



Chartered Public School Annual Progress & Accountability Report

Part I: School Contact Information

School Name: <i>(as registered with NH Secretary of State)</i>	Virtual Learning Academy Charter School
School's Primary Address:	19 Hampton Rd, Bldg. B, Suite 11, Exeter, NH
Mailing Address <i>(if different):</i>	
Telephone Number:	603-778-2500
Head of School Name and Title:	Steve Kossakoski, CEO
Email Address:	skossakoski@vlacs.org
Telephone Number:	603-778-2500
Authorized School Representative Name and Title:	Tony Baldasaro, COO
Email Address:	tbaldasaro@vlacs.org
Telephone Number:	603-778-2500
Did any of the information above change since last report?	X Yes <input type="checkbox"/> No New office address
Is your school a current Federal Charter School Grant recipient?	Yes X No

Part II: School Compliance

A. Website Compliance

1. Please confirm that the following items are publicly displayed on your school website:

- | | | | | |
|-------|------------------------------------|-------------------------------------|------------------------------------------------------------------|------------------------------|
| i. | Board Minutes | <input checked="" type="checkbox"/> | Yes | |
| ii. | Bylaws | <input checked="" type="checkbox"/> | Yes | |
| iii. | Curriculum | | Yes | |
| iv. | School Policies | | Yes | |
| v. | Student Handbook | | No formal handbook, info on our website and in our knowledgebase | |
| vi. | School Calendar | | Students create their own calendar | |
| vii. | School Charter with any Amendments | | Yes | |
| viii. | Latest Audit | Yes | | <input type="checkbox"/> N/A |
| ix. | Latest APR | Yes | | <input type="checkbox"/> N/A |

2. Does your school charge tuition? ☐ Yes ☐ No ☒ Out of State Students Only

3. Are there fees charged to every student to access education? (i.e., technology fees, etc.) ☐ Yes ☒ No
If Yes, what are they:

**Fees do not include things such as before/after school, field trips, etc.*

B. State Registration

1. Is your school currently in good standing with the Secretary of State? ☒ Yes ☐ No

From: **NH Online Forms**<BusinessOneStop@nh.gov>

Date: Mon, October 16 2023 at 3:47 PM

Subject: Submission HPY-EFQ1-Q9V9Z Provided to the State of New Hampshire

To: mgarron<mgarron@vlacs.org>

Michael,

The State of New Hampshire is pleased to inform you that your Form NHCT-12: Annual Report **submission was received**. The reference number for this submission is HPY-EFQ1-Q9V9Z. At any time, you can review the details and status of this submission. For reference, a read-only version of this submission is archived and can be downloaded from the Submission Overview (submission reference number link above).

A payment is required for this submission. The agency will not begin processing of the submission until payment is received. If not already satisfied, please provide [payment](#) to continue processing.

Thank you,
State of New Hampshire
Charitable Trusts
General Email: charitabletrustsunit@doj.nh.gov
Unit Telephone: 603-271-3591

Part III: School Status

A. Board of Trustees

1. Have there been any changes in the membership of the Board of Trustees since the last annual report? If yes, provide comment. ☒ Yes ☐ No ☐ N/A

Jessica Lyons left the board as of June 30.

☐ Check here if more information is included in appendix.

2. Have there been any changes to the Trustee's methods of operations since the last annual report? If yes, provide comment. ☐ Yes ☒ No ☐ N/A

☐ Check here if more information is included in appendix.

3. Have there been any changes to the Trustee's by-laws since the last annual report? If yes, provide comment. ☐ Yes ☒ No

☐ Check here if more information is included in appendix.

4. Have there been any recusals made by a member of the Board of Trustees under RSA 194-B:5, VII?

If yes, provide comment. ☐ Yes ☒ No

☐ Check here if more information is included in appendix.

B. Student Enrollment and Related Services

1. What was the attendance rate of pupils enrolled at the school last year:

Attendance rate data not collected. Student progress determined by mastery of competencies.

2. What is the percentage of pupils that either graduated, or were promoted to the next grade level:

71.26%

3. What is the total number of pupils enrolled at the school during the previous school year:

10,656

4. Did you make all required data reports via the i-Platform? If no, provide timeframe for completion below.

X Yes ☐ No

☐ Check here if more information is included in appendix.

C. School Development and Progress

1. Provide a statement of how the school is meeting the goals of its mission statement or approved charter.

Academic Goals

Each of our academic goals have been affected by the pandemic to some degree; however, we continue to seek out ways in which to improve the performance of our students.

Academic Goal 1: Students in our full-time program will meet or exceed state averages on state assessments and Advanced Placement tests.

Our state assessment scores have been higher than the state average in ELA and Science for 2019 through 2022. In 2020, 2021, and 2022, our state assessment scores in Math were above the state average. In 2019, we dropped below the state average by 5%. A majority of our AP test scores have been consistently at or above the state average of 3. Please see the charts in the Appendix regarding [State Test Scores](#) and [Advanced Placement Scores](#)

To address challenges identified by assessment scores, we have implemented additional services for our students. In math, we offer Math Topics to address identified deficiencies at the middle and high school levels. We have adjusted our discussion-based assessment at the middle school level to more strongly address areas in which our students have struggled. In primary grades, we have developed math supports for foundational skills for those that are struggling.

In English language arts we offer foundational reading skills at primary level.

We also provide full-time students with academic and executive skills coaching which is initiated by advisor or teacher referrals. The goal of skills coaching is to refresh a student's understanding of core concepts and skills.

Academic Goal 2: Students in our full-time program will meet or exceed the state average for five-year graduation rates. The drop-out rate will be at the state average or lower.

VLACS was identified as a comprehensive school in need of improvement based on our four-year graduation rate in June of 2022. We are hoping to be released from this designation this coming fall, but there are factors not within our control that may prevent that from happening. Given our emphasis on allowing students to learn at a pace that meets their needs, we aspire for our four-year graduation rate to be at least 70%. Our model is built to allow students who wish to accelerate their completion to graduate in less than four years. We also attract many students who require additional time to master competencies and who thus **exceed** traditional four-year graduation norms. Many of these students come to VLACS *not until* their junior or senior year in high school already at a credit deficit.

Of our students whose *original graduation year* (OGY) is 2023 as defined by the NH Department of Education, for example, 22% came to VLACS *already behind* their OGY; most in their junior or senior year. These are some of our most vulnerable students - asking them to accelerate their completion to catch up to their OGY is not in their best interest. In most cases, they will complete in 5 years.

For others, we have done the following to support increased completion by a student's OGY:

- We have implemented a new cohort monitoring system to provide real-time insight into our projected graduation rates and to provide proactive support to FT students.
- We have added several new instructors to our Academic Support Coaching team to support an increasing need for executive function skills assistance in our full-time population.
- We have revised how we monitor quarterly pace and attendance to include a required assignment each quarter in the Advisory course. Often, this is the course that can hold a student back from completing in their OGY (original grad year).
- We added a (temporary, grant funded) student engagement specialist to the team to help our at-risk students to see past high school and work backwards from their goals to motivate completion.
- We are in the process of revising our senior capstone project and Advisory curriculum to be more engaging and purposeful in students' pursuit of their near and far term goals.
- We have made [tutor.com](https://www.tutor.com), a 24/7 academic support resource, available to our students in grades 6 - 12 to help provide them more 'just in time' support.

It's important to note that we are seeing a higher number of students admitted to our FT program that could be considered 'high risk' for a number of reasons. We have also seen a spike in the number of students coming in with active IEP/504 plans; many who require an extended completion plan to be successful.

Academic Goal 3: The drop-out rate for students in our full-time program will be equal to the state average or lower.

We aim to keep our dropout rate as low as possible through flexibility and individualized support for those students who need it most (to graduate). In the event that a student and/or their family make a decision to drop-out, we highly recommend the HiSet so that they have at least some credential. Students who age out of the HS program at age 21 (or 21 inclusive if they receive special education services,) are encouraged to enroll in our Adult Education program.

- Most of the students who drop out come to VLACS **during** their senior year of high school; they are not students that we have served over the long term.

Please see the charts in the Appendix regarding our [Full-Time Dropout Rate & Graduation Rates](#).

Academic Goal 4: VLACS will serve 10,000 or more students each year in grades K-12.

We served 10,000 or more students each year from 2019 to present. Please see the charts in the Appendix regarding our [Full-Time Enrollment Data](#) and [Part-Time Enrollment Data](#). We serve as an academic resource to other students in the state. In 2020-2021, we significantly expanded our offerings to address the individual needs of students as well as the larger needs that New Hampshire faced during the pandemic. Specifically, we added grades K-5 in response to the pandemic. In general, we added or updated hundreds of courses. New courses developed and available to students focus on information technology, healthcare, business, as well as courses in the arts, including multiple levels of guitar, filmmaking, and several Adobe options. For both full- and part-time students, we offer academic programming that advances and sustains students and provides them options to customize based on their passions and needs.

Programmatic Goals

Programmatic Goal 1: VLACS will provide students with the opportunity to customize their learning by allowing them to determine when, where, and how they learn based on their needs, interests, and talents.

VLACS continues to lead the way for New Hampshire students to customize their learning experience. We serve students who are full-time, as well as part-time through blended, online, and in-person opportunities at both their local high school and through the wide array of options and pathways we offer. In 2019, we added a K-5 program. We also added additional career-related offerings, including badges, pathways, experiential learning, projects, and career connections. Over the last 12 months, we've awarded 2,404 badges, and over the last five years, we've awarded a total of 9,597. We regularly update our Advisory curriculum based on the changing needs of our students. Advisory is required for our full-time students and has increased from half a credit to a full credit per year. Students have choices to learn via projects and experience-based approaches that may include face-to-face internships and job shadows. Please see the charts in the Appendix regarding our [Total Number of Courses, Projects, Experiences, and Badges Offered](#), [Learning Opportunities - Title, Grade Level, and Type](#), [Career Connections - Attendance & Session Data](#), and [Enrichment Offerings](#).

Programmatic Goal 2: VLACS will provide schools and families with informational sessions and training opportunities on a regular basis.

VLACS partners with schools through our VLACS Partnership program, which offers just in time support and PD opportunities to school personnel (administrators, curriculum coordinators, school counselors) who are new to online learning and wish to know more about VLACS learning pathways, course navigation, and communication tools as well as how to utilize our student information system to monitor and support their students' VLACS enrollments. VLACS also provides additional virtual training for Partner school staff members in order to deliver seamless support for shared parents/guardians, students, and colleagues in traditional school environments. We also distribute a weekly partnership newsletter. Please see the Appendix for more information regarding [Partnership Trainings for School Officials](#).

VLACS provides support to parents/guardians of full- and part-time students, including ongoing open houses and information sessions that explain program and enrollment options and provide just-in-time support. We also conduct regular parent surveys that help us understand parent needs and inform our academic, programmatic, and organizational goals. In addition, we offer webinars on pertinent topics for parents/guardians to help them as they support their child(ren). Please see the Appendix for more information regarding [Weekly Open Houses for Parents](#) and [Webinars for Parents](#).

Programmatic Goal 3: VLACS will provide adults with the opportunity to earn a high school diploma, enroll in college prep courses, and access enrichment opportunities through its self-funded adult education program.

We offer adult education, including diplomas and other learning opportunities. Our Adult Education (AE)

program has awarded 35 diplomas in the past five years. We're a self-funded adult program, as we do not receive any state or federal funds to run the program. Students have also used this as a stepping stone to college programs. For example, Chemistry is our most popular AE course because of the number of students who need this course as a prerequisite for healthcare-related programs at community colleges. Please see the charts in the Appendix regarding our [Adult Education](#) program.

Organizational Goals

Organizational Goal 1: To ensure that every employee understands that our most important job is to build strong and positive relationships with our students, families, and NH schools and has the support required to achieve this goal.

Our school's organizational goals connect closely to our academic goals in that we develop quality relationships with multiple stakeholders in order to best support our students. In order to accomplish this, we provide regular professional development to all staff, including quarterly virtual meetings as well as a two-day, in-person summer conference. In addition to these learning opportunities, we support ongoing instructional and technical training and strategies that communicate the importance of building strong and positive relationships with our students, families, and NH schools.

Organizational Goal 2: To provide the best possible customer service to the students, families, and schools that access our programs and services.

All components of our school – from our office and technical support staff to our administrative, advising, counseling, and instructional staff – provide the highest level of customer service for current and prospective parent/guardians and students, current and potential partner schools, state-level contacts, as well as businesses and organizations that provide opportunities for our students, such as internships and career experiences. We continually expand on that service. In 2020-2021, VLACS offered free PD to 3500+ educators, including NH teachers and other educators from around the world, to meet the needs for online and remote teaching, especially during the pandemic [Please see the Appendix for more information regarding [Webinar Topics Covered During the Pandemic](#)]. In 2022, we upgraded our technology infrastructure, which included our student information system and the learning management system, to improve the user experience of those two systems. Our administrative offices will be moving to a new location in 2023 to address hybrid work requirements (collaborative spaces, video conferencing options, updated security) and ADA compliance. Our current offices are located in a building that is over one-hundred years old and not longer meets our needs. The new location will be used as a training site to host our instructors and staff, as well as partners and special events.

Organizational Goal 3: To provide our employees with the training and support required to meet our academic, programmatic, and organizational goals.

In addition to what was mentioned previously regarding our quarterly virtual meetings and two-day, in-person summer conference, all faculty have an instructional support person who helps them develop and meet individualized PD goals. These meetings and the conference are required for all staff. Additionally, we have a range of support and offerings for staff, including a 24/7 interactive system (Slack) for messaging, an Internal Knowledge Base powered by Salesforce, bi-weekly meetings with support staff, and new platform training to provide just-in-time training /assistance for all employees. We also provide extensive mentoring as we onboard new staff and offer *Essential Friends Groups*, in which 60 instructors/staff participate in professional learning communities to examine our practices and work toward improvement as well as provide ongoing collaboration and support. Our elementary instructors are a welcome addition to these groups.

2. Describe the processes, procedures, and policies the chartered public school has to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)

The following board policies have been adopted and implemented by VLACS administrators to ensure compliance with RSA 194-B:8(1). Students, parent, and employees are required to review these policies on an annual basis.

[Non-Discrimination](#)

[Rights of Disabled and Handicapped Persons](#)

[Transgender And Gender Nonconforming Students](#)

[Student Records - FERPA](#)

3. Describe any transportation services available to students.

VLACS does not provide transportation services to students.



- 4. Provide a description of the community services available at the chartered public-school site, if any.**
VLACS does not provide community services at our facility. However, we do offer online adult education courses for a fee.

D. Safety and Facilities

SAU 16 owns and operates the building that houses our administrative offices. They are responsible for maintaining building-related inspections and certificates. We have not used our offices since the pandemic. As of October 1, 2023, we have moved our offices to 19 Hampton Road in Exeter. We will report the dates of the required inspections and certificates in our 2024 annual report.

1. Does the chartered public school (SAU 16) have a current, approved Certificate of Occupancy? ☒ Yes ☐ No
2. Provide date for most recent Fire Inspection Certificate? 11/22
3. Provide date for most recent Health Inspection? 11/22
4. What is the date of the most recent Insurance Certificate? 10/16/23
5. Provide date for most recent lead test, if applicable? 4/23 ☐ N/A
6. Provide date for most recent Asbestos Inspection Report, if applicable? 9/23 ☐ N/A
7. Was Restraint and Seclusion reporting required under RSA 126-U:7 completed?
☐ Yes, provide # of incidents: _____ ☒ No
8. What was the number of incidents that occurred on school grounds that required the intervention of local, state, or federal law enforcement: None
9. Were substantiated incidents of bullying or cyberbullying reported as required under RSA 193-F:6?
☐ Yes, provide # of Incidents: _____ ☒ No

Part IV: Financial Reporting

1. Did the school complete and submit their DOE 25 submission for the previous school year? ☒ Yes ☐ No

If no, explain:



2. Did the school supply NHEd with a budget for the current school year? ☒ Yes ☐ No
If no, explain:

3. Did you submit an audit for the previous fiscal year ending July 2022? ☒ Yes ☐ No

Part V: Needs Assessment

Choose your method of reporting your needs assessment: ☒ Questions below ☐ Summary Attached

1. When was the latest needs assessment completed? July 2023.

2. Who led the assessment process? Beth Jackson, WestEd

3. Who participated in the process? Check all that apply.

- ☐ Board/Leaders/Administrators ☒ Parents
☒ Teachers & Advisors ☒ Students
☒ Administrators

4. Has a plan been developed to address the identified needs? ☒ Yes ☐ No

5. What's the timeline for addressing these needs? *Between three and five years.*

6. List three needs that have been identified, in order of highest priority.

1. Increase the four-year graduation rate to 70% and maintain the five-year graduation rate at the state average or above.
2. Expand interest-based learning opportunities to foster engagement and to assist students in identifying their career aspirations.
3. Provide extra supports (tutoring, executive skills training) to all students, but especially to those students who are struggling.

Part VI: Attachments

Please attach the following documents.

NA School calendar, including hours of operation. Calendar set by students/parents, meetings scheduled with instructors as needed.

Attach a copy of your Accountability Plan showing progress made toward goals. (see Part III, Section C, Question 1 of this report)

Attach a copy of your Needs Assessment in lieu of Part IV Question. (see Part V, Questions 1-6 of this report)

A sample plan to address the needs of struggling students. (see Part III, Section C, Question 1 of this report and Part V, Question 6 of this report)

☒ Copy of your admissions process including any application forms

X A best practice to share with the community



Part VII: Certification

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Report is true and accurate to the best of our knowledge.

Steve Kossakoski

Printed Name of Authorized Representative



Signature of Authorized Representative

CEO

Title

October 19, 2023

Date

Kent Chamberlin

Printed Name of Chairman of Board of Trustees



Signature of Chairman of Board of Trustees

October 21, 2023

Date

VLACS Process for Admission to the Full-Time Program Grades K-12

What Happens Next?

After you create an account, choose your child's courses, and complete the full-time student application, **your child is not yet officially registered**. VLACS will contact you to help complete the rest of the process.

- ✓ VLACS will request your child's transcripts from their previous school. We will reach out if there are any issues.
- ✓ We will contact you to schedule a Guardian Information Session.
- ✓ We will contact you to schedule a meeting with an Admissions Counselor.
- ✓ Your student will work consistently in their enrolled courses for four consecutive weeks.
- ✓ We will provide the "Understanding of Full-Time Registration Agreement" and the Full-Time Registration Paperwork for you to complete.
- ✓ Welcome to the Full-Time Program!

Source: <https://vlacs.org/programs/elementary-school/admissions/>



Full-Time Application

Please select your residency status	New Hampshire resident.
I am applying to the following program:	VLACS Middle School (grades 6, 7, 8)
Which School Year are you applying for?	2023-2024 School Year
Have you applied/submitted a full-time application previously?	Yes
Is the student/applicant enrolled in the Children's Scholarship Fund (CSF)?	Yes
Please select one of the following:	I have not created an account yet.
Description Area	If you do not have a student account set up yet, please create one before proceeding with this application. Go to this page: Enroll New Student Then click "Enroll" and select "New Student"

Student Information

Legal Student Name	Mr John Jacob J Smith Jr
Preferred Student Name (if applicable)	Mr John Jacob J Smith Jr
Date of Birth	Oct 18, 2023
Place of Birth	Testing
Sex assigned at birth:	Male
Gender:	Male
Address	123 S Main Mayberry, IN 46251 United States
Confirm your residence information(1):	I certify that all of the information presented here is true and accurate.
Confirm your residence information(2):	I verify that we reside outside of NH and understand that my enrollments will be subject to tuition.
Phone Number	Testing
Email Address	john.smith@example.com

Parent/Legal Guardian Information

Parent/Guardian Name	Mr John Jacob J Smith Jr
Address	123 S Main Mayberry, IN 46251 United States
Phone Number	Testing
Email Address	john.smith@example.com
Parent/Guardian Name (optional)	Mr John Jacob J Smith Jr
Address	123 S Main Mayberry, IN 46251 United States
Phone Number	Testing
Email Address	john.smith@example.com

Current/Previous School Information

School Name	Testing
School Address	123 S Main Mayberry, IN 46251 United States
School Phone Number	Testing
School Fax Number	Testing
School Counselor's Name	Testing
School Counselor's Email Address	john.smith@example.com
Grade Level	3
Date first entered a U.S. School	10/18/2023
Is the student currently attending this school?	No
If no, when did the student withdraw?	Oct 18, 2023
Description Area	If student has attended current school for less than one year, please list name of previous school(s):
School Name	Testing
City & State	Testing
School Name	Testing
City & State	Testing
Description Area	Any student under the age of 18 who withdraws from another school prior to their acceptance to the full-time VLACS program must submit a Letter of Intent to Homeschool with a local superintendent, a principal of a nonpublic school, or the Commissioner of the Department of Education within 5 business days of the official withdrawal. A sample NH Letter of Intent and additional information can be found here: Homeschool State Laws . Please contact your local SAU with questions.
If the student is no longer attending another school full-time, have you filed a Letter of Intent to Homeschool?	Yes
Does the applicant have a sibling that is a current full-time student with VLACS?	No

If yes, please list the sibling's name
below:

Testing

Student Questions

1. What has fueled your desire to become a full-time student at VLACS?

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2. Describe your strengths as a learner and any areas that you feel would benefit from improvement/growth.

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3. Please share anything about you (academic or personal) that may be helpful for the Admissions Team to know.

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Parent/Legal Guardian Questions

1. Please share any educational background about your child that you feel is pertinent to their application to the full-time program.

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2. Describe your child's strengths and challenges as an online learner, and in general.

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

3. What supports do you anticipate that your child may need at home and from VLACS in order to be successful as a full-time student?

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Section VI. Signatures

Student Signature

Signature image not available.

Date

10/18/2023

Parent Signature

Signature image not available.

Date

10/18/2023

Transcript/Report Card Release Form

Description Area	The following student is applying for full-time admission to the Virtual Learning Academy Charter School. The Virtual Learning Academy Charter School is required to obtain written consent from the parent or eligible student before personally identifiable information from a student's education records is disclosed to any party other than those who are permitted access by law. Consent is also required before personally identifiable information is used for any other purpose than to aid in the planning for and provision of appropriate educational services to the student.
Student Name	Mr John Jacob J Smith Jr
Student Date of Birth	Oct 18, 2023
Are there Transcripts or Report Cards that VLACS should request from another school?	Yes, the student has attended a Public, Private or Charter School previously.
Records to be disclosed:	Official academic transcripts/report cards
Optional Records to be disclosed:	Testing
Is the above named student currently expelled from school?	No
Records to be disclosed to:	VLACS Admissions, Email: admissions@vlacs.org (preferred), Fax: 866-651-5038
Records to be disclosed by:	School Information listed below
School Name	Testing
City & State	Testing
Please list any additional schools that VLACS should request records from:	Testing
Question for Current/Previous School: Has the student completed the U.S. Citizenship and Naturalization requirement by passing the exam with a 70% or above?	Please circle one: YES or NO
Parent/Guardian Consent:	I DO NOT CONSENT: to the disclosure of the information as described above.
Parent/Guardian Signature	Signature image not available.
Parent/Guardian Name	Mr John Jacob J Smith Jr
Date Signed	10/18/2023

VLACS

A Best Practice to Share with the Community

Learning to Learn Resources

Over several years, our faculty and staff have engaged in professional development on the topics of executive function skills, growth mindset, and academic integrity. We have collaborated with experts in these fields such as Kate Ryan and Kate Kinsman from the Landmark School, Dr. Peg Dawson, and Anthony Collanino.

As a byproduct of this learning, we have created a variety of resources that are free and available for the public to use. These [Learning to Learn](#) resources are posted on our website, linked directly from the “About” dropdown menu. They consist of short animations and self-guided lessons. In addition to executive function skills, growth mindset, and academic integrity, we have also created similar resources on artificial intelligence, another important and timely topic.

The [Learning to Learn](#) resources are designed to address specific audiences and various age groups. For example, there are resources designed for parents of elementary aged children as well as resources for high school students. Our goal was to provide user-friendly, engaging materials that provide very specific tips and strategies to maximize student success.

Internally, these resources are used by our faculty and staff as just-in-time support resources when working with students and families. We hope that educators and parents throughout the state will use them in the same manner. To that end, we have also launched a series of [free webinars](#) on each of these topics and [Learning to Learn](#) resources.