructional staff of charter schools under this subsection hold a license or permit to teach issued by the department.

2. Administer the examinations under ss. 118.30 (1r) and 121.02 (1) (r) to pupils enrolled in charter schools under this subsection.

(e) 1m. In the 2011–12 and 2012–13 school years, from the appropriation under s. 20.255 (2) (fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this paragraph in the previous school year and the increase in the per pupil amount paid to private schools under s. 119.23 (4) (b) 2. or (bg) in the current school year as compared to the previous school year, multiplied by the number of pupils attending the charter school.

2m. In the 2013–14 school year and in each school year thereafter, from the appropriation under s. 20.255 (2) (fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this paragraph in the previous school year and the per pupil revenue limit adjustment under s. 121.91 (2m) in the current school year, multiplied by the number of pupils attending the charter school.

3m. The amount paid per pupil under this paragraph may not be less than the amount paid per pupil under this paragraph in the previous school year. The department shall pay 25% of the total amount in September, 25% in December, 25% in February, and 25% in June. The department shall send the check to the operator of the charter school.

4. If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection, in March the department shall pay to the unified school district in which the charter school is located, from the appropriation under s. 20.255 (2) (fm), an amount equal to the amount of school aid per pupil to which the unified school district is eligible in the current school year multiplied by the number of pupils attending the charter school who were previously enrolled in the unified school district, except that the payment may not exceed \$1,000,000 in the 2011–12 school year and may not exceed \$750,000 in the 2012–13 school year. No aid may be paid under this subdivision after the 2012–13 school year.

(3) **CONTRACT.** (a) If the school board grants the petition under sub. (2), the school board shall contract with the person named in the petition under sub. (1m) (b) 1. to operate the school as a charter school under this section. The contract shall include all of the provisions specified in the petition and may include other provisions agreed to by the parties.

(b) A contract under par. (a) or under subs. (2m) or (2r) may be for any term not exceeding 5 school years and may be renewed for one or more terms not exceeding 5 school years. The contract shall specify the amount to be paid to the charter school during each school year of the contract.

(c) 1. A school board may not enter into a contract for the establishment of a charter school located outside the school district, except as follows:

a. If 2 or more school boards enter into an agreement under s. 66.0301 to establish a charter school, the charter school shall be located within one of the school districts.

b. If one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish a charter school, the charter school shall be located within the boundaries of the cooperative educational service agency.

c. If a school board enters into an agreement with a federally recognized American Indian tribe or band in this state to establish a charter school, the charter school shall be located within the school district or within the boundaries of the tribe's or band's reservation.

1m. Subdivision 1. does not apply to the establishment of a virtual charter school.

2. A school board may not enter into a contract that would result in the conversion of a private, sectarian school to a charter school.

(d) A school board or an entity under sub. (2r) (b) shall give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk, as defined in s. 118.153 (1) (a).

(e) When establishing or contracting for the establishment of a charter school under this section, a school board or entity specified under sub. (2r) (b) shall consider the principles and standards for quality charter schools established by the National Association of Charter School Authorizers.

(4) **CHARTER SCHOOL DUTIES AND RESTRICTIONS.** (a) *Duties.* A charter school shall do all of the following:

1. If the charter school replaces a public school in whole or in part, give preference in admission to any pupil who resides within the attendance area or former attendance area of that public school.

2. Be nonsectarian in its programs, admissions policies, employment practices and all other operations.

(b) *Restrictions.* A charter school may not do any of the following:

1. Charge tuition, except as otherwise provided in s. 121.83 (4).

2. Except as provided in par. (c), discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(c) *Single-sex schools and courses.* A school board may enter into a contract for, and an entity under sub. (2r) may establish or enter into a contract for, the establishment of a charter school that enrolls only one sex or that provides one or more courses that enroll only one sex if the school board or entity under sub. (2r) makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course.

(5) **CHARTER REVOCATION.** A charter may be revoked by the school board or the entity under sub. (2r) (b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r) (b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r) (b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under s. 118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

(6) **PROGRAM VOLUNTARY.** No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

(7) **LEGAL STATUS; APPLICABILITY OF SCHOOL LAWS.** (a) Except as provided in par. (am), the school board of the school district in which a charter school is located shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that the charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

(am) 1. Except as provided in subs. 2. and 3., if a charter school is established under sub. (2m) and located in the school district operating under ch. 119, the school board of that school district shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines

that a charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that a charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

2. A charter school established under sub. (2r) or a private school located in the school district operating under ch. 119 that is converted to a charter school is not an instrumentality of any school district and no school board may employ any personnel for the charter school. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school under sub. (2r), the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

3. Notwithstanding subd. 2., if the city of Milwaukee contracts with an individual or group operating for profit to operate a school as a charter school, the charter school is an instrumentality of the school district operating under ch. 119 and the board of the school district operating under ch. 119 shall employ all personnel for the charter school.

4. If a school board enters into an agreement with a federally recognized American Indian tribe or band in this state to establish a charter school under sub. (3) (c) 1. e., that school board shall determine whether the charter school is an instrumentality of the school district regardless of the location of the charter school.

(ar) Nothing in this subsection affects the rights of personnel of a charter school that is an instrumentality of a school district to engage in collective bargaining pursuant to subch. IV of ch. 111.

(b) Except as otherwise explicitly provided, chs. 115 to 121 do not apply to charter schools.

(8) VIRTUAL CHARTER SCHOOLS. (a) *Location.* For the purposes of sub. (7) (a), (am), and (ar), a virtual charter school is considered to be located in the following school district:

1. If a school board contracts with a person to establish the virtual charter school, in the school district governed by that school board.

2. If 2 or more school boards enter into an agreement under s. 66.0301 to establish the virtual charter school, or if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish the virtual charter school, in the school district specified in the agreement.

(b) *Licensure.* 1. The governing body of a virtual charter school shall assign an appropriately licensed teacher for each online course offered by the virtual charter school. No person holding only a permit to teach exclusively in a charter school may teach in a virtual charter school, and no person holding both a license to teach exclusively in a charter school and a license to teach in other public schools may teach, in a virtual charter school, a subject or at a level that is not authorized by the latter license.

2. If a pupil attends a virtual charter school, any person providing educational services to the pupil in the pupil's home, other than instructional staff of the virtual charter school, is not required to hold a license or permit to teach issued by the department.

(c) *Staff duties.* In a virtual charter school, an instructional staff member is responsible for all of the following for each pupil the instructional staff member teaches:

1. Improving learning by planned instruction.
2. Diagnosing learning needs.
3. Prescribing content delivery through class activities.
4. Assessing learning.
5. Reporting outcomes to administrators and parents and guardians.
6. Evaluating the effects of instruction.

(d) *Required days and hours.* A virtual charter school shall do all of the following:

1. Provide educational services to its pupils for at least 150 days each school year.

2. Ensure that its teachers are available to provide direct pupil instruction for at least the applicable number of hours specified in s. 121.02 (1) (f) 2. each school year. No more than 10 hours in any 24-hour period may count toward the requirement under this subdivision.

3. Ensure that its teachers respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day on which the inquiry is received.

(e) *Parent advisory council.* The governing body of a virtual charter school shall ensure that a parent advisory council is established for the school and that it meets on a regular basis. The governing body shall determine the selection process for members of the parent advisory council.

(f) *Required notices.* At the beginning of each school term, the governing body of a virtual charter school shall inform the parent or guardian of each pupil attending the virtual charter school, in writing, the name of, and how to contact, each of the following persons:

1. The members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district.

2. The members of the virtual charter school's governing body, if different than the persons under subd. 1.

3. The members of the virtual charter school's parent advisory council established under par. (e).

4. The staff of the virtual charter school.

(g) *Pupil's failure to participate.* 1. Whenever a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the pupil's parent or guardian.

2. Subject to subd. 2m., the third time in the same semester that a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall also notify the school board that contracted for the establishment of the virtual charter school, the school board of the pupil's resident school district, and the department. The school board that contracted for the establishment of the virtual charter school may transfer the pupil to his or her resident school district. If the pupil is a resident of the school district that contracted for the establishment of the virtual charter school, the school board may assign the pupil to another school or program within that school district. If the school board transfers or assigns a pupil, it shall notify the pupil's parent or guardian and the department.

2m. If the parent or guardian of a pupil attending a virtual charter school notifies the virtual charter school in writing before a school assignment or directive is given that the pupil will not be available to respond to the assignment or directive during a specified period, the school days during that period do not count for purposes of subd. 2. The virtual charter school shall require the pupil to complete any assignment missed during the period. This subdivision applies to no more than 10 school days in a school year.

3. The parent or guardian of a pupil transferred to the pupil's resident school district under subd. 2. may appeal the transfer to the department within 30 days after receipt of the notice of transfer. The department shall affirm the school board's decision unless the department finds that the decision was arbitrary or unreasonable.

History: 1993 a. 16, 490, 1995 a. 27 ss. 3983m to 3992m, 9145 (1); 1997 a. 27, 238, 252; 1999 a. 9; 1999 a. 150 s. 672, 2001 a. 16, 105; 2003 a. 33, 156; 2005 a. 25, 111, 346; 2007 a. 222; 2009 a. 28, 61, 276, 2011 a. 10, 32, 105.

A public school district did not violate the equal protection clause of the U.S. constitution by refusing to bus the students of a charter school created under sub. (2r) located within its geographical boundaries. *Racine Charter One, Inc. v. Racine Unified School District*, 424 F.3d 677 (2005).

118.42 Low-performing school districts and schools; state superintendent interventions. (1) If the state super-

Charter school developers and authorizers are encouraged to explore options under state law to create governance structures to foster the independence and flexibility required by the federal law.

Governance Options: Neither federal nor state law requires a specific method of governance for a charter school. Under Section 5210 of the Elementary and Secondary Education Act, a charter school is defined as follows:

- (1) CHARTER SCHOOL- The term charter school' means a public school that —
- (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.

Non-stock Corporation: Chapter 181 Wis. Stats., allows for the creation of a non-stock corporation to operate a charter school. The advantage of this form of governance is two-fold:

- 1) the non-stock corporation survives as a legal entity to run the charter school even when a teacher or principal who founded the charter school retires or leaves for another job; and
- 2) the directors of a non-stock corporation have the independence and legal authority to sign a charter with the authorizer, usually a school board.

Independent Governance concerns that may arise in grant applications:

- 1) The charter school has an Advisory Board rather than a Governance Board that offers advice, but it has no explicit power to manage the school;
- 2) Governance boards include a majority of members who are school board members or district administrative staff, including principals;
- 3) Governance boards have no parent members;
- 4) Governance boards that do not manage operations including personnel, expenditures and budgets.
- 5) Governance boards that rarely meet.

Mandatory reporting session, October 2007

GOVERNING BOARD COMPOSITION AND RECRUITMENT

Recruiting board members who have the time, skills, and aptitude to serve is the first step in forming a charter school board. States are pursuing several policy options to meet charter schools' need for appropriate candidates; some of these policy options have been written into law, while others have been adopted in practice.

The Challenge

One major challenge consistently noted across the interviews is the inability of charter school leaders to find qualified people to serve on their school's governing board. As one interviewee reported, "I think one of the big challenges across the state is with the recruitment of good solid board members who understand what they're getting into and have the capacity to follow through and come up to speed and actually be responsible through whatever challenges the school may have." Another interviewee noted, "One of the problems we see our schools encountering is finding people to participate on their boards who have adequate and diverse qualifications. There often isn't a large pool of possible board members to choose from. So if high turnover occurs, it's difficult to replace the expertise that they're losing." Echoing this comment, another interviewee observed, "One of the issues that charter schools face is convincing people that they should be a part of the governing board of a school. I think that with peoples' harried schedules, they usually don't have a whole lot of time to dedicate to serving on a board."

Except for a few states that require governing board members to be elected by parents and/or teachers and staff, most charter school bylaws include a self-selection process for board recruitment. As one interviewee noted, self-selection has its advantages and disadvantages: "Some people appoint people whom they know to their boards . . . so sometimes the most qualified individuals—a person with fiscal experience or

legal experience or human resources experience—may not end up on the board." Another interviewee said, "Oftentimes the boards that come together have pretty good educators, but [these individuals] may not be good business managers."

In addition, appointed boards often end up being staffed by friends of the school's founders who do not necessarily come equipped with a lot of background knowledge about charter schools. Interviewees reported that some board members do not initially realize that charter schools are public schools. As one interviewee noted, "The initial applicant can be the one that recommends the board of directors to the authorizer, which . . . gives that applicant a lot of control up front as to who may end up serving on the board and being responsible for the school. In some ways, that may be a strength. We will assume that the people are credible and known to them and competent. On the other hand, if I was a head of a for-profit management company and I recommended six of my best friends . . . that would be an issue."

Another challenge is constructing a board composed of people with the different skills and expertise needed to effectively govern a charter school. Interviewees reinforced findings from prior research that effective governing boards benefit from having members with a range of specific skills.⁵ As one interviewee noted, "We'd like to see healthy compositions on boards of maybe someone with some finance or accounting experience, someone with some legal experience." Another interviewee recommended that boards include "people with a variety of experience related to school operation, a person with a legal background, a person with a finance accounting background, and a person with an education background." Another interviewee noted the need for continuity to sustain high-quality boards over time, saying, "It's important to have board members who can have some continuity—who can stay with the board for enough time to be able to be trained or who are already knowledgeable to be really productive."

Furthermore, as the charter school movement grows and additional schools open, several interviewees

⁵ See for example, Stella Cheung and Joe Nathan, *What Works? Governing Structures of Effective Charter Schools* (Minneapolis, Minn.: University of Minnesota, Hubert H. Humphrey Institute of Public Affairs, Center for School Change, 1999); Frank Martinelli, *Creating an Effective Charter School Governing Board* (St. Paul, Minn.: The Charter Friends National Network, 2000).

	Grade	School District	Entrance/Exit Dates	FTE/OE Amount	Address	Phone
Anna	4	Albion	8/1/2011	1.0		
Anna	8	Albion	8/1/2011-8/1/2011	0.25		
Ashley	1	Albion	7/27/2011	1.0		
Alex	2	Albion	8/1/2011	1.0		
Alex	3	Albion	8/1/2011	1.0		
Beckham	5	Albion	8/1/2011-8/1/2011	1.0		
Ben	2	Albion	8/1/2011	1.0		
Brody	11/2	Albion	8/1/2011	0.8		
Britney	7	Albion	8/1/2011	1.0		
Brittany	3	Albion	8/1/2011	1.0		
Chloe	8/2	Albion	8/1/2011	1.2		
Clinton	1	Albion	7/2/2011	1.0		
David	6/2	Albion	8/1/2011	1.6		
Diego	2	Albion	8/1/2011	1.0		
Ellen	2	Albion	8/1/2011	1.0		
Hannah	2	Albion	8/1/2011-8/1/2011	0.25		
Isaiah	8	Albion	8/1/11	1.0		
Josh	1	Albion	8/1/2011	1.0		
Jordan	1	Albion	8/1/2011	1.0		
Kate	6	Albion	8/1/2011-8/1/2011	0.75		
Leah	2	Albion	8/1/2011	1.0		
Madison	2	Albion	8/1/2011	1.0		
Matthew	3	Albion	8/1/2011	1.0		
Michael	2	Albion	8/1/2011	1.0		
Nancy	2	Albion	8/1/2011	1.0		
Nora	2	Albion	8/1/2011	1.0		
Pat	11/1	Albion	8/1/2011	1.0		
Whitney (Piper)	6	Albion	8/1/2011	1.0		
Wendy	11/1	Albion	8/1/2011	1.0		
Zachary	2	Albion	8/1/2011	0.8		
Emily	8	Colby	8/1/2010-8/1/2011	0.75		
Erin	6	Colby	8/1/2010-8/1/2012	0.75		
Anna	2	Colby	8/1/2010-2/1/2012	0.75		

	Grade	School District	Entrances/Exit Dates	FTE/ OE Amount	Address	Phone
1st	B	Ujck-66.030	8/1/2011	\$1,125.00		
2nd	B	Hoskins-66.0301	9/1/2011	FULL		
3rd	B	Hoskins-66.0301	9/1/2011	FULL		
4th	B	Hoskins-66.0301	9/1/2011	FULL		
5th	E	Medford	8/15/2009	1		
6th	B	Medford	8/15/2009	1		
7th	B	Medford	8/15/2009 - 11/20/11	0.25		
8th	1	Medford	12/19/2011	0.75		
9th	1	Medford	12/19/2011	0.75		
10th	9	Medford	11/22/2011	0.75		
11th	K	Medford	1/12/2012	0.75		
12th	3	Merrill	2010	1		
13th	6	Merrill	2010 - 1/20/12	0.5		
14th	3	Merrill	9/1/2011	1		
15th	6	Merrill	2010	1		
16th	7	Merrill	11/3/2011	1		
17th	4	Merrill	11/20/2011	0.75		
18th	Pre-K	Merrill	12/18/2011	0.45		
19th	6	Merrill	2010 - 1/20/12	0.5		
20th	5	Merrill	9/1/2011	1		
21st	6	Merrill	2010 - 1/20/12	0.5		
22nd	6	Merrill	2/9/2012	0.5		
23rd	1	Hoskins-66.0301	10/25/2011	\$5,481.20		
24th	4	Hoskins-66.0301	9/1/2011	FULL		
25th	8	Hoskins-66.0301	9/1/2011	FULL		
26th	7	Hoskins-66.0301	9/1/2011	FULL		
27th	7	Hoskins-66.0301	9/1/2011	FULL		
28th	4	Mosinee-66.0301	8/4/11 - 11/4/11	\$1695.00		
29th	B	Hoskins-66.0301	10/24/2009 - 2/9/12	\$2,547.60		
30th	B	Hoskins-66.0301		0.50		
31st	K	OC-OC Forest	9/1/2011	FULL		

	Grade	School District	Entrance/ Exit Dates	FTE/ OE Amount	Address	Phone
Butler	6	OE-Deforest	9/1/2011-11/8/2011	\$1737		
Butler	2	OE-Deforest	9/1/2011-11/8/2011	\$1737		
Adams	8	OE-Greenwood	9/1/2011	FULL		
Adams	6	OE-Greenwood	9/1/2011	FULL		
Adams	7	OE-Greenwood	9/1/2011	FULL		
Adams	5	OE-Greenwood	9/1/2011	FULL		
Adams	8	OE-Hayward	8/17/2009	FULL		
Adams	1	OE-Marshfield	9/1/2010	FULL		
Adams	4	OE-Madison	8/1/2011	FULL = \$123.25		
Adams	4	OE-Madison	8/1/2011	FULL = \$123.35		
Adams	K	OE-Mount Hope	9/1/2011	FULL		
Adams	2	OE-Mount Hope	9/1/2010	FULL		
Adams	1	OE-Casthwaite	9/1/2010	FULL		
Adams	5	OE-Casthwaite	9/1/2010	FULL		
Adams	7	OE-Casthwaite	9/1/2010	FULL		
Adams	K	OE-Dwight	9/1/2011 - 2/10/2012	41975.0 + 5 Proctor		
Adams	1	OE-Dwight	9/1/2011 - 2/10/2012	41975.0 + 5 Proctor		
Adams	K	OE-Dwight	9/1/2011 - 2/10/2012	41975.0 + 5 Proctor		
Adams	6	OE-Plym-City/River Falls	9/1/11-11/4/11	\$1659.8		
Adams	2	OE-Plym-City/River Falls	9/1/11-11/4/11	\$1659.8		
Adams	1	OE-Spencer	9/1/2011	FULL		
Adams	3	OE-Spencer	9/1/2011	FULL		
Adams	5	OE-Shavers Fork	2010	FULL		
Adams	1	OE-Stratford	9/1/2010	FULL		
Adams	2	OE-Viroqua		FULL		

	Grade	School District	Entrance/ Exit Dates	FTE/ OE Amount	Address	Phone
Angela	7	OE-Whitehall	9/1/2011	FULL		
Benji	6	OE-Whitehall	9/1/2011-1/23/2012	13435.4		
Maxwell	7	OE-Whitehall	9/1/2010	FULL		
Daniel	6	OE-Whitehall	9/1/2011-1/23/2012	13435.4		
Apphia	Pre-K	Prentiss	9/1/2011	0.5		
Franklin	3	Prentiss	2010	1		
Heather	6	Prentiss	9/7/2011	1		
Tamara	7	Prentiss	9/1/2011	1		
Amber	3	Ed Lake	11/22/2011	0.75		
Anna	4	Ed Lake	6/17/2009	1		
Nancy	4	Ed Lake	11/26/2011	0.75		
Lucas	Pre-K	Ed Lake	11/22/2011	0.45		
Lucas	4	Ed Lake	5/1/2011	1		
Frank	1	Ed Lake	11/22/2011	0.75		
Johnny	1	Ed Lake	5/1/2011	1		
Karen	2	Ed Lake	6/15/2009	1		
Betsy	Pre-K	Ed Lake	5/1/2011	0.4		
Julie	3	Ed Lake	6/1/2009	1		
Erin	4	Ed Lake	6/17/2009	1		
Lucy	4	Ed Lake	5/1/2011	1		
Barton	7	Ed Lake	9/1/2010	1		
Julie	4	Tomah-56.0301	9/1/2011	FULL		
Michelle	6	Tomah-56.0301	9/1/2010	FULL		

Student First Name	Last Name	Parent First Name(s)	Parent Last Name	Address	City	State	Zip	RVA - Only	RVA - 1st	RVA - 2nd	RVA - 3rd	Resident District	School Status for 2012-13	Gr	IEP	Currently Attending
					Warrens	WI	54666	x				Tomah	66.0301	K		N/A - K
					Prentice	WI	54557					Prentice Consortium		4	x	Prentice
					Prentice	WI	54557					Prentice Consortium		5		Homebased
					Delavan	WI	53115		x			Whitewater		5	x	Elkhorn - Tibb
					Spencer	WI	54479	x				Spencer		3		Spencer
					Spencer	WI	54479	x				Spencer		K		Spencer
					Plum City	WI	54761			x		Plum City		2		Homebased
					Plum City	WI	54761			x		Plum City		4		Homebased
					Plum City	WI	54761			x		Plum City		1		Homebased
					Ringle	WI	54471	x				DC Everest		K		Homebased
					Verona	WI	53593			x		Webster		2		Private - Abe
					Verona	WI	53593			x		Webster		PK		N/A - PK
					Jefferson	WI	53549	x				Jefferson		PK		N/A - PK
					Valders	WI	54245	x				Valders		4		Homebased
					Sun Prairie	WI	53590			x		Sun Prairie		8	x	Sun Prairie
					Sun Prairie	WI	53590		x			Sun Prairie		3		Sun Prairie
					River Falls	WI	54022					River Falls		10		Homebased
					Greasb	WI	54455	x				Menom	Consortium	3		Menom
					Spencer	WI	54479	x				Spencer		6		Spencer
					Tomah	WI	54660	x				Tomah	66.0301	K		Homebased
					Iola	WI	54945	x				Iola-Scandinavia		8		Iola-Scandina
					Wausau	WI	54401				x	Wausau		1		Private - Faith
					Plum City	WI	54761			x		Plum City		PK		Homebased
					Catawba	WI	54515					Phillips		11	x	Phillips
					Oostburg	WI	53070		x			Oostburg		4		Medford - RV.
					Oostburg	WI	53070		x			Oostburg		6		Medford - RV.
					Oostburg	WI	53070		x			Oostburg		8		Medford - RV.
					Lancaster	WI	53813	x				Lancaster Community		6		Homebased
					Lancaster	WI	53813	x				Lancaster Community		8		Homebased
					Verona	WI	53593	x				Verona		7	x	Homebased
					Edgerton	WI	53534	x				Edgerton		PK		N/A - PK
					Park Falls	WI	54552	x				Chequamegon		5		Homebased
					Park Falls	WI	54552	x				Chequamegon		8		Homebased
					Park Falls	WI	54552	x				Chequamegon		7		Homebased
					Wausau	WI	54403	x				Wausau		1		Homebased
					Wausau	WI	54401		x			Wausau		5		Appleton - Wi
					Necedah	WI	54646		x			Necedah		PK		N/A - PK
					Cuba City	WI	53807	x				Southwestern Wisconsin		6		Homebased
					Cuba City	WI	53807	x				Southwestern Wisconsin		3		Homebased
					Cuba City	WI	53807	x				Southwestern Wisconsin		4		Homebased
					Abbotsford	WI	54405			x		Barron Area		6		Barron
					Abbotsford	WI	54405			x		Barron Area		2		Barron
					Fredonia	WI	53021					Northern Ozaukee		7	x	Northern Oza
					Fredonia	WI	53021					Northern Ozaukee		10	x	Northern Oza
					Wausau	WI	54401				x	Wausau		4		Private - Faith
					Delafield	WI	53018		x			Kettle Moraine		4		Homebased

21 8 (9) (2)

*All have received "Thank you" letters

Persons that were on Calvert Landing Page

Persons who were sent RVA information from MAPSD

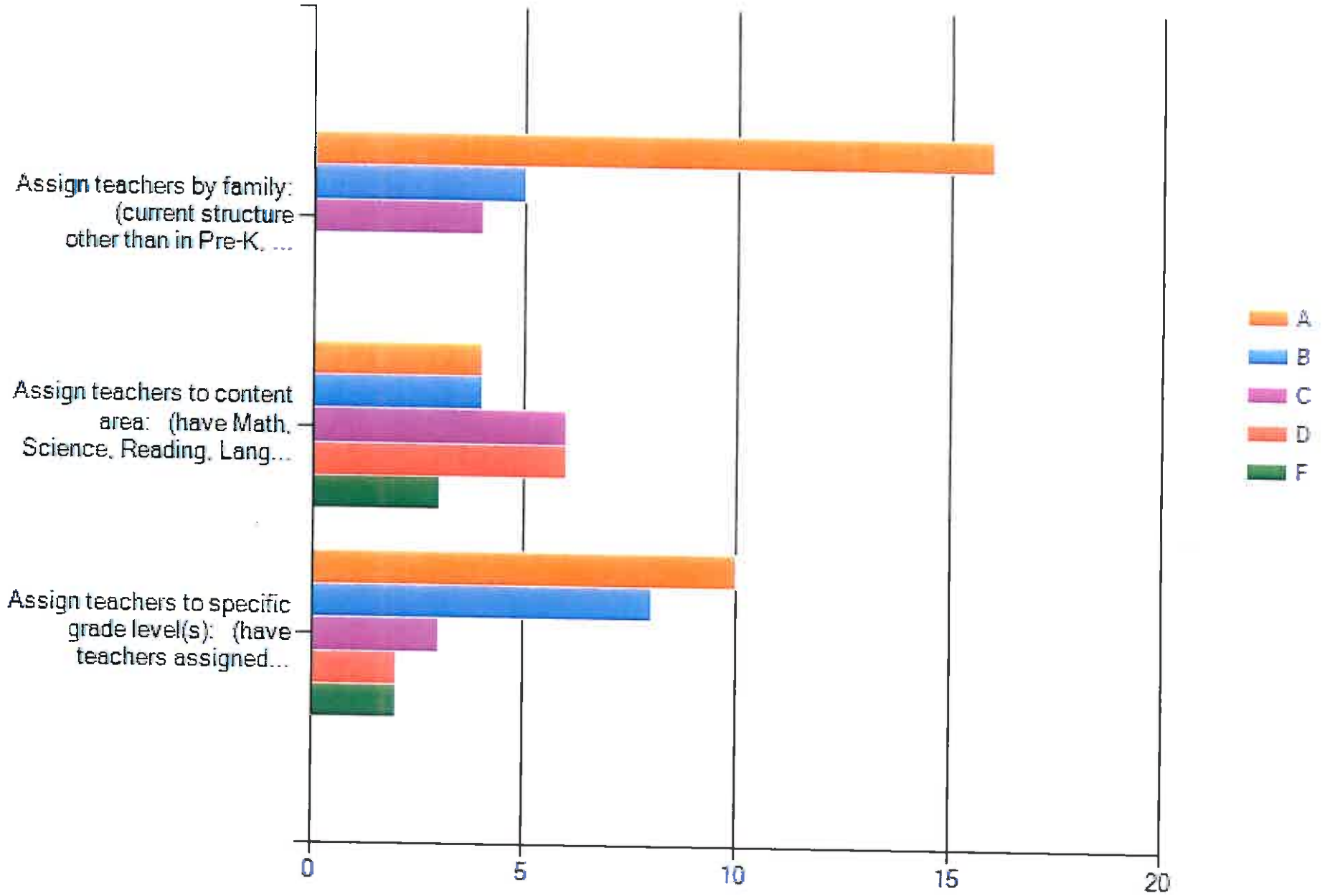
made contact with families regarding RVA and consortium school district

made contact with Tomah to contact families regarding 66.0301 agreement

JK made contact with families regarding RVA and eligible grade levels

Already attending RVA - did not send a letter

As the RVA continues to grow I want to look at how we are best serving our families. Please grade the following options for possible teacher realignment in the RVA. Also, if you want, please give specific comments, feedback, or thoughts in the space provided.



Question 1: Staffing

I think having teachers for specific grade levels or teacher's specializing in certain areas would be better as then the teacher's can become familiar with that area or age group. It is hard for one teacher to be familiar with 5 grade levels and all subjects if you have 5 kids in school together in one family. I think either of the last two models would be a good idea.

2/14/2012 1:58 AMView Responses

I think it is best that the teachers be assigned to a family for the lower grades. I think it may be more beneficial the other way in the upper grades though. Whether it be content area or grade level. I would think either would be more beneficial than to a family, in the upper grades.

2/10/2012 11:07 AMView Responses

I'm assuming that A is strongly agree and F is completely disagree. There's no scale that I can see. I think either option 1 or 3 would make sense. To me, it would be entirely too complicated to be dealing with different teachers for every subject. Would rather one teacher have a complete picture of my student.

2/9/2012 4:02 PMView Responses

If I had multiple students in the RVA, I would PREFER having the same teacher for our whole family IF the teacher was comfortable and familiar with multiple ages, subjects and curriculum. That would be ideal. If the teacher was stretched too far, I would prefer it was determined by grade levels.

2/9/2012 12:43 AMView Responses

concerned that it would be too overwhelming for families with multiple students to be in touch with more teachers than need be. parents who are currently in touch with [REDACTED] plus another teacher might be able to best respond about that dynamic.

2/9/2012 10:09 AMView Responses

I think that teachers that are assigned to grade levels that are close together are great. I also think that if the teacher is teaching in the "brick-and-mortar" school the grade they are teaching should be the grade they are teaching in the RVA.

2/9/2012 8:42 AMView Responses

Hey [REDACTED] I would like to talk to you sometime about ideas when you have a chance. Thanks, [REDACTED]

2/9/2012 8:39 AMView Responses

I do like having one teacher assigned to a family best, from the family point of view. However, I can also see that it would probably be a lot easier for the teachers to stick to grade levels or content. This may in turn give the teacher better understanding of what the student is doing in each case. Spreading a teacher out over numerous subjects in 8 different grades is a lot to keep track of. Seems that it might be better for teacher/student interaction if there was a smaller range of information.

2/9/2012 12:20 AMView Responses

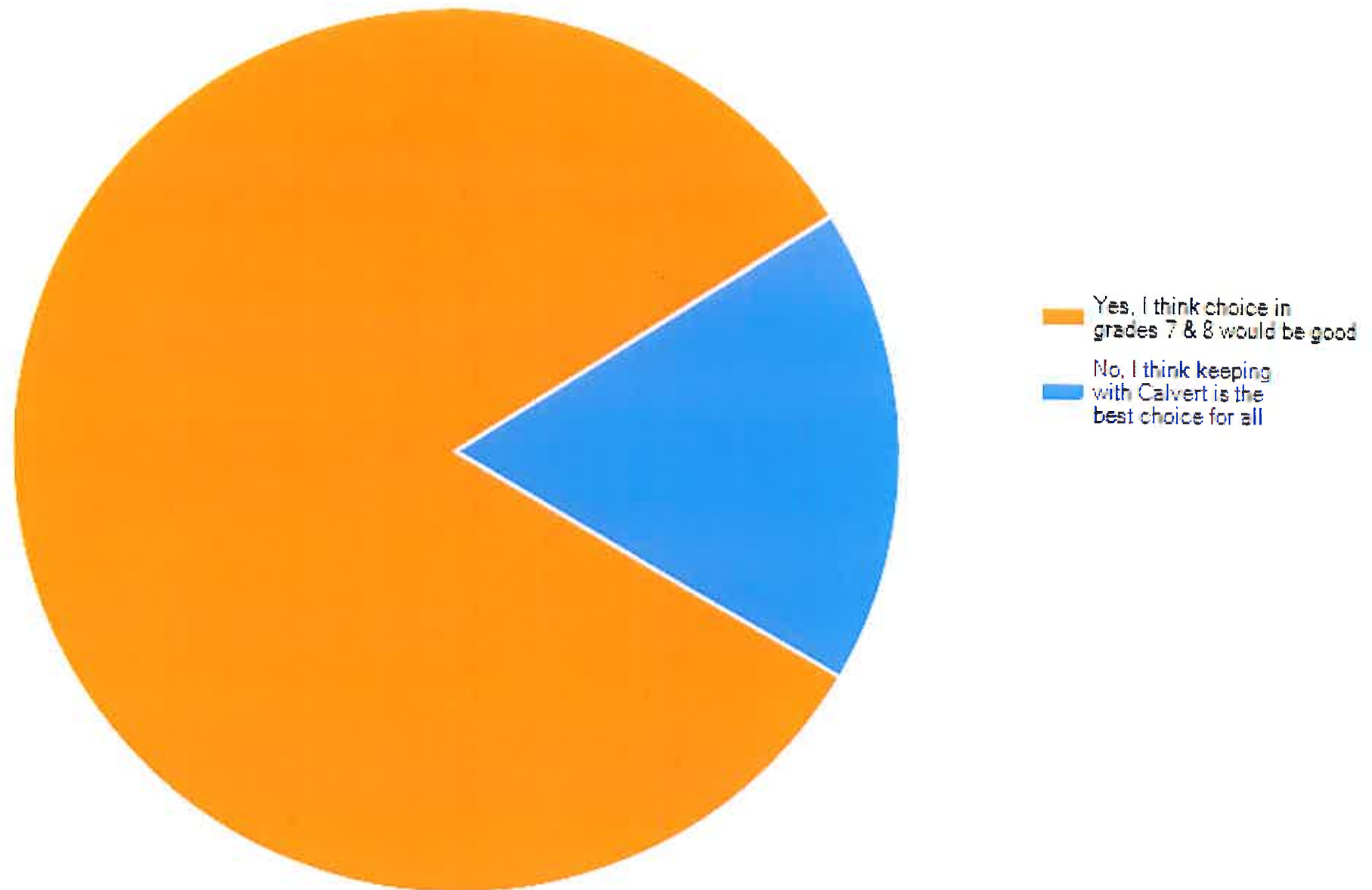
Our choice of A = the best idea

2/9/2012 12:16 AMView Responses

It would be nice to have the option of having the same teacher for the entire family of children, rather than having more than one teacher to "report" to. And that would make it easier if there was some sort of irreconcilable disagreement between a family and a teacher, where the family could possibly switch teachers if needed. I think having teachers for every subject would get confusing and would be really tough to follow up with each of them, especially if more than one child was enrolled.

2/8/2012 11:04 PMView Responses

Do you think the RVA should offer a more online option for students in the upper grades- as long as the rigor remained high and students stayed connected to RVA teachers for support? As an example, students who completed at least 1 year in the RVA in good academic standing would be provided an option of curriculum (Calvert or "Other") in grades 7 & 8.



Question 2: Options

I like having choices and options as every student is different and what works for one may not for the next. Choices are always good.

2/14/2012 1:58 AMView Responses

I'd be interested in more information about what this means. We loved our Potter's School Online class, but this option was too expensive for our family to continue. However, we are extremely frustrated with the moodle version of health/phy ed. I would have loved an option or choice on this: for example, a health curriculum/book to read and test on and just a simple covenant to sign that shows what [REDACTED] is doing towards phy ed requirements rather than all the uploads/downloads/meetings online, etc. Generally, the Calvert is good quality and easy to use.

2/13/2012 8:20 AMView Responses

don't know, do have any that old.

2/10/2012 7:02 PMView Responses

I would need more information to reply fairly.

2/10/2012 6:13 AMView Responses

The way this is worded is confusing. No, I'm not looking at all for a more online option. However in the second line where it says "Calvert or other".....there are subjects that I'd like to have the option to use another curriculum like what we do with Math U See. (ie. Science)

2/9/2012 4:02 PMView Responses

Not being familiar with what the options might be, I choose Yes because I just like options :-)

2/9/2012 12:43 AMView Responses

Our kids too young for me to answer this question fairly.

2/9/2012 12:08 AMView Responses

I don't feel dogmatic about this- just a guess.

2/9/2012 10:09 AMView Responses

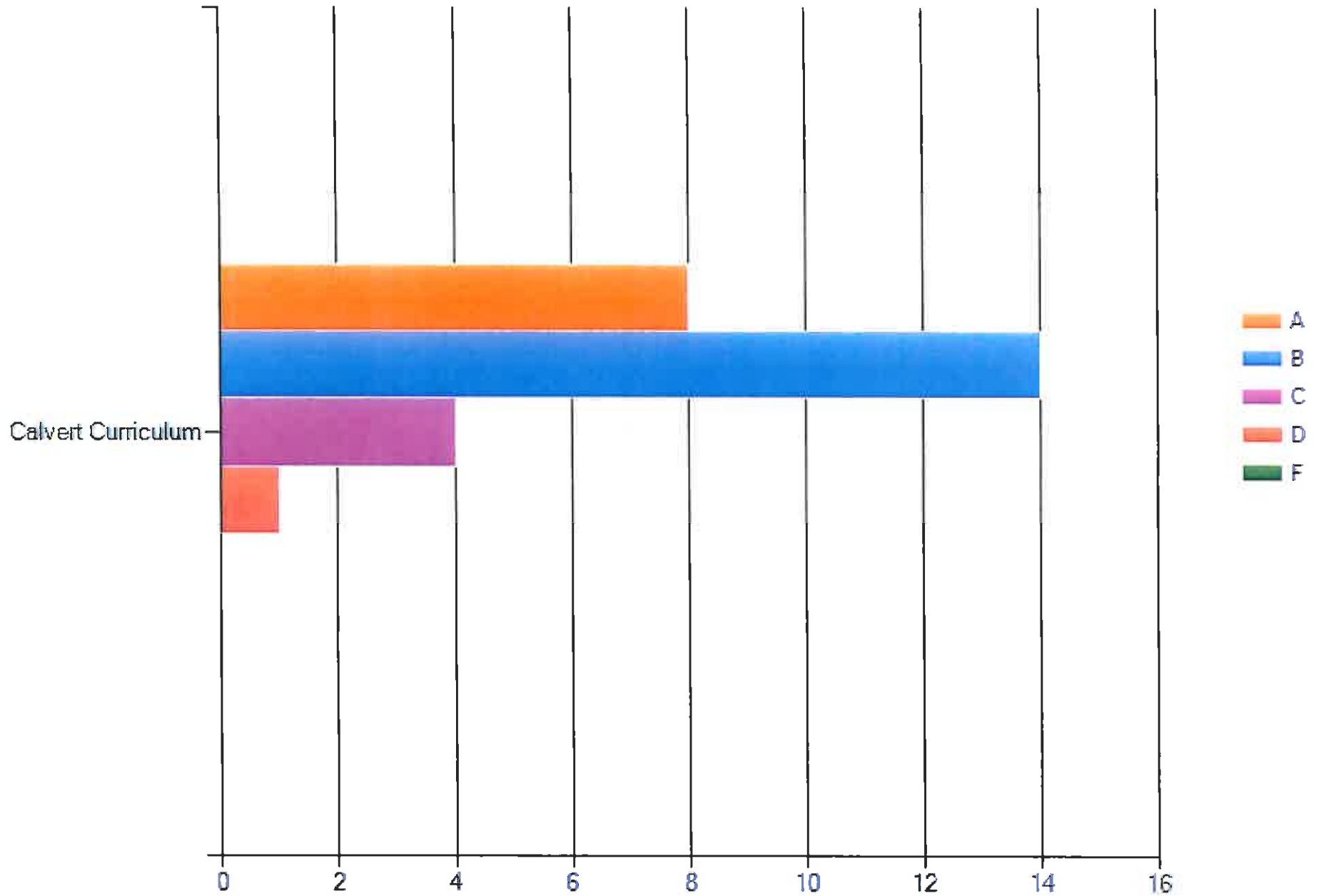
I have a 1st and 2nd grader so I am not sure about this answer.

2/9/2012 9:33 AMView Responses

Including an online option for the lower grade levels, as well. Prerequisite those parents must be returning an state in the Spring of previous school year that is their request for said named Students in advance of the coming school year. Include a deadline of notification if this option is wanted. Then you know per grade level how many to assign per class. Possibly, 3 teachers to a certain grouping of K4-1st, 2nd &3rd, 4th-6th. and have set hours or pre-recorded lessons check in.

2/9/2012 12:16 AMView Responses

On the following scale, please rate your experience with the Calvert curriculum so far this year.



Question 3: Calvert Curriculum

It is good but there are some things that it overlaps on and other things that could be evaluated differently. I like RVA's options instead of solely doing Calvert.

2/14/2012 1:58 AM View Responses

I may add some education of my own choice from time to time, but that's not anything that RVA is doing wrong. It's what a parent should do with any school.

2/10/2012 5:41 PM View Responses

It is good in some areas and lower in others. I work with a preschooler. Calvert has some curriculum that seems to be too advanced for their level, some below their level and some perfect for their level. I also worry that possibly the Calvert program has not been tested on children of this age before it was put out for the consumer to use. I also wonder if the material covers all the necessary objectives educators are working to achieve in that PK year to prepare those little ones for kindergarten.

2/10/2012 6:13 AM View Responses

I'm pretty happy with Calvert overall. I do think there are better Science curriculums. I also like Math U See approach to Math better than traditional. I have not cared for Calvert Kindergarten this year at all. Too easy, too repetitive (therefore boring) and I don't like the order of the phonics progression. The only thing I've appreciated about it are the stories/books and the sight words. I have used some of it, and the progress reports as a guideline, but have supplemented with other things that I like better. That said.....I don't think there is another secular, comprehensive homeschool curriculum out there that the RVA could use that is text book based. It's still the best option, unless you want to break it down by subject or include non-secular. And, I think that would be very difficult for the RVA to do.

2/9/2012 4:02 PM View Responses

I think curriculum is average...not thrilled with some of the subject material they want to cover at young age level (mythology in 3rd grade for example)...however I am so very thankful that RVA has worked with us to tailor the curriculum to our family.

2/9/2012 12:08 AM View Responses

I am using a different book for composition. And for spelling the manual is telling me to go over the high-frequency words but I can never find them. Otherwise the rest is good.

2/9/2012 9:33 AMView Responses

The calvert material is good. The biggest problem we have is having enough time to teach 3 grade levels with 3 entirely seperate curriculums in one day. I have been experimenting with differant ways to accomplish this.

2/9/2012 8:39 AMView Responses

I'm horribly disappointed with the Calvert PreK.

2/9/2012 12:20 AMView Responses

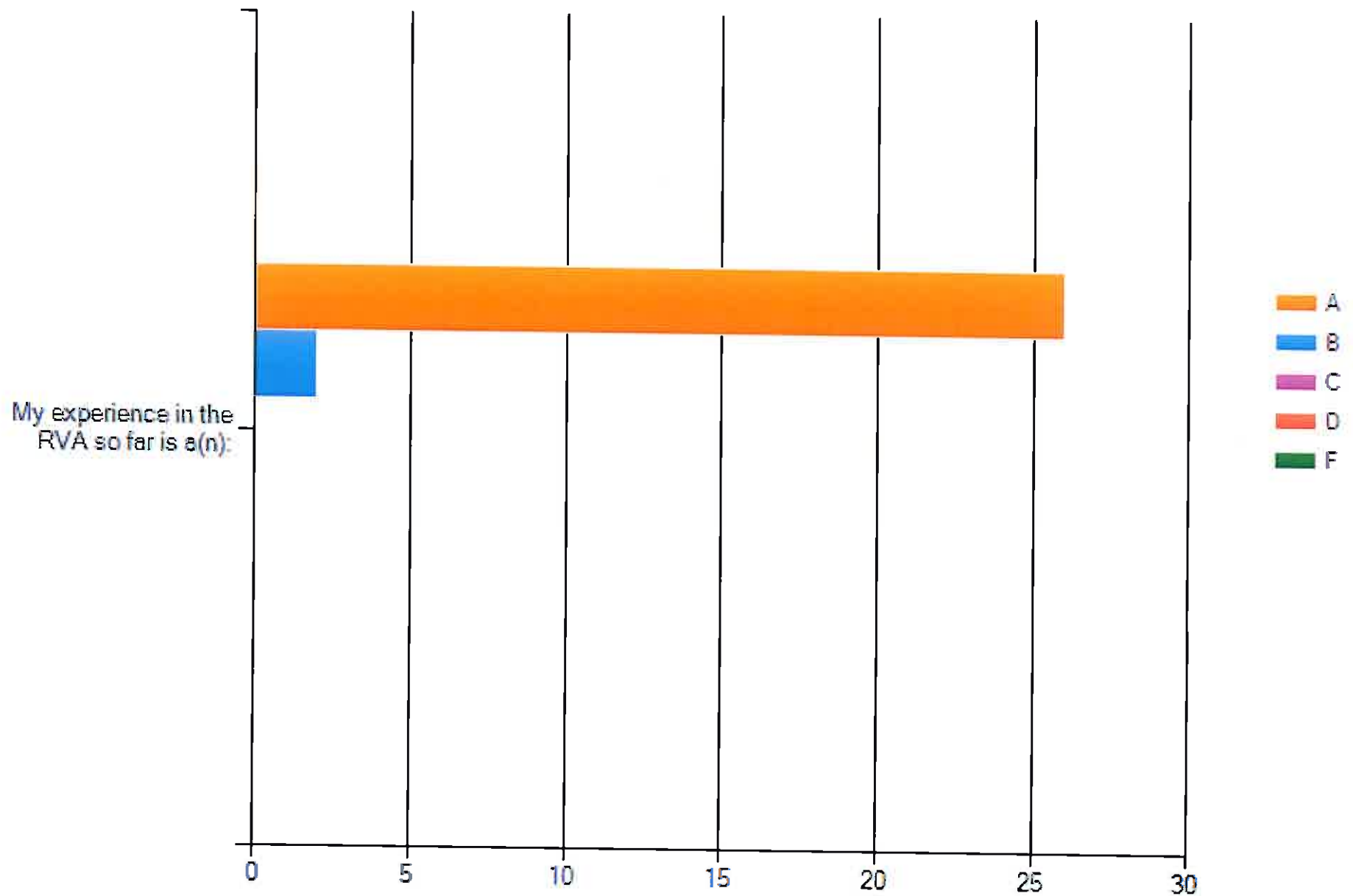
The best comparable experience thus far. Because it provides a child to work unstressed at his/her best grade level. Without the fear of being discouraged to try or go down/up a level if needed.

2/9/2012 12:16 AMView Responses

Many errors in workbooks, and missing books.

2/8/2012 11:04 PMView Responses

... this point in the year, please rate your overall experience in the RVA. Please add additional comments if you would like. Thank you for taking the time to complete this survey. Your thoughts count! It is YOUR school and we are here to serve YOU. Thank you for all you do for your children each and every day.



Question 4: Overall Experience

RVA is a wonderful school and provides the help and support yet allows for individualism in structuring each child's curriculum and learning. It has been a great experience for us this year.

2/14/2012 1:58 AM [View Responses](#)

In general, we are satisfied. Our greatest frustrations stem from the fact that RVA is a public school and these issues cannot really be changed. If our school district would let [REDACTED] be in band as a home schooled student, we would just choose our own curriculum and not be part of RVA so that we would have more choice in content. We also are feeling that the longer we participate in RVA, the more we are getting checked on, have required meetings with teachers, etc. I feel that as long as we are keeping up, turning in tests, we should be left alone to keep going. If I have questions, I always ask. It's one thing to provide an option for touching base, but to be honest, the more requirements we have for online meetings, testing, etc. the less likely we are to use this option for our next child.

2/13/2012 8:20 AM [View Responses](#)

The material is at a much lower grade, but the contact with a REAL person makes all the difference. [REDACTED], you have all been wonderful. I am very much a back to the basics and simple is better person. I enjoy a voice on the other end or being able to write you in snail-mail fashion. Computers are wonderful for many things, but it cannot replace human contact. We are in the kid business and they need us. You as a group are doing a wonderful job working with the distance that you have to travel to make this all work. I know it would be much more difficult without computers.

2/10/2012 6:13 AM [View Responses](#)

I continue to think the RVA does a great job for what it is. I greatly appreciate the flexibility to school my children according to our own family schedule. You allow me to do that and provide encouragement and accountability (not to mention materials) without undue pressure. My least favorite elements are still the online components.....moodle, self checks, illuminate, etc. Would be perfectly happy if they didn't exist. :)

2/9/2012 4:02 PM [View Responses](#)

I am thrilled to be a part of the RVA and appreciate everyone's helpfulness, flexibility and support in our home school.

2/9/2012 12:43 AMView Responses

Our experience with the RVA has been phenomenal. We are so pleased with the quality of education that our daughter is receiving and the excellence with which things are done within the school. Thank you for your time and dedication to make this such a wonderful program.

2/9/2012 8:42 AMView Responses

We love the RVA. looking for additional ways to get through our material for the 3 grade levels. I would like to talk to you about this sometime. [REDACTED]

2/9/2012 8:39 AMView Responses

We are always so thankful for the RVA. We know that our children are receiving a quality education. Being able to do that for them from home is the best! Thank you!!

2/9/2012 12:20 AMView Responses

Awesome!! Keep up the great hard work. It does make schooling from home much easier with the support system RVA offers.- You Rock RVA!!!:P

2/9/2012 12:16 AMView Responses



Calvert Option (STANDARD)

2012 – 2013
Grades Pre/K - 8

Cost:
"Calvert Classic" Option

- \$1343 for curriculum
- (\$50 CTS Tests) OPTIONAL
- \$200/ pupil enrollment fee (if directed to RVA by Calvert marketing)
- \$200/ pupil for placement testing services, order processing, shipping, and other administrative support services required for Calvert enrollments. OPTIONAL

Equates to Annual Per Pupil cost of \$1543 - \$1793

Price varies due to administrative support services required per order.



Aventa Learning Option

2012 -2013
Grade 7 & 8

Cost:
"Backpack" Option

- Buy blocks of 10 concurrent logins (each student enrolled in a class counts as a login)
- Cost: \$2,500 for block of 10 content only
- Cost: \$155/stu/sem/course for teaching

	Math	Sci	LA	SS
Content	250	250	250	250
S1 Teacher (Sara)	0	155	155	155
S2 Teacher (Sara)	0	155	155	155
	250	560	560	560

- Based on cost of 20 concurrent logins used by 5 students, each having 4 courses
- 5000/ 20 = \$250 per student for content
- Teacher in every subject
- All take Health/ PE from RVA

Equates to Annual Per Pupil cost of \$1930

Catch is that you pay for content spaces even if not used so buying as close to actual is important.



Lincoln Interactive Option

2012 – 2013
Grades Pre-K – 2

Cost:

- \$1350 starting
- \$2500 on time professional development to ensure that teachers can be successful providing the instructional components for Lincoln Interactive curriculum in a virtual environment. Training must be completed prior to student enrollment
- Can NOT make alterations to the content or assessments, we can supplement what exists to personalize the course
- Each course must have a minimum enrollment of 15 students. (Negotiable)

Equates to Annual Per Pupil cost of \$1350 - \$1615

Price includes all costs associated.



Thematic Option

2012 – 2013
Grade 5

Cost:

- \$3000 - \$5000 curriculum writing/ year
- Align Calvert's thematic Scope & Sequence to lesson objectives in Grade 5 to provide an optional way to use the curriculum
- Expand to multiple grade levels to provide access to cross-grade level teaching

Equates to an approximate Annual Per Pupil cost of \$200/ student/ year

Price includes all costs associated.



©RURAL VIRTUAL ACADEMY

509 Clark Street • Medford, WI 54451

Phone 715.748.2516 • Fax 715.748.1213

66.0301 Agreement: Shared Virtual Learning Services Between Rural Virtual Academy (RVA) and School District of Tomah

Pursuant to Wisconsin Statutes 66.0301, 120.25 and Department of Public Instruction Chapter PI-14.02, the Rural Virtual Academy (RVA) and School District of Tomah agree to form a consortium to provide virtual learning services to Pre-Kindergarten through Grade 8 students residing in the School District of Tomah.

Program Description [PI-14.02(b)]: Upon request of the designated contact from School District of Tomah the Rural Virtual Academy will enroll students from this District and provide them instructional services in accordance with this contract and RVA's operating policies and procedures. Students seeking enrollment in the RVA will be admitted at the beginning of any quarter in accordance with the RVA Calendar.

The RVA will provide the District's designated contact with copies of each student enrollee's achievement reports and assessment data. The resident district is responsible for all program costs associated with any special education referrals/instruction. *(Tomah retains determination and all associated special education and/or related services should they be needed for RVA students. The RVA does not over-cost for special education services as they remain under the direct control of the Tomah School District. If an IEP team is created for student of Tomah attending the RVA, then the RVA requests to have a teacher represented on such team.)*

Fiscal Agent [PI-14.02(c)1, 2, 3]: The RVA will be the fiscal agent and the instructor will operate in accordance with the RVA's operational policies, salary schedule, supervision and staff development. The RVA will account for all employment responsibilities (teacher retirement, worker's compensation, and unemployment insurance).

As fiscal agent, the RVA will establish and maintain records in accordance with the uniform accounting system prescribed by the Department of Public Instruction under §115.28(13); file all required financial reports with the Department of Public Instruction; and, upon request of the Department, file a copy of the contract and the plan of operation with the Department.

Budget Reconciliation [PI-14.02(f)(h)]: Charges to the School District of Tomah will be based on the amount of regular education open enrollment tuition set annually by the Department of Public Instruction and prorated to the number of days of enrollment by each participating student. The RVA will prepare a preliminary budget for the virtual learning services with actual and final reconciliation prior to June 30, 2013. In this way, the proration of costs will be made on a basis which is fair and equitable to each participant.

Program Contacts: Charles Heckel, RVA Administrator - Medford Area Public School District, will be the responsible contact person for this instructional position. The designated contact for the School District of Tomah will be _____.

Renewal: This agreement will be reviewed and may be renewed annually.

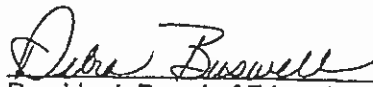
Signed:

RVA


School District of Tomah



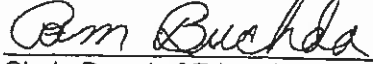
Charles Heckel, RVA Administrator



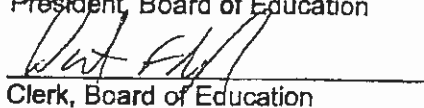
Debra Buswell, President, Board of Education



Jeffrey R. Lorange, President, Board of Education



Pam Buchda, Clerk, Board of Education



Kurt Hill, Clerk, Board of Education

Date: 1-30-12

Date: 1-16-12

State of Wisconsin



2011 Senate Bill 2

Date of enactment: February 1, 2012
Date of publication*: February 15, 2012

2011 WISCONSIN ACT 114

AN ACT to repeal 118.51 (3) (a) 5.; to renumber and amend 118.51 (5) (d) and 118.51 (15) (c); to amend 118.22 (2), 118.51 (3) (a) 1., 118.51 (3) (a) 2., 3. and 4., 118.51 (3) (a) 6., 118.51 (3) (a) 7., 118.51 (3) (b), 118.51 (5) (a) (intro.), 118.51 (5) (a) 1. (intro.), 118.51 (5) (a) 1. b., 118.51 (5) (a) 1. c., 118.51 (8), 118.51 (9), 118.51 (12) (b) 1. and 118.51 (15) (a); and to create 118.51 (3) (intro.), 118.51 (3) (a) 1m., 118.51 (3m), 118.51 (5) (d) 2., 118.51 (12) (am), 118.51 (15) (c) 2. and 121.91 (4) (p) of the statutes; relating to: the deadline for renewal of teacher contracts, changing timing of application process under the open enrollment program, and permitting certain pupils to submit open enrollment applications outside of the regular application period.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1b. 118.22 (2) of the statutes is amended to read:

118.22 (2) On or before ~~March~~ May 15 of the school year during which a teacher holds a contract, the board by which the teacher is employed or an employee at the direction of the board shall give the teacher written notice of renewal or refusal to renew the teacher's contract for the ensuing school year. If no such notice is given on or before ~~March~~ May 15, the contract then in force shall continue for the ensuing school year. A teacher who receives a notice of renewal of contract for the ensuing school year, or a teacher who does not receive a notice of renewal or refusal to renew the teacher's contract for the ensuing school year on or before ~~March~~ May 15, shall accept or reject in writing such contract not later than the following ~~April~~ June 15. No teacher may be employed or dismissed except by a majority vote of the full membership of the board. Nothing in this section prevents the modification or termination of a contract by mutual agreement of the teacher and the board. No such board

may enter into a contract of employment with a teacher for any period of time as to which the teacher is then under a contract of employment with another board.

SECTION 1d. 118.51 (3) (intro.) of the statutes is created to read:

118.51 (3) (intro.) Except as provided under sub. (3m), the following procedures govern pupil applications to attend a public school in a nonresident school district under this section:

SECTION 1e. 118.51 (3) (a) 1. of the statutes is amended to read:

118.51 (3) (a) 1. The parent of a pupil who wishes to attend a public school in a nonresident school district under this section shall submit an application, on a form provided by the department under sub. (15) (a), to the school board of the nonresident school district that the pupil wishes to attend, not earlier than the first Monday in February and not later than the ~~3rd Friday~~ last weekday in April following the first Monday in February of the school year immediately preceding the school year in which the pupil wishes to attend. Applications may be submitted to no more than 3 nonresident school boards in any school year. ~~On the 4th Monday in February the~~ The

April 30
2012

* Section 991.11, WISCONSIN STATUTES 2009-10: Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

* Make revisions to MAPSD : JECBE
RVA - JECBE

nonresident school board shall send a copy of the application to the pupil's resident school board and the department by the end of the first weekday following the last weekday in April. The application may include a request to attend a specific school or program offered by the nonresident school district.

SECTION 1m. 118.51 (3) (a) 1m. of the statutes is created to read:

118.51 (3) (a) 1m. By the first Friday following the first Monday in May, the resident school board shall send to the nonresident school district a copy of the individualized education program developed under s. 115.787 (2) for a child with a disability whose parent submitted an application under subd. 1.

SECTION 1s. 118.51 (3) (a) 2., 3. and 4. of the statutes are amended to read:

118.51 (3) (a) 2. A nonresident school board may not act on any application received under subd. 1. ~~until after the 3rd Friday following the first Monday in February before May 1.~~ If a nonresident school board receives more applications for a particular grade or program than there are spaces available in the grade or program, the nonresident school board shall determine which pupils to accept, including pupils accepted from a waiting list under sub. (5) (d), on a random basis, after giving preference to pupils and to siblings of pupils who are already attending the nonresident school district and, if the nonresident school district is a union high school district, to pupils who are attending an underlying elementary school district of the nonresident school district under this section. If a nonresident school board determines that space is not otherwise available for open enrollment pupils in the grade or program to which an individual has applied, the school board may nevertheless accept a pupil or the sibling of a pupil who is already attending the nonresident school district and, if the nonresident school district is a union high school district, a pupil who is attending an underlying elementary school district of the nonresident school district under this section.

3. On Except as provided under sub. (5) (d) 1., on or before the first Friday following the first Monday in April June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application. If the nonresident school board has accepted the applicant, the school board shall identify the specific school or program that the applicant may attend in the following school year. If the nonresident school board rejects an application, it shall include in the notice the reason for the rejection.

4. On or before the first 2nd Friday following the first Monday in ~~April~~ June following receipt of a copy of the application, if a resident school board denies a pupil's enrollment in a nonresident school district under sub. (6), (7) or (12) (b) 1., the resident school board shall notify the applicant and the nonresident school board, in writing,

that the application has been denied and include in the notice the reason for the denial.

SECTION 2. 118.51 (3) (a) 5. of the statutes is repealed.

SECTION 3. 118.51 (3) (a) 6. of the statutes is amended to read:

118.51 (3) (a) 6. ~~Except as provided in sub. (5) (d) 2., if an application is accepted, on or before the first last Friday following the first Monday in June following receipt of a notice of acceptance, or within 10 days of receiving a notice of acceptance if a pupil is selected from a waiting list under sub. (5) (d) or s. 118.40 (8) (h) 5., the pupil's parent shall notify the nonresident school board of the pupil's intent to attend school in that school district in the following school year.~~

SECTION 4. 118.51 (3) (a) 7. of the statutes is amended to read:

118.51 (3) (a) 7. If the department has not notified a virtual charter school of the pupils who may attend the school under s. 118.40 (8) (h) by the deadline for informing applicants under subd. 3. ~~or 5.~~, the nonresident school district shall specify in its notices under subd. 3. ~~or 5.~~ that the school district's acceptance is conditional.

SECTION 5. 118.51 (3) (b) of the statutes is amended to read:

118.51 (3) (b) *Notice to resident school district.* Annually by ~~June 30~~ July 7, each nonresident school board that has accepted a pupil under this section for attendance in the following school year shall report the name of the pupil to the pupil's resident school board. If a pupil is selected from a waiting list under s. 118.40 (8) (h) 5., the nonresident school board shall report the name of the pupil to the pupil's resident school board within 10 days of receiving notice of the pupil's selection from the department.

SECTION 5g. 118.51 (3m) of the statutes is created to read:

118.51 (3m) ALTERNATIVE APPLICATION PROCEDURES UNDER CERTAIN CIRCUMSTANCES. (a) Notwithstanding sub. (3), the parent of a pupil who wishes to attend a public school in a nonresident school district under this section may, in lieu of applying under sub. (3), submit an application under this subsection, on a form provided by the department under sub. (15) (a), to the school board of the nonresident school district that the pupil wants to attend if the pupil satisfies at least one of the criteria under par. (b). Applications may be submitted to no more than 3 nonresident school boards in any school year.

(b) The parent of a pupil may apply under this subsection only if the pupil meets one of the following criteria, and shall describe the criteria that the pupil meets in the application:

1. The resident school board determines that the pupil has been the victim of a violent criminal offense, as defined by the department by rule. An application made

June 29, 2012

Notify of acceptance by July 7, 2012

JEP's mailed by May 11, 2012

siblings still get preference

waiting list Section 7 118 51 5d 1

* Do we need to have all approvals denials done by BOE by May 17th?

Accept or Deny by June 8, 2012 non-resident

New! clearly state RVA

notify by June 15, 2012 all denials from resident district

on the basis of this criteria is not valid unless the nonresident school board receives the application within 30 days after the determination of the resident school board.

2. The pupil is or has been a homeless pupil in the current or immediately preceding school year. In this subdivision, "homeless pupil" means an individual who is included in the category of homeless children and youths, as defined in 42 USC 11434a (2).

★ 3. The pupil has been the victim of repeated bullying or harassment and all of the following apply:

a. The pupil's parent has reported the bullying or harassment to the resident school board.

b. Despite action taken under subd. 3. a., the repeated bullying and harassment continues.

4. The place of residence of the pupil's parent or guardian and of the pupil has changed as a result of military orders. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the date on which the military orders changing the place of residence were issued.

5. The pupil moved into this state. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after moving into this state.

6. The place of residence of the pupil has changed as a result of a court order or custody agreement or because the pupil was placed in a foster home or with a person other than the pupil's parent, or removed from a foster home or from the home of a person other than the pupil's parent. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the pupil's change in residence.

7. The parent of the pupil, the resident school board, and the nonresident school board agree that attending school in the nonresident school district is in the best interests of the pupil.

★ 8. The parent of the pupil and the nonresident school board agree that attending school in the nonresident school district is in the best interests of the pupil. If the resident school board notifies the parent of the pupil who applies under this subdivision that the pupil may not attend the nonresident school district, the parent may appeal the resident school district's decision to the department and must explain in the appeal why the pupil applied to attend school in the nonresident school district. The resident school district must respond to the appeal and provide an explanation for rejecting the pupil's transfer into the nonresident school district. If the department determines that the resident school district's decision to deny the pupil's transfer into the nonresident school district is not in the best interests of the pupil, the department shall notify the resident and nonresident school districts and the pupil's parent that the pupil may attend the non-

resident school district. The department's determination under this subdivision is final.

(c) If a nonresident school board receives an application under par. (a), the nonresident school board shall immediately forward a copy of the application to the resident school board, and shall notify the applicant, in writing, whether it has accepted the application no later than 20 days after receiving the application. If the nonresident school board has accepted the application, the nonresident school board shall identify the specific school or program that the pupil may attend.

(d) A resident school district may notify an applicant under par. (a) that the pupil may not attend a school or program in the nonresident school district only for the following reasons:

1. The resident school district determines that the criteria relied on by the applicant under par. (b) does not apply to the pupil.

2. a. Except as provided in subd. 2. b., the resident school district determines that the costs of the special education or related services required in the individualized education program under s. 115.787 (2) for a child with a disability whose parent has submitted an application under par. (a), as proposed to be implemented by the nonresident school district, would impose upon the child's resident school district an undue financial burden in light of the resident school district's total economic circumstances, including its revenue limit under subch. VII of ch. 121, its ability to pay tuition costs for the pupil, and the per pupil special education or related services costs for children with disabilities continuing to be served by the resident school district.

b. Subdivision 2. a. does not apply to a pupil who submits an application under par. (a) if the pupil relied upon the criteria set forth in par. (b) 1.

(e) If an application is accepted by the nonresident school board under par. (c), the pupil may immediately begin attending the school or program in the nonresident school district and shall begin attending the school or program no later than the 15th day following receipt by the parent of the pupil of the notice of acceptance under par. (c). If the pupil has not enrolled in or attended school in the nonresident school district by the day specified in this paragraph, the nonresident school district may notify the pupil's parent, in writing, that the pupil is no longer authorized to attend the school or program in the nonresident school district.

SECTION 5r. 118.51 (5) (a) (intro.) of the statutes is amended to read:

118.51 (5) (a) *Permissible criteria.* (intro.) Except as provided in sub. (3) (a) 2., the criteria for accepting and rejecting applications from nonresident pupils under ~~sub-~~ subs. (3) (a) and (3m) (a) may include only the following:

SECTION 6. 118.51 (5) (a) 1. (intro.) of the statutes is amended to read:

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118.51 (5) (a) 1. (intro.) The availability of space in the schools, programs, classes, or grades within the nonresident school district. The nonresident school board shall determine the number of regular education and special education spaces available within the school district in the January meeting of the school board, except that for the 2011-12 school year the board shall determine the number of regular education and special education spaces available within the school district in the February meeting of the school board. In determining the availability of space, the nonresident school board may consider criteria such as class size limits, pupil-teacher ratios, or enrollment projections established by the nonresident school board and may include in its count of occupied spaces all of the following:

SECTION 6g. 118.51 (5) (a) 1. b. of the statutes is amended to read:

118.51 (5) (a) 1. b. Pupils and siblings of pupils who have applied under sub. (3) (a) or (3m) (a) and are already attending the nonresident school district.

SECTION 6r. 118.51 (5) (a) 1. c. of the statutes is amended to read:

118.51 (5) (a) 1. c. If the nonresident school district is a union high school district, pupils who have applied under sub. (3) (a) or (3m) (a) and are currently attending an underlying elementary school district of the nonresident school district under this section.

SECTION 7. 118.51 (5) (d) of the statutes is renumbered 118.51 (5) (d) 1. and amended to read:

118.51 (5) (d) 1. The school board of a nonresident school district may create a waiting list of pupils whose applications were rejected under sub. (3) (a) 3. The nonresident school board may accept pupils from a waiting list created under this paragraph until the 3rd Thursday in September but only if the pupil will be in attendance at the school or program in the nonresident school district on the 3rd Friday in September. Notwithstanding sub. (3) (a) 6., if a pupil is accepted from a waiting list created under this paragraph after the start of the school term, the parent shall immediately notify the resident school district of the pupil's intent to attend school in the nonresident school district for the current school term.

3. The department shall promulgate rules to implement and administer this paragraph.

SECTION 8. 118.51 (5) (d) 2. of the statutes is created to read:

118.51 (5) (d) 2. A pupil accepted from a waiting list created under this paragraph may attend the school or program in the nonresident school district even if the pupil has attended a school or program in the pupil's resident school district in the current school term, but not if the pupil has attended a school or program in a nonresident school district in the current school term.

SECTION 9. 118.51 (8) of the statutes is amended to read:

118.51 (8) DISCIPLINARY RECORDS. Notwithstanding s. 118.125, for an application submitted under sub. (3) (a), by the first Friday following the first Monday in May, and within 10 days of receiving a copy of an application under sub. (3m) (c), the resident school board shall provide to the nonresident school board to which a pupil has applied under this section, upon request by that school board, a copy of any expulsion findings and orders pertaining to the pupil, a copy of records of any pending disciplinary proceeding involving the pupil, a written explanation of the reasons for the expulsion or pending disciplinary proceeding and the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.

SECTION 9m. 118.51 (9) of the statutes is amended to read:

118.51 (9) APPEAL OF REJECTION. If the nonresident school board rejects an application under sub. (3) (a) or (7), the resident school board prohibits a pupil from attending public school in a nonresident school district under sub. (3m) (d), (6), (7) or (12) (b) 1., or the nonresident school board prohibits a pupil from attending public school in the nonresident school district under sub. (11), the pupil's parent may appeal the decision to the department within 30 days after the decision. If the nonresident school board provides notice that the special education or related service is not available under sub. (12) (a), the pupil's parent may appeal the required transfer to the department within 30 days after receipt of the notice. If the resident school board provides notice of transfer under sub. (12) (b) 2., the pupil's parent may appeal the required transfer to the department within 30 days after receipt of the notice. The department shall affirm the school board's decision unless the department finds that the decision was arbitrary or unreasonable.

SECTION 10. 118.51 (12) (am) of the statutes is created to read:

118.51 (12) (am) *Estimate of costs.* 1. The nonresident school district shall prepare an estimate of the costs to provide the special education or related services required in the individualized education program developed under s. 115.787 (2) for a child with a disability whose parent has submitted an application under this section. For an application submitted for a child with a disability under sub. (3) (a), the nonresident school district shall provide a copy of the estimate of costs to the resident school district by the 3rd Friday following the first Monday in May. For an application submitted for a child with a disability under sub. (3m) (a), the nonresident school district shall provide a copy of the estimate of costs to the resident school district within 10 days after receiving or developing the individualized education program for the applicant.

2. Except as provided in subd. 3., if the nonresident school district fails to comply with the requirement under

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this section by the date specified, the nonresident school district may not charge the resident school district for any actual, additional costs incurred by the nonresident school district to provide the special education and related services for the child with a disability.

3. Subdivision 2. does not apply if the resident school district fails to comply with the requirements under sub. (3) (a) 1m.

SECTION 11. 118.51 (12) (b) 1. of the statutes is amended to read:

118.51 (12) (b) 1. If the estimate of the costs of the special education or related services required in the individualized education program under s. 115.787 (2) for a child with a disability whose parent has submitted an application under sub. (3) (a), as proposed to be implemented by the nonresident school district and as provided to the resident school district as required under par. (am), would impose upon the child's resident school district an undue financial burden in light of the resident school district's total economic circumstances, including its revenue limit under subch. VII of ch. 121, its ability to pay tuition costs for the pupil, and the per pupil special education or related services costs for children with disabilities continuing to be served by the resident school district, the child's resident school board may notify the child's parent and the nonresident school board by the first 2nd Friday following the first Monday in April June that the pupil may not attend the nonresident school district to which the child has applied.

SECTION 11g. 118.51 (15) (a) of the statutes is amended to read:

118.51 (15) (a) *Application form.* Prepare, distribute to school districts, and make available to parents an application form to be used by parents under sub. (3) (a) and an application form to be used by parents under sub. (3m) (a). The form shall include provisions that permit a parent to apply for transportation reimbursement under sub. (14) (b). The form shall require an applicant who is applying to attend a virtual charter school to indicate that he or she is applying to attend a virtual charter school, the

number of virtual charter schools to which he or she is applying, and whether he or she is a sibling of a pupil currently enrolled in a virtual charter school through the open enrollment program.

SECTION 11k. 118.51 (15) (c) of the statutes is renumbered 118.51 (15) (c) (intro.) and amended to read:

118.51 (15) (c) *Annual report.* (intro.) Annually submit a report to the governor, and to the appropriate standing committees of the legislature under s. 13.172 (3), on the. The report under this paragraph shall include all of the following information:

1. The number of pupils who applied to attend public school in a nonresident school district under this section; ~~the.~~

3. The number of applications denied and the bases for the denials; ~~and the.~~

4. The number of pupils attending public school in a nonresident school district under this section. The department shall specify, separately, the number of pupils attending public school in a nonresident school district whose applications were accepted under subs. (3) (a) 3. and (3m) (c), and, for the applications accepted under sub. (3m) (c), the number of pupils attending under each of the criteria listed in sub. (3m) (b).

SECTION 11n. 118.51 (15) (c) 2. of the statutes is created to read:

118.51 (15) (c) 2. The number of applications received under subs. (3) (a) and (3m) (a) and, for the applications received under sub. (3m) (a), the number of applications received under each of the criteria listed in sub. (3m) (b).

SECTION 11r. 121.91 (4) (p) of the statutes is created to read:

121.91 (4) (p) The limit otherwise applicable to a school district under sub. (2m) in any school year is increased by the amount of any reduction to that school district's state aid payment made under s. 118.51 (16) (b) 2. and (c) in the previous school year for a pupil who was not included in the calculation of the number of pupils enrolled in that school district in the previous school year.

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: December 18, 1997	FILE SECTOR:	RURAL VIRTUAL ACADEMY
DATE REVISED: March 15, 2007	POLICY TITLE:	SCHOOL OPEN ENROLLMENT
DATE REVISED: April 16, 2009		
DATE REVISED: May 20, 2010		
DATE REVISED:		

This policy shall be administered in accordance with the state public school open enrollment law and the Medford Area Public School District (MAPSD). ~~Beginning with the 2009-2010 school year, the total number of students attending virtual charter schools in Wisconsin through open enrollment program under §118.51 in any school year may not exceed 5,250. Exceptions to the cap will be made for siblings currently open enrolled into a virtual charter school. The Medford Area Public School District and Rural Virtual Academy (RVA) will accept conditional enrollments based upon this State levied enrollment cap. Rejections of applicants due to enrollment caps will be determined by the Department of Public Instruction.~~

NON-RESIDENT SCHOOL OPEN ENROLLMENT STUDENTS - (FULL-TIME)

A nonresident student may apply for full-time enrollment to the Rural Virtual Academy under the open enrollment program. The form shall require an applicant who is applying to attend a virtual charter school to indicate that he or she is applying to attend a virtual charter school, the number of virtual charter schools to which he or she is applying, and whether he or she is a sibling of a student currently enrolled in a virtual charter school through the open enrollment program. Applications will be accepted and acted upon in accordance with procedures and timelines specified in state law.

The RVA shall consider the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment:

A. Space Availability

The RVA shall determine, the maximum number of students who can be enrolled without jeopardizing the quality of the instructional program (following policy RVA-IIB regarding school and class size).

The RVA reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain waiting lists, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

B. Student to Teacher Ratio

A student who is rejected under criteria A, but has siblings who are accepted, may be considered for enrollment through special consideration under a student to teacher ratio criteria established by administration. In no case; however, will a student considered under this section be accepted if it negatively affects the quality of the education provided to current students. Also, students who might otherwise be accepted under other criteria listed in this policy may be rejected based on student to teacher ratios.

C. Sibling Preference

First preference will go to any non-resident student currently attending the RVA or the Medford Area Public School District full-time and to his/her siblings.

D. Expelled Students

Students who have been expelled by a school district during the current school year, preceding two school years, or who have disciplinary procedures pending as outlined in state law will not be accepted under the open enrollment policy. If an expulsion or expellable behavior occurs after initial acceptance of the student and prior to the student starting school in the Medford Area Public School District/RVA, the district will deny the enrollment of that student.

E. Students with Disabilities

A non-resident student identified as a student with a disability will only be considered for enrollment if the special education program or related services described in the student's IEP are currently available within the RVA.

Screening for Special Education Status

All applicant students will be screened to determine:

1. Whether or not the student is a student with an identified disability and
 - a. is receiving services through an IEP, or
 - b. has received services and was dismissed through the IEP process, or
 - c. refused services, rejected placement or discontinued placement.
2. Whether or not the student is suspected of having a disability but has not been evaluated either by a school district or outside agency (clinic, hospital, university, etc.).

Suspected Disabilities

Any student suspected of having a disability will not be considered for acceptance without completion of an IEP evaluation. A non-resident student, who has an identified disability and is not receiving services, will not be considered for acceptance without a valid IEP and placement consent.

F. Age Eligibility

The nonresident school district is not required to evaluate the child and may deny the student's open enrollment based on the child not being old enough to attend school.

**APPLICATIONS SUBMITTED UNDER ALTERNATIVE
OPEN ENROLLMENT CRITERIA**

A. Eligibility Criteria

A parent or guardian of a student who wishes to attend school in a nonresident school district may submit an open enrollment application outside of the regular open enrollment application period or in lieu of it if the student meets one of the following criteria and the parent describes the criteria that the student meets in the application:

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within thirty (30) days of the resident school board's determination.
2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying and harassment and all of the following apply: (a) the student's parent or guardian must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process and in spite of action taken by the board or designee, the repeated bullying and harassment continues.
4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. The application must be made within thirty (30) days of the date on which the military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within thirty (30) days after moving into the state.
6. The student's resident has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent. The application must be made within thirty (30) days after the student's change in residence.
7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interests of the student.

CROSS REFERENCE: RVA -IIB
LEGAL REFERENCE: §118.13, 118.14, 118.40 (8)(h), 118.51 (15)(g), 121.54(10), 121.58(2)(A), 121.81, 121.84 Wis. Stats., 1999 Wisconsin Act 117, Chapter 115, Subchapter V, Wis. Stats., 2012 Wisconsin Act 114

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: December 18, 1997 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: March 15, 2007 POLICY TITLE: OPEN ENROLLMENT
DATE REVISED: April 16, 2009 PROCEDURES
DATE REVISED: May 20, 2010
DATE REVISED:

NON-RESIDENT STUDENT OPEN ENROLLMENT APPLICATIONS

A. Full-Time Enrollment

1. The parent(s)/guardian(s) of a non-resident student who wishes to attend school in the Rural Virtual Academy shall submit ~~the required application to Open Enrollment Coordinator~~ an application, on a form provided by the Department of Public Instruction to the Open Enrollment Coordinator at Medford Area Public School District. The application may include a request to attend a specific school or program offered by the Medford Area Public School District, including the RVA. The application shall be submitted no earlier than the first Monday of February and not later than the ~~third Friday following the first Monday in February~~ last weekday in April in the school year immediately preceding the school year in which the student wishes to attend. The Medford Area Public School District shall send a copy of the application to the student's resident school board and to the Department of Public Instruction (DPI) ~~on the fourth Monday of February~~ by the end of the first weekday following the last weekday in April.

By the first Friday following the first Monday in May, the Medford Area Public School District shall send the nonresident school district a copy of the IEP developed for a child with a disability whose parent submitted an application.

2. Upon receipt of the application, it will be forwarded to the Medford Area Public School District Administrator or his/her designee for review and recommendation. All applications shall be reviewed using the acceptance/rejection criteria outlined in board policy. The district administrator or his/her designee shall submit recommendations regarding acceptance or rejection of applications to the board for action. No action shall be taken on any application ~~until after the third Friday following the first Monday in February~~ before May 1.
3. On or before the first Friday following the first Monday in ~~April~~ June following receipt of the application, the applicant shall be notified, in writing, of whether the application has been accepted. ~~If the application has been accepted, the notification shall identify the specific school or program that the applicant may attend in the following school year.~~ If the application is rejected, the notice shall include the reason(s) for the rejection.

- ~~4. If the application has been accepted by the Medford Area Public School District, and not rejected by the student's resident school board, the district administrator or his/her designee will determine which school or program the nonresident student may attend in the following year. This determination shall be made in consultation with other appropriate staff and in accordance with established Medford Area Public School District policies and procedures. On or before the second Friday following the first Monday in May following receipt of the application, the applicant shall be notified, in writing, of the specific school or program that the student may attend in the following school year.~~

On or before the second Friday following the 1st Monday in June following receipt of a copy of the application, if a resident school board denies a pupil's enrollment in a nonresident school district, Medford Area Public School District shall notify the applicant and the nonresident school board in writing that the application has been denied and include in the notice the reason for the denial.

- ~~5. The nonresident student's parent(s)/guardian(s) shall notify the Medford Area Public School District Board of Education of the student's intent to attend school in the Medford Area Public School District in the following school year. This must be done on or before the first Friday following the first Monday in June following receipt of the notice of acceptance.~~

If an application is accepted on or before the last Friday in June following receipt of a notice of acceptance, or within ten (10) days of receiving a notice of acceptance if a pupil is selected from a waiting list, the pupil's parent shall notify the nonresident school of the pupil's intent to attend a school in that school district in the following school year.

- ~~6. Annually by June 30 July 7, the student's district of residence shall be notified of the names of those students from that district who will be attending school in the Medford Area Public School District the following school year. If a pupil is selected from a waiting list, the nonresident school district shall report the name of the pupil to the pupil's resident school district within ten (10) days of receiving notice of the pupil's selection.~~

B. NON-RESIDENT RANDOM SELECTION PROCESS

~~Beginning with the 2009-2010 school year, the total number of students attending virtual charter schools in Wisconsin through open enrollment program under §118.51 in any school year may not exceed 5,250. Exceptions to the cap will be made for siblings currently open enrolled into a virtual charter school. The Medford Area Public School District and Rural Virtual Academy (RVA) will accept conditional enrollments based upon this State levied enrollment cap. Rejections of applicants due to enrollment caps will be determined by the Department of Public Instruction.~~

The district administrator or his/her designee shall determine, in advance of the January Board of Governance meeting, the availability of spaces in each grade/program and the number of non-resident applicants. When space is available, first preference will be given to any students who are currently enrolled full time in the district and his/her siblings.

If the Rural Virtual Academy receives more nonresident student applications for full time enrollment than there are spaces available, determination of which students to accept shall be made on a random basis as follows. At a Board of Education Policy Committee Meeting in May:

- A. All applications shall be assigned a number and the numbers placed in a container.
- B. The numbers shall be drawn and listed in the order they are drawn.
- C. Applications shall be accepted based on their order on the list and the number of spaces available in the district schools or programs.
- D. Those student applicants not selected in this random process will be placed on a numbered waiting list.
- E. As space becomes available, but prior to the third Thursday in September, the district shall randomly select the appropriate number of applicants from the waiting list using the procedures set forth in this section, Non-Resident Random Selection Process, but only if the student will be in attendance in the nonresident school district on the third Friday in September. If a student is accepted from a waiting list after the start of the school term, it is the responsibility of the student's parent to immediately notify the resident school district of the student's intent to attend school in the nonresident school district in the current term.
- F. Parents/guardians of the student applicants will be notified of the applicant selection and will have ten (10) days in which to accept the open enrollment offer. Acceptance of the offer to attend must be in writing addressed to the Open Enrollment Coordinator, Medford Area Public School District, 124 West State Street, Medford, WI 54451 and be received or postmarked no later than 4:00 p.m. on the tenth (10th) day. All applicants must be enrolled in the Medford Area Public School District prior to, and in accordance with, the third (3rd) Friday in September count date.

**APPLICATIONS SUBMITTED UNDER
ALTERNATIVE OPEN ENROLLMENT PROCEDURES**

A. Application Review and Approval Process

1. When the district receives an open enrollment application that has been submitted under the alternative open enrollment criteria outlined above, whether it is submitted by a nonresident student or a resident student, the application shall be forwarded to the Open Enrollment Coordinator for review and recommendations.
 - a. If the application involves a nonresident student seeking to attend school in the district under open enrollment, the district will:
 - 1) Immediately send a copy of any paper application received by the district to the student's resident school district, or, if applicable, the student's anticipated resident school district.

- 2) Work with the resident district (or the anticipated resident district) identified in the application to determine where the applicant is currently attending school and to determine from which school the district will receive any relevant special education records (i.e., the student's current IEP) and/or disciplinary records (i.e., expulsion records). If the applicant is not currently attending school in the resident district, the district will request such records from the school or school district the student is attending or most recently attended; and
 - 3) Within ten (10) days after receiving, or, if necessary, developing an IEP for a student with a disability, provide an estimate to the resident district of the costs to provide the student with special education or related services.
 - b. If the application involves a resident student who is attending, or who previously attended school in the district, the district shall send the nonresident school district to which the open enrollment application was made a copy, if applicable, of the student's IEP and any expulsion or other relevant discipline-related records within ten (10) days of receiving the application.
2. The Open Enrollment Coordinator shall review the application using the acceptance/denial criteria outlined in board policy. The Open Enrollment Coordinator shall submit recommendation(s) regarding acceptance or denial of the application to the board for action.
- a. The district may deny an application of a resident student if (1) it determines that the criteria relied on by the parent or guardian to submit the application do not apply to the student or (2) it determines that the cost of special education and related services required in the IEP for a student with a disability is an undue financial burden (except as to an applicant who the board determined was the victim of a violent crime).

- b. The district may deny an application of a nonresident student:
 - 1) for the same reasons it may deny an application submitted during the regular open enrollment application period; or
 - 2) if the application relies on the best interests of the student criteria and the district determines that open enrollment is not in the student's best interest.
3. If the application involves a nonresident student seeking to attend school in the district, the district will notify the applicant, in writing, whether the application has been approved or denied no later than twenty (20) days after receiving the application.
 - a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and district policy, acceptance of an application may be contingent or subject to revocation.
 - b. If the district has approved the open enrollment application of a nonresident student, the notification provided to the applicant shall identify the specific school or program that the student may attend. A nonresident student accepted for enrollment may immediately begin attending the assigned school or program in the district and shall begin attending the school or program no later than the fifteenth (15th) day following receipt of the notice of acceptance. If the nonresident student has not enrolled in or attended school in the district by that date, the district may notify the student's parent or guardian, in writing, that the student is no longer authorized to attend the school or program in the district.
 - c. To the extent that there is a delay in the district's receipt of any relevant disciplinary records from another school or school district, the district will review and act upon such records promptly, and, if necessary, inform the student that final confirmation of the district's approval of the application is contingent upon the district's receipt and review of such records.
4. If, for purposes of the application, the district is identified as the resident school district, the district shall notify the applicant whether the application has been approved or denied in accordance with any deadlines established by the state law or Department of Public Instruction rule. Normally, the district will issue such notifications no later than twenty (20) days after the district's receipt of the application. In addition:
 - a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and district policy, approval of an application may be contingent or subject to revocation.
 - b. If the student is a student with a disability, the district shall normally make a determination whether the nonresident school district's estimate of relevant special education and services costs constitutes an undue financial burden on the district no later than twenty (20) days after the district has received the relevant estimate.

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: December 17, 2009
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: SCHOOL AND CLASS SIZE

School and class sizes for the Rural Virtual Academy (RVA) are to be determined by the Rural Virtual Academy Governance Board. The RVA Governance Board recognizes that optimal educational achievement for students enrolled in a virtual school setting will be best served by considering the following criteria when determining both school and class sizes:

- The ages of the students being assigned to the class.
- The degree of independent learning expected or demonstrated by the assigned students.
- The number of at-risk or special needs students.
- Facility limitations.
- Available financial resources.

Using these considerations, the RVA Governance Board will establish class and school size guidelines including recommended maximum enrollments. The Governance Board recognizes that class sizes greater than the maximum may be approved.

It is the policy of the RVA Governance Board to recommend the following maximums:

<u>Grade:</u>	<u>Students:</u>
K	25
1	25
2	25
3	25
4	25
5	25
6	30
7	30
8	30
<u>Grades:</u>	<u>Special Education Students:</u>
1-8	20
<u>School size:</u>	240-260 students

CROSS REFERENCE:

LEGAL REFERENCE: §118.001, 120.12(2), 120.13(1), Wis. Stats., **Wisc. Act 114**

On Mon, Jan 30, 2012 at 2:21 PM, Zimmerman
Brent <bzimmerman@mosineeschools.org> wrote:

Hi Charlie, our board agreed to join the consortium. I have been meaning to call but I have been tied up with an enrollment report. Can you send me the details on where Cheri Polster will go to the meeting in March. Thanks.

Brent Zimmerman
Business Manager
Mosinee School District
591 W. Hwy 153
Mosinee, WI 54455
[715-693-2530](tel:715-693-2530)

Rural Virtual Academy
Expenditure Budget Report (3/15/12)
 Figures generated for this report are accurate as of 3/15/12

Description	Account Coding	2010/11 Budget	2010/11 Actual	2011/12 Budget	2011/12 Actual	2012/13 Budget	2012/13 Actual
Field trips	99-800-__-110000-360	\$2,000.00	\$977.61	\$5,000.00	\$5,422.18	\$7,000.00	
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	
Curriculum (Calvert, software, etc.)	99-800-__-110000-360	\$100,000.00	\$85,855.46	\$120,000.00	\$134,518.14	\$276,250.00	
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	
Salaries (RVA staff)	99-800-__-221000-360	\$111,983.00	\$111,982.79	\$124,514.00	\$124,704.20	\$183,034.00	
Personal services (Hourly teachers & Assistants)	99-800-310-221000-360	\$20,000.00	\$18,960.00	\$45,000.00	\$27,888.68	\$104,869.45	
Personal services (addtl. staff)	99-800-310-221000-360	\$0.00	\$0.00	\$30,000.00	\$15,675.41	\$15,000.00	
Personal services (assistant)	99-800-310-221000-360	\$10,000.00	\$7,875.64	\$15,000.00	\$9,028.25		Added to "hourly" 2012
Personal services (substitutes)	99-800-310-221000-360	\$0.00	\$703.18	\$2,000.00	\$524.30	\$2,000.00	
Personal services (curriculum writing, website, Art, Student Services, Psychologist)	99-800-310-221000-360	\$7,000.00	\$6,542.50	\$14,000.00	\$10,432.60	\$32,000.00	
Professional development (Training, Tuition, Meris)	99-800-__-221000-360				\$4,575.00	\$10,000.00	
Heat/electricity (RVA Office)	99-800-__-221000-360	\$0.00	\$0.00	\$300.00	\$300.00	\$3,600.00	
Mileage	99-800-342-221000-360	\$2,000.00	\$1,207.65	\$2,000.00	\$1,662.42	\$2,000.00	
Advertising	99-800-351-221000-360	\$6,000.00	\$12,827.11	\$14,000.00	\$23,753.34	\$31,000.00	
Postage	99-800-353-221000-360	\$0.00	\$2,774.34	\$4,000.00	\$3,721.19	\$5,000.00	
Telephone	99-800-355-221000-360	\$0.00	\$1,990.32	\$3,000.00	\$493.08	\$1,000.00	
Internet reimbursements	99-800-358-221000-360	\$10,000.00	\$8,265.57	\$20,000.00	\$14,035.18	\$25,000.00	
Office supplies (includes PAC mtgs.)	99-800-411-221000-360	\$1,500.00	\$2,532.51	\$2,500.00	\$5,794.40	\$4,000.00	
Capital equipment	99-800-551-221000-360	\$30,000.00	\$21,789.44	\$45,000.00	\$45,085.94	\$21,000.00	
Dues	99-800-940-221000-360	\$500.00	\$383.94	\$2,000.00	\$246.94	\$1,500.00	
		\$306,983.00	\$288,429.88	\$455,314.00	\$431,934.06	\$729,753.45	

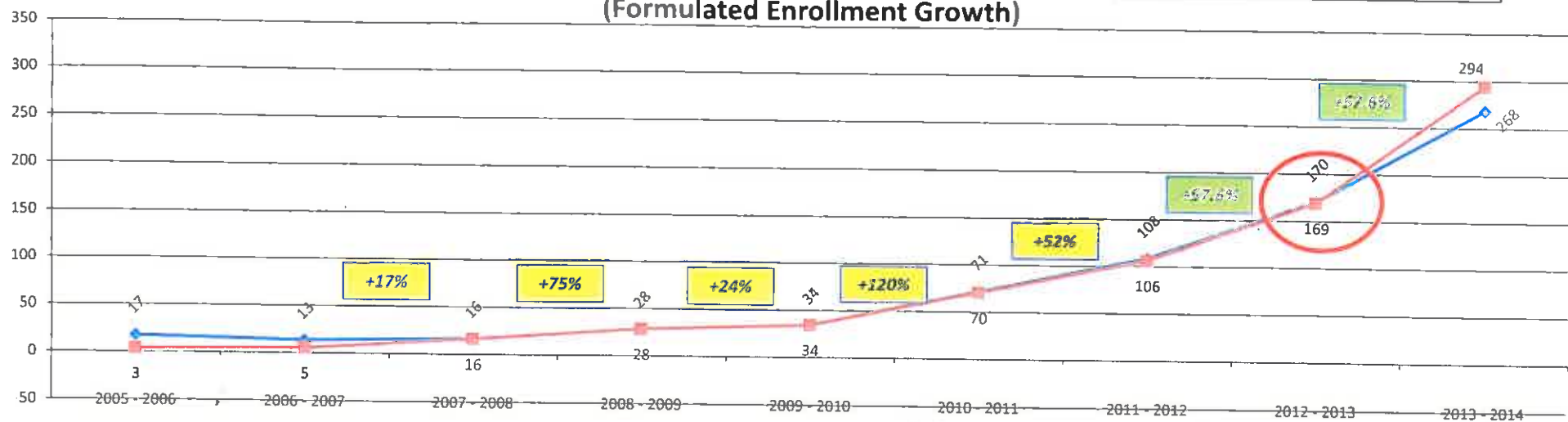
Rural Virtual Academy
Total Cost Calculation 2011-2012

Operational Expenses	431,934	3/15/2012	(455,314 TOTAL BUDGET)
Open enrollment/ 66.0301 revenue (42 students: 32)	224,249	USE 6.948/ STU (+SPED)	
Net expenses	207,686		
Total from membership fee	41,500		
Remaining budget responsibility	166,186		
Number of Consortium Students	57.20	AS OF 3/15/12	
Per Pupil Cost	2,905		

Students	Membership Fee	Calculation
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	Grand Total	Fall Payment	Spring Payment
Abbotsford	1.00	2,905	2,905	3,000	5,905	0	5,905
Antigo	23.85	2,905	69,292	12,000	81,292	0	81,292
Colby	2.25	2,905	6,537	3,000	9,537	0	9,537
Medford	5.25	2,905	15,253	5,500	20,753	0	20,753
Merrill	8.20	2,905	23,824	5,500	29,324	0	29,324
Prentice	5.10	2,905	14,817	5,500	20,317	0	20,317
Rib Lake	11.55	2,905	33,557	7,000	40,557	0	40,557
	57.20		166,186	41,500	207,686	0	207,686

RVA Pupils Served: (Average % Enrollment Growth) (Formulated Enrollment Growth)



$f(x) = 1/1 + e^{-x}$ (market replacement)
 $y = (1.1385) 4.8x + 16$

School Year	Actual Enroll	Data Year	Est. Enroll.
2005 - 2006	17	1	3
2006 - 2007	13	2	5
2007 - 2008	16	3	16
2008 - 2009	28	4	28
2009 - 2010	34	4.7	34
2010 - 2011	71	6.38	70
2011 - 2012	108	7.2	106
2012 - 2013	170	8	169
2013 - 2014	268	9	294

Curriculum	276,250.00	1625(170)
Field Trips	7,000.00	
General Supplies	3,500.00	
Computer Supplies	2,000.00	
Salaries		
⊙ⓂⓈⓈ	2,586.00	
ⓈⓂⓈⓈⓈ	8,257.00	
ⓈⓂⓈⓈⓈ	231.00	
⊙ⓈⓈ	8,199.00	
ⓈⓈⓈⓈⓈⓈ	17,307.00	
⊙ⓂⓈⓈⓈⓈⓈⓈ	3,240.00	
ⓈⓈⓈⓈⓈⓈⓈⓈ	58,261.00	
ⓈⓈⓈⓈⓈ	42,000.00	
ⓈⓈⓈ	1,510.00	Max. Stu.
ⓈⓈⓈⓈⓈ	41,443.00	30
Personal Services Teachers (Hourly WageMaster)		
⊙ⓂⓈⓈⓈ	16,202.67	30
ⓈⓈⓈⓈⓈ	17,190.63	30
⊙ⓂⓈⓈⓈⓈⓈⓈ	16,597.85	0
⊙ⓈⓈⓈ	10,538.32	10
ⓈⓈⓈⓈⓈⓈⓈ	11,065.24	30
ⓈⓈⓈⓈⓈⓈⓈⓈⓈ	16,281.70	0
ⓈⓈⓈⓈⓈⓈ	16,993.04	30
Additional Staff if needed	15,000.00	10
Personal Services Teachers (Substitutes)	2,000.00	170
Personal Services (Curriculum Writing)	15,000.00	
Personal Services (Art)	2,000.00	
Personal Services (Student Services/ Psych/ SPED)	10,000.00	
Personal Services (Website)	5,000.00	
Professional Development Merit	4,000.00	
Professional Development Tuition & Trainings	6,000.00	
Heat & Electricity	3,600.00	
Mileage	2,000.00	
Advertising	31,000.00	
Postage	5,000.00	
Telephone	1,000.00	
Internet Reimbursements	25,000.00	
Office Supplies	2,500.00	
PAC Meetings	1,500.00	
Capital Equipment (Computers)	21,000.00	Laptops \$600 (35)
Dues	1,500.00	

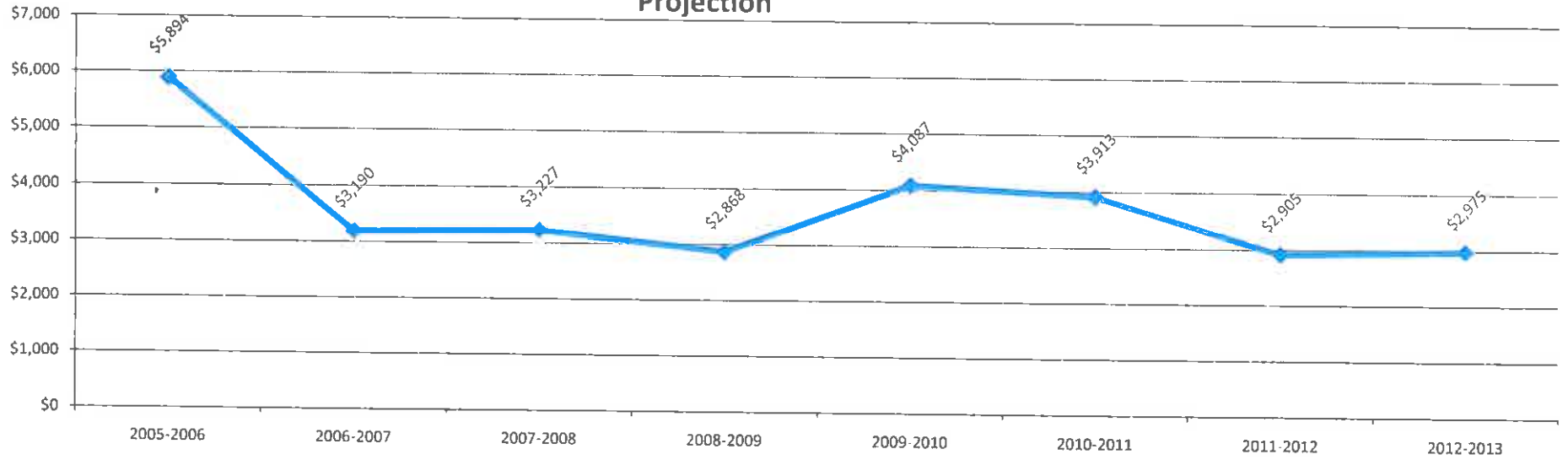
\$729,753.45 (/170) 4491/pupil (no offset for revenue)

2011-2012 Expenditure \$463,000 * 1.576 = \$729,688
 2012-2013 New Budget = \$729,688

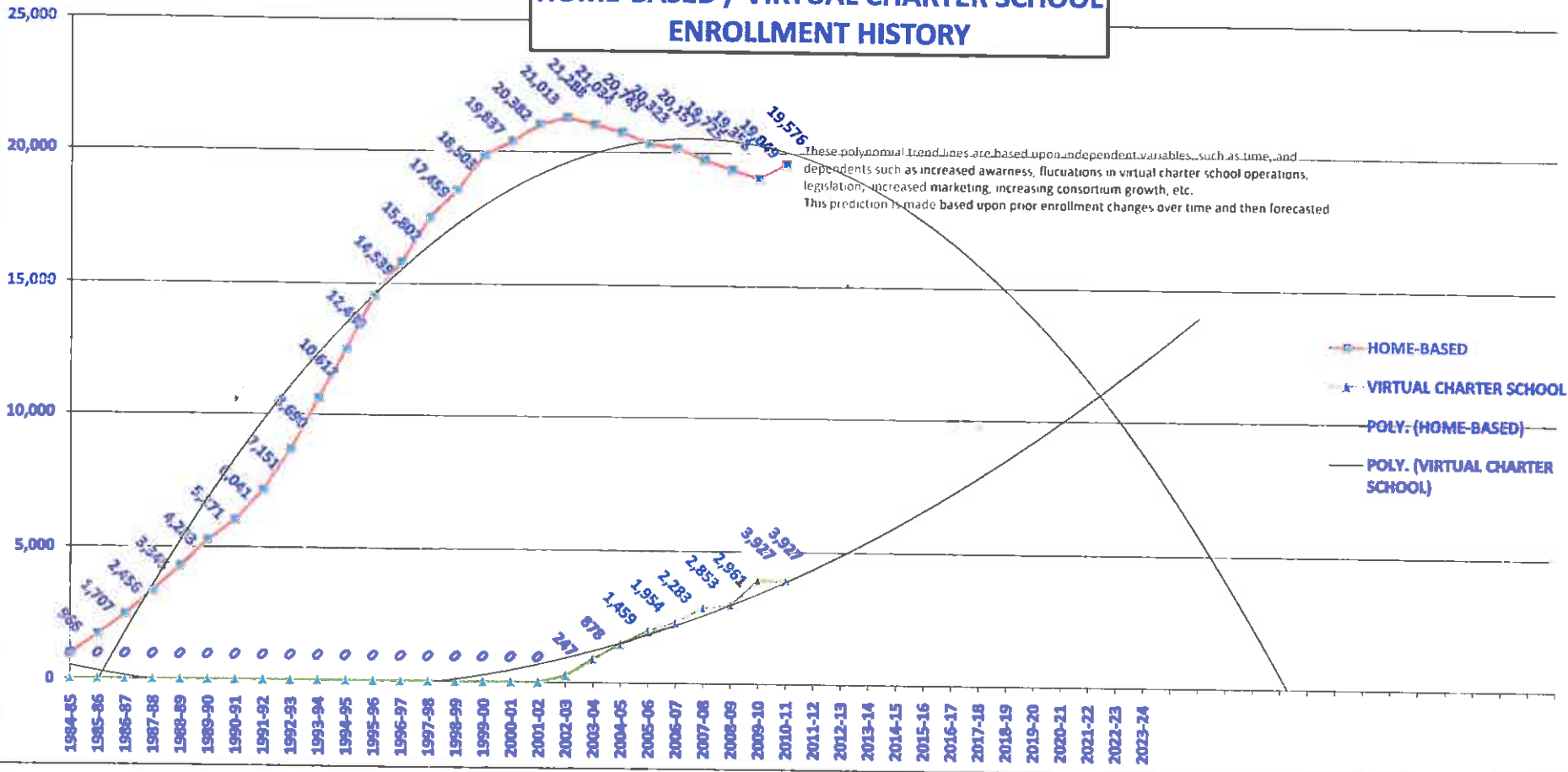
OE Retentions	15
66.0301 Retentions	2
"RVA Only" OE New	16
66.0301 New	1
	<u>34</u> *7,000= 224,000
	729,753.45
	<u>224,000.00</u>
	<u>505,753.00</u> /170 = \$2,975/ pupil

2005-2006	\$5,894	17	
2006-2007	\$3,190	13	
2007-2008	\$3,227	16	
2008-2009	\$2,868	28	
2009-2010	\$4,087	34	
2010-2011	\$3,913	71	
2011-2012	\$2,905	108	2/13/2012 projection of \$3941.95 prior to OE (March 2011)
2012-2013	\$2,975	170	projection with OE

RVA Per Pupil Cost
Projection



HOME-BASED / VIRTUAL CHARTER SCHOOL ENROLLMENT HISTORY



These polynomial trend lines are based upon independent variables, such as time, and dependents such as increased awareness, fluctuations in virtual charter school operations, legislation, increased marketing, increasing consortium growth, etc. This prediction is made based upon prior enrollment changes over time and then forecasted

- HOME-BASED
- VIRTUAL CHARTER SCHOOL
- POLY. (HOME-BASED)
- POLY. (VIRTUAL CHARTER SCHOOL)