OaklandVLAC

VIRTUAL LEARNING ACADEMY CONSORTIUM

Guidance for Districts 2026-2027

OaklandSchools

In accordance with state and federal law, Oakland Schools does not discriminate, nor permit discrimination, on the basis of race, color, national origin, ethnicity, religion, sex (including pregnancy or parental status, gender identity, gender expression, sexual orientation), disability, age, height, weight, marital status, military service, veteran status, genetic information, or any other legally protected status, in its educational programs and activities, employment, or enrollment. The District also provides equal access to the Boy Scouts of America and other legally designated youth groups.

For questions or complaints regarding unlawful discrimination or harassment,

Employees should contact:
Assistant Superintendent of Human Resources,
Personnel Management and Labor Relations
2111 Pontiac Lake Road
Waterford, MI 48328-2736
248-209-2466
Complaints@oakland.k12.mi.us

Students and others should contact:
Civil Rights/Title IX Coordinator
2111 Pontiac Lake Road
Waterford, MI 48328-2736
248-209-2467
CivilRights.TitleIX@oakland.k12.mi.us

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2026-2027 VLAC INSTRUCTIONAL CALENDAR

Date	Activity
August 25 - 27	New Teacher Professional Development
August 31 - Sept 4	Teacher Professional Development and Workdays
September 7	Labor Day
September 8	First Day of School
November 26 & 27	Thanksgiving Break
December 21 - January 1	Winter Break
January 18	MLK Day
January 22	End of 1st Semester
March 29 - April 2	Spring Break
May 31	Memorial Day
June 11	**Last Day for Students**
June 18	**Last Day for Teachers**

PROGRAM OVERVIEW

The Virtual Learning Academy Consortium (VLAC), established in 2012, supports students and families across Oakland County and throughout Michigan as part of the Student Services Department at Oakland Schools.

VLAC provides a flexible, virtual learning option for students in grades K–12. Our program is designed to meet a wide range of student needs through an asynchronous model, allowing students to learn at their own pace while staying connected to consistent support.

In grades K–8, students are supported by certified VLAC teachers who provide instruction, monitor progress, and maintain regular communication with families. In grades 9–12, students are supported by VLAC mentor teachers who focus on progress monitoring, communication, and helping students stay on track toward graduation.

Throughout the school day, students and families have access to support through virtual meetings, phone calls, text messages, and, when appropriate, in-person opportunities.

VLAC partners with school districts across Michigan to expand learning opportunities for students. Each district determines which students and grade levels may participate, allowing for flexible implementation that meets local needs.

Through these partnerships, VLAC works to provide accessible, student-centered learning options that support success for all learners.

DISTRICT PARTNERSHIP WITH VLAC

VLAC partners with school districts through a formal Intergovernmental Agreement (IGA) between Oakland Schools and the participating district. This agreement establishes the terms, conditions, and responsibilities for participation in the VLAC program.

The current agreement was most recently updated in 2023. Once executed, the IGA remains in effect continuously and does not require annual reauthorization. Districts continue participation year to year unless they choose to terminate the agreement in writing in accordance with the terms outlined in the IGA.

A copy of the current IGA is available on the VLAC website under the “Current Districts” section.

Through this partnership, Oakland Schools provides a comprehensive virtual learning program designed to support students in grades K–12, including:

- A full-time virtual program with six courses per semester
- Access to curriculum aligned with Michigan standards and delivered through approved instructional platforms
- Technology support, including a device (Chromebook or equivalent), and access to internet and related equipment as needed
- Certified instructional staff, including:
  - A VLAC Teacher of Record for students in grades K–8
  - A VLAC Mentor Teacher for students in grades 9–12
- Required in-person components, including state assessment administration at designated locations
- Ongoing student progress monitoring and reporting, including semester grades and report cards shared with districts
- Management of pupil accounting requirements, including documentation of two-way interactions and audit support
- Weekly engagement tracking to support attendance and compliance with state requirements

This partnership is designed to allow districts to offer a high-quality virtual learning option while maintaining local control over student enrollment, programming decisions, and support services.

Student Activities

As part of the intergovernmental agreement, students are allowed to participate in activities with their sending school district. Each district should clearly communicate with their students' which events, clubs, activities, in which you allow them to participate. Each district has their own practice in this area. Examples include:

High School Graduation: Districts should decide if they allow students they have enrolled in VLAC who meet their graduation requirements to participate in senior activities such as high school graduation. VLAC provides an Oakland Schools VLAC cord that is blue and green in color to students who participate in the program. If you do not allow cords to be worn at graduation, please communicate that with the students and parents.

Clubs and Sports: Districts should decide if they will allow students they have enrolled in VLAC to participate in clubs, sports, robotics, musicals, plays, and other activities and clearly communicate this to students and parents as part of their enrollment process.

AP Courses: It is our recommendation that you allow students to enroll in only AP courses that you offer at your high school. VLAC does not provide an AP classroom and/or Test-Only Classrooms or host AP testing. Students who are enrolled in AP classes will need to be enrolled in your high school's AP Test-Only classroom, register for the test and take their tests at your site.

Field Trips: Please consider if you will allow students who you enroll with VLAC to participate in your local district field trips.

Dances: If you decide to allow students you enroll in VLAC attend your school activities such as dances and require a dance permission form we are happy to sign those forms. Students and parents should send their forms for signature one week in advance of the form due date to info@vlac.org.

Work permits: VLAC is happy to sign work permits but we understand that some school districts prefer to maintain local control over these forms. District staff are welcome to refer students and parents to VLAC for verification and signature by sending the form to info@vlac.org.

State of Michigan Virtual Learning (Section 5-O-D)

VLAC operates in alignment with Section 5-O-D of the Michigan Pupil Accounting Manual, which governs virtual learning programs. Under this section, virtual learning is defined as instruction delivered through a digital environment where students may have flexibility over time, pace, and location, and may participate in asynchronous, synchronous (live), or blended formats.

For districts, the most important requirements include:

- Students must be enrolled, scheduled, and actively participating in courses that generate credit toward grade progression or graduation
- A Teacher of Record must be assigned to each course, and a mentor must be assigned to support the student
- Parent or guardian consent is required for enrollment (unless the student is 18 or emancipated)
- Students do not need to attend school in person daily, but may be required to attend for specific activities such as testing
- Participation must be documented, most commonly through weekly two-way interactions between the student and a teacher or mentor during count periods
- Two-way interactions must be individualized, related to course content or progress, and documented for audit purposes
- Districts may not claim more FTE for a virtual course than would be allowed in a traditional setting
- Student records, enrollment, and final reporting remain the responsibility of the enrolling district

This framework ensures that virtual learning programs like VLAC maintain accountability, instructional quality, and compliance with state pupil accounting requirements.

Benefits of the VLAC Partnership:

- Students remain enrolled in their home district while participating in VLAC programming
- Districts continue to receive the full foundation allowance for each participating student, along with access to additional funding streams such as Section 31A and Special Education, when applicable
- Districts are invoiced tuition on a per-student, per-semester basis, consistent with the terms outlined in the Intergovernmental Agreement
- VLAC operates on a cost-recovery model, with the program budget managed by the Oakland Schools Finance Department. In alignment with fund balance guidelines, any funds exceeding 10% of the program budget are returned to participating districts proportionally based on prior year tuition contributions

Additional Services

VLAC provides flexible options to support students with unique circumstances. Districts regularly partner with us to develop solutions that meet individual student needs while maintaining alignment with district expectations.

Examples of additional services include:

- Support for students on short- or long-term suspension
- Temporary placement options for students needing time away from the traditional school setting due to behavioral or mental health needs
- Alternative placement for students at risk of expulsion
- Blended schedules that combine district-based courses with VLAC coursework
- Blended schedules that include in-person support classes alongside VLAC courses
- Schedules that combine Oakland Schools Technical Campus (OSTC) programs with VLAC coursework
- District-approved reduced course loads for students requiring a modified schedule
- Flexible scheduling for students balancing athletics, fine arts, or other commitments
- Access to courses not available within the district, including Honors, Advanced Placement (AP), credit recovery, and other specialized offerings

VLAC works in partnership with districts to design student-centered solutions that expand access and support successful outcomes for all learners.

District Contacts

Each participating district designates a primary point of contact to support communication with VLAC throughout the school year. This individual receives the Adobe electronic District Verification form for each student's enrollment and is responsible for reviewing and approving or denying requests. An electronic signature from this contact is required for a student to be fully enrolled in VLAC.

This role is often assigned to a 12-month employee to ensure enrollment requests can be processed consistently, including during the summer months when a high volume of enrollments typically occurs.

If your district needs to update the designated contact, please notify VLAC by emailing info@vlac.org.

Districts should also use this email to communicate any changes to participation, including discontinuing the partnership or adjusting the grade levels or students approved to enroll.

VLAC will work with districts to ensure updates are processed efficiently, and communication remains consistent.

How Families Can Learn More About VLAC

Families interested in learning more about VLAC are encouraged to visit www.vlac.org. The website includes program information, informational videos, and access to the VLAC YouTube channel. For a comprehensive overview, families can navigate to the "About VLAC" section and select "Get to Know VLAC."

VLAC staff are also available to meet with families individually to answer questions and provide guidance. To schedule a one-on-one meeting, families may contact us at info@vlac.org.

Curriculum Overview

The Virtual Learning Academy Consortium (VLAC) provides flexible, high-quality curriculum options designed to meet the diverse needs of students in grades K–12. The program combines academic rigor with the flexibility of virtual learning, allowing students to access content, progress at an appropriate pace, and receive ongoing support.

Curriculum Platforms

VLAC utilizes research-based instructional platforms that deliver standards-aligned curriculum and support mastery of grade-level content, including:

- Lincoln Learning (Grades K–12)
- Imagine Learning (Grades 6–12)
- i-Ready Instruction (Grades K–8)

Lincoln Learning provides a comprehensive core curriculum aligned to state standards, designed to support student mastery through structured lessons, embedded assessments, and opportunities for personalized pacing. Across all platforms, instruction incorporates a combination of direct instruction, practice, and assessment to support student progress and skill development.

VLAC follows a semester-based structure, with students enrolled in six courses per semester.

- Students in grades 6–12 are expected to actively participate in all assigned courses and earn grades in each course
- Students in grades K–5 are also enrolled in six courses; participation in electives is encouraged, and grading may vary based on engagement

Additional details regarding curriculum platforms and course offerings can be found on the VLAC website: www.virtuallearningacademyconsortium.org/curriculum.

Elementary School Experience (Grades K-5)

Elementary students at VLAC enjoy a rich and supportive educational experience that includes:

- The VLAC elementary program provides a structured and supportive virtual learning environment focused on building foundational skills in literacy, mathematics, science, and social studies while encouraging exploration through electives.
- Elementary students are supported by experienced, certified VLAC teachers who specialize in virtual instruction. Teachers deliver weekly live lessons, monitor student progress, attend IEP and 504 meetings, and maintain consistent, proactive communication with families. Building strong relationships with students and parents is a core component of the program, ensuring students feel supported, engaged, and connected throughout their learning experience.
- Students are enrolled in six courses, including four core subjects—English Language Arts, Math, Science, and Social Studies—and two elective courses. Core instruction is delivered through Lincoln Learning's standards-aligned curriculum, which supports student mastery through structured lessons, guided practice, and embedded assessments. This approach allows students to progress at an appropriate pace while building essential academic skills.
- Elective and supplemental learning opportunities may include i-Ready Personalized Instruction in reading and mathematics. i-Ready uses diagnostic data to provide individualized lessons that target each student's specific skill needs, helping to reinforce foundational concepts and support growth over time. Additional electives may include Lincoln courses such as Physical Education, Art, Music, and select World Language opportunities.
- Instruction is supported through a combination of online coursework and hands-on learning. Students receive instructional material kits for applicable courses, including resources for subjects such as Science and Physical Education.
- To monitor progress and guide instruction, students complete i-Ready Diagnostic Assessments three times per year.
- Students also engage in Xello Career Town, an interactive career awareness platform designed for elementary learners. Through age-appropriate activities, students begin exploring interests, building self-awareness, and developing an early understanding of careers and future pathways as part of their Educational Development Plan (EDP).
- Elementary students participate in required state assessments, including WIDA (excluding the screener) and M-STEP for grades 3–5, with accommodations provided as appropriate.
- To ensure access to learning, VLAC provides technology support, including a Chromebook, printer, and optional hotspot.

Middle School Experience (Grades 6-8)

- The VLAC middle school program is designed to support students as they build independence, strengthen academic skills, and explore interests through a balance of core instruction and elective opportunities.
- Students are supported by experienced, certified VLAC teachers who specialize in virtual instruction. Teachers provide weekly live lessons, monitor student progress, and maintain consistent communication with students and families to ensure engagement and academic success.
- Students are enrolled in six courses, including four core subjects—English Language Arts, Math, Science, and Social Studies—and two elective courses. Core instruction is delivered through Lincoln Learning and Imagine Learning, both of which provide standards-aligned curriculum designed to support skill development, content mastery, and student progression.
- Lincoln Learning courses offer structured lessons, embedded assessments, and opportunities for differentiated support. Middle school students may also have access to advanced or honors-level coursework, allowing them to engage in more rigorous content when appropriate. Instruction is supported by built-in tools, including AI-enhanced features that provide feedback, guidance, and additional practice to support student understanding.
- Imagine Learning (EdgeEX/Edgenuity) courses provide interactive, multimedia instruction that includes direct teaching, guided practice, and frequent checks for understanding. These courses are designed to support student engagement through a combination of video instruction, assignments, and assessments, allowing students to work at an appropriate pace while building content knowledge and academic skills.

- Elective and supplemental learning opportunities may include i-Ready Personalized Instruction in reading and mathematics, which uses diagnostic data to deliver targeted lessons based on individual student needs. Additional elective options may include Lincoln or Imagine courses, as well as World Language opportunities that may allow students to earn middle school or high school credit.
- Instruction may include hands-on learning opportunities, with material kits provided for applicable courses such as Science and Physical Education.
- To monitor progress and guide instruction, students complete i-Ready Diagnostic Assessments three times per year.
- Students also engage in Xello, a comprehensive college and career readiness platform. Through interest inventories, skills assessments, and career exploration activities, students begin to connect their strengths and interests to potential career pathways. This work supports the development and ongoing completion of each student's Educational Development Plan (EDP).
- Middle school students participate in required state assessments, including WIDA (excluding the screener), M-STEP, and PSAT 8, with accommodations provided as appropriate.
- In addition to teacher support, VLAC counselors assist students and families with scheduling, transitions, and academic planning.
- To ensure access to learning, VLAC provides technology support, including a Chromebook, with optional printer and hotspot as needed.

High School Experience (Grades 9-12)

- The VLAC high school program is designed to support students in earning credits, meeting graduation requirements, and preparing for postsecondary opportunities including college, career, and military pathways.
- Students are supported by experienced VLAC mentor teachers who monitor academic progress, provide live support sessions, and maintain consistent communication with students and families. The mentor model emphasizes accountability, organization, and personalized support to help students stay on track toward graduation.
- Students are enrolled in six courses per semester, including four core subjects—English, Math, Science, and Social Studies—and two elective courses. Instruction is delivered through Lincoln Learning and Imagine Learning, which provide standards-aligned, credit-bearing coursework designed to support content mastery and academic progression.
- Lincoln Learning courses offer structured lessons, embedded assessments, and opportunities for advanced coursework, including honors-level options. Imagine Learning (EdgeEX/Edgenuity) courses provide interactive, multimedia instruction with direct teaching, guided practice, and frequent checks for understanding to support student engagement and learning.
- Students also work with multiple certified content-area teachers through these platforms, ensuring access to subject-specific instruction and feedback across all courses.
- A key component of the high school program is close coordination with each student's sending district. VLAC counselors work in partnership with district staff to ensure that course selections align with local graduation requirements, sequencing expectations, and district-approved options. For example, if a district requires a specific course sequence—such as U.S. History in a particular grade level—VLAC will mirror that expectation. Similarly, policies related to credit advancement, credit recovery, or specific course requirements (such as Earth Science) are followed based on district guidelines.
- VLAC counselors communicate directly with district contacts to confirm graduation requirements and approve course selections, ensuring that all courses taken through VLAC count appropriately toward required credit types and graduation pathways.
- Elective options may include Lincoln or Imagine courses, World Languages for credit, and additional opportunities aligned to student interests and district expectations. Supplemental support may include i-Ready Personalized Instruction in reading and mathematics, with diagnostics administered three times per year to monitor growth and inform support.
- Instruction may include hands-on learning opportunities, with material kits provided for applicable courses such as Science and Physical Education.
- Career and college readiness is a key component of the high school experience. Students engage in Xello to update and maintain their Educational Development Plan (EDP), complete interest and career assessments, and explore postsecondary pathways. VLAC counselors support scheduling, graduation planning, college applications, and next steps after high school in coordination with the sending district. Diplomas are issued by the sending district.
- High school students participate in required state assessments, including WIDA (excluding the screener), PSAT 9/10, SAT, and M-STEP, with accommodations provided as appropriate.
- To ensure access to learning, VLAC provides technology support, including a Chromebook and optional hotspot.

High School Courses

VLAC offers a range of course options to support diverse student needs and postsecondary goals, including:

- Advanced Placement (AP) courses
- Honors courses
- Credit recovery options
- NCAA-approved courses

AP Courses

When coordinating student course selections with VLAC counselors, high school counselors should pay special attention to AP courses. VLAC offers AP courses but does not offer AP testing. As stated previously, this will need to be done at their sending school or district.

Students who are permitted by their sending schools to sign up for AP courses should expect to add AP Test-Only classrooms for VLAC students to join, allowing them to register for the test. If the AP course is not offered at your high school, we do not recommend that you allow them to register the student for the AP course.

VLAC does provide required textbooks for AP courses. Students needing AP textbooks should email info@vlac.org and the textbook will be purchased and shipped to them.

NCAA Guidelines

- Register with NCAA Eligibility Center
- Ensure all the courses you are taking are NCAA approved and meet eligibility standards
- Pre-testing and prescriptive testing is not permitted for any of your coursework
- All courses must be completed to 100% course completion
- Credit Recovery Courses are not allowed
- Semester courses must have a minimum duration of 12 weeks between the start and end dates
- Students may not be concurrently enrolled in sequential courses
- Students must work consistently in all courses throughout the semester; completing one course at a time is not permitted
- Coursework must be completed over the full semester (18-10 weeks); accelerated completion is not permitted

For additional information, please visit the NCAA Eligibility Center: web3.ncaa.org/ecwr3/

VLAC Counselors

Each participating school district has a designated VLAC Counselor. VLAC Counselors collaborate closely with district counselors to ensure students' courses meet their home school's graduation requirements. The VLAC Counselor can assist students with scheduling courses, college and career planning, as well as social and emotional support.

Below is a list of our participating school districts and the counselor who supports that district.

Mrs. Connell's Districts

- Berkley
- Davison
- Fowlerville
- Huron Valley
- Imlay City
- Lakeville
- Lincoln Park
- Madison
- North Branch
- Northville
- Novi
- Pontiac
- Romulus
- Southfield
- Troy
- Vicksburg
- Walled Lake

Mrs. Wasilk's Districts

- Almont
- Avondale
- Birmingham
- Bloomfield
- Brandon
- Brighton
- Dearborn
- Lake Orion
- Milan
- Rochester
- Royal Oak
- South Lyon
- South Redford
- Waterford
- Westwood
- Williamston
- West Bloomfield

ENROLLMENT

Enrollment in VLAC is completed through a structured process involving both the family and the district

Step 1: Submit Enrollment

- **New Enrollments:** Families complete the online enrollment through the MISTAR website, accessible at: https://mistar.oakland.k12.mi.us/ostc/preenrollment/
- **Returning Families:** Need to login to their MISTAR Parent Portal: https://mistar.oakland.k12.mi.us/ostc/parentportal/
  - Returning families re-enroll; new families submit a new application
  - For support, families may contact info@vlac.org or call 248-209-2071

Step 2: Complete Application

- Incomplete enrollments receive reminder emails on Day 7 and Day 14
- Enrollments not completed within 21 days are automatically removed

Step 3: Confirmation and Review

- Upon submission, families receive an automated confirmation email with next steps
- VLAC staff review the enrollments and move it forward in MISTAR

Step 4: District Verification

- A District Verification form is sent via Adobe Sign to the district's designated contact
- The district reviews and approves or denies the enrollment
- Enrollment is finalized upon district approval
- If denied, VLAC notifies the family directly via email

Special Education Considerations

- For students with an IEP, the district must provide the IEP prior to enrollment approval
- A secondary approval is routed to the district's special education authorizer

Enrollment Timing:

- Enrollment for the upcoming school year opens in April
- District Verification forms must be completed within 30 days or they expire.

Enrollment Windows

- April–September: Semester 1 and full-year enrollment
- November–March: Semester 2 enrollment

Mid-Semester Enrollment

- **Grades K-8:** VLAC works collaboratively with the district and family to determine an appropriate start point. Options may include:
  - Aligning to current coursework and pacing
  - Modified coursework focused on essential content
- **Grades 9–12:**
  - Pre-testing in select courses may be used to focus instruction (not applicable for AP or NCAA-bound students)
  - Sending schools are encouraged to provide transfer grades
  - VLAC counselors coordinate with district counselors to gather academic records and confirm course placement

STUDENT SCHEDULING AND COUNSELOR COLLABORATION

Once your student(s) are registered and the district verification is signed and returned, the student will be assigned to the current Enrollment Window. The VLAC Counselor assigned to your district will reach out to the school counselor or registrar via email to gather any additional academic records, i.e. transcripts, report cards, schedules, etc. to assist with scheduling the student into the correct VLAC courses. If a student has any extenuating circumstances, the school counselor or administrator should inform the counselor so we can best meet their needs. If the sending school counselor did not complete the Counseling Google Form for the student, we will ask that this also be completed at this time.

VLAC Counselors will communicate your student's progress to the sending school counselor and/or administration if/when needed throughout the semester. At the end of each semester, sending school counselors can access their student marks by logging into their MISTAR VLAC track account. If the counselor does not have a MISTAR VLAC track account, please put in a ticket to have one created. Once marks are posted from VLAC, the sending school counselor or sending school registrar should take the VLAC marks and have them transcribed onto the home school districts transcript. Please note that this needs to be done at the end of each semester.

Throughout the school year, VLAC conducts Student Support Meetings. If and when concerns arise, the VLAC Counselor will reach out to share any needed information or to elicit the help, support and collaboration of the home school district staff.

Important Consideration During Count Periods

Enrollment changes during October and February count periods may impact the ability to document required two-way interactions for pupil accounting.

Extenuating Circumstances

For enrollment outside of established windows:

- Districts should email info@vlac.org with the student's name and family contact information
- VLAC will contact the family and initiate the enrollment process
- District Verification will still be required for approval

Process for Transitioning Students from VLAC to Their Home District

When a family notifies VLAC of their intent to withdraw, VLAC will inform the district's designated contact and provide the student's official exit date.

If the district becomes aware of a withdrawal prior to VLAC notification, please email info@vlac.org so records can be updated and the transition coordinated.

Xello Account Transfer (Grades 9–12)

When a student enrolls in VLAC, their existing Xello account is transferred to VLAC to preserve prior work. Upon returning to the district, the account must be transferred back.

To initiate the transfer, contact your Xello Onboarding Manager or Client Solutions team at help@xello.world and provide:

- Student name and ID
- Student email (if applicable)
- Student birthdate
- Previous district and school
- Current district and school

To ensure a successful transfer, students should not complete work in the new account prior to the transfer, as existing data will be replaced.

Additional guidance is available here: https://help.xello.world/en-us/Content/Knowledge-Base/Accounts/Student-Accounts/Transfer-Student-Between-District.htm (osisd.us/vlac-xello)

TECHNOLOGY SUPPORT SERVICES

Technology Support

All VLAC students are provided with a Chromebook to access coursework and participate in the program. For the best learning experience, students are encouraged to use this device or a personal laptop that supports video viewing and allows for digital note-taking, based on individual learning preferences.

Students who require internet access may request a hotspot by emailing info@vlac.org.

Technology is distributed and managed by the Oakland Schools Service Desk. When a student withdraws from VLAC or does not plan to return, all issued equipment must be returned. Families are responsible for working directly with the Service Desk to coordinate device returns and to report any issues or concerns with current devices, including damage or functionality.

The Service Desk can be reached at:
https://www.oakland.k12.mi.us/district-support/technologyservices/service-desk

For device and system requirements, please visit:
https://www.virtuallearningacademyconsortium.org/about-vlac/system-requirements

Student Safety and Security Enhancements (2026–2027)

For the 2026–2027 school year, VLAC is strengthening student safety and security measures through the implementation of enhanced monitoring and support tools.

VLAC will utilize a student safety platform designed to help identify potential concerns related to student well-being, including indicators of self-harm, bullying, or other safety risks. This system uses a combination of technology and trained safety professionals to review flagged content and provide timely alerts when intervention may be needed.

When a concern is identified, notifications may be sent to designated school or district personnel to support appropriate follow-up and ensure student safety.

These enhancements are intended to support a safe and secure learning environment while maintaining a focus on student well-being and proactive support.

SPECIAL POPULATIONS

VLAC is dedicated to providing comprehensive support for students with IEPs, 504 Plans and English Learners, ensuring that individualized services are effectively implemented within the virtual learning environment.

The VLAC Special Populations Consultant works closely with district personnel, students, families, and VLAC staff to align services with each student's IEP or 504 Plan. This collaboration includes attending IEP meetings, consulting to support IEP teams, and ensuring compliance with all special education requirements in a virtual setting.

Students enrolled in VLAC remain actively enrolled in their sending districts and continue to receive special education services through their home schools. Special education teams are provided with access to student data to support ongoing progress monitoring and service delivery.

VLAC encourages districts to conduct transition IEP meetings at the time of enrollment to support continuity of services. While not mandatory, these meetings are strongly recommended and will not delay the enrollment process.

Similar to special education services, direct English Learner (EL) services remain the responsibility of the student's home district. Districts are responsible for ensuring that required language acquisition support and instructional services are provided in alignment with the student's identified needs, while VLAC collaborates to support access to the curriculum and implementation of appropriate accommodations within the virtual learning environment.

VLAC mentor teachers, in partnership with the Special Populations Consultant, assist in implementing accommodations embedded within the curriculum. Students are supported in utilizing a variety of accommodations, including extended time, scheduled breaks, environmental adjustments, and text-to-speech technology to enhance access and engagement.

If you have questions about IEPs, 504 Plans, English Language Support please reach out to our Special Populations Consultant, Kristi McAllister kristi.mcallister@oakland.k12.mi.us

VLAC SUMMER SCHOOL

VLAC offers a six-week summer school program for students in grades 9–12.

Enrollment:

- Current VLAC students re-enroll through the MISTAR portal
- New students complete the pre-enrollment process at: https://mistar.oakland.k12.mi.us/ostc/preenrollment/
- Students planning to participate in collegiate athletics should notify both their home district counselor and VLAC counselor to ensure NCAA eligibility requirements are met

Program Details:

- The program is six weeks in length and open to students in grades 9–12
- Students may enroll in up to six courses for initial credit or credit recovery
- Courses are delivered through Lincoln Learning and Imagine Learning platforms
- Students are supported by a VLAC mentor teacher and VLAC counselor throughout the program

Cost:

- $1,116 per student
- Billed directly to the district through the standard Oakland Schools billing process

District Collaboration for Student Behavior and Investigations

When a district becomes aware of a behavioral concern involving a student enrolled in VLAC, several response options are available. VLAC recognizes that districts may have different preferences regarding level of involvement and will collaborate accordingly.

Districts may:

- Refer the concern to the VLAC Supervisor, Amanda McKay, who can lead the investigation and provide ongoing updates to the district
- Request a collaborative (co-investigation) approach between the district and VLAC
- Lead the investigation independently and share outcomes with the VLAC Supervisor

VLAC and districts will work together to ensure that any disciplinary actions align with both district policies and Oakland Schools procedures.

Districts may also request access to relevant information related to student activity on Oakland Schools-managed systems (e.g., Chromebooks, Google accounts) by contacting the VLAC Supervisor. All information requests and investigations involving student data will be coordinated in partnership with the Oakland Schools Privacy Officer to ensure compliance with applicable policies and protocols.

Title IX investigations involving VLAC students are coordinated through the Oakland Schools Title IX Coordinator.

It is important to note that VLAC does not have a School Resource Officer (SRO), does not initiate truancy complaints, and does not enter data into Truancy Tracker systems. However, VLAC will collaborate closely with districts and external partners by providing attendance (engagement) data, grade information, and other relevant documentation to support district-led processes, including court liaison or probation-related needs

STATE ASSESSMENT

State testing is mandatory for all VLAC students, as required by state and federal law. VLAC assumes that participation in the SAT, ACT WorkKeys, and M-STEP assessments for 11th graders is required for graduation, unless the district notifies us otherwise.

All VLAC students complete their state assessments in person at:
Oakland Schools
2111 Pontiac Lake Road
Waterford, MI 48328

Testing sessions are supported and supervised by VLAC teachers and staff to ensure a smooth and secure environment. If a district prefers to administer state testing independently, please notify VLAC in advance by contacting our Assessment Coordinator, Dr. Susan Demeniuk, at susan.demeniuk@oakland.k12.mi.us.

Michigan Student Data System (MSDA)

When students move to VLAC, they should remain PEPE'd with their district, and their school should be updated by the sending school to VLAC. This will ensure that the scores the student earns are connected to VLAC instead of the District.

Primary Education Providing Entity (PEPE)

- PEPE District: Sending District
- PEPE School: VLAC

Pre-ID

VLAC staff will pre-ID students. When students move to and from their District and VLAC close to testing and pre-ID windows, the VLAC Assessment Coordinator may need to contact the District to coordinate pre-identification, testing tickets and to determine if the student has already tested with their district. Students who drop from VLAC prior to pre-identification will be unassigned from VLAC so that they are available for the District to pre-ID.

VLAC Required State Testing Dates 2026-2027

Grade Level	Testing Date	Test
3rd Grade	April 27	M-Step
4th Grade	April 27	M-Step
5th Grade	April 27 (Day 1) April 29 (Day 2)	M-Step (ELA and Math) M-Step (Sci and SS)
6th Grade	April 27	M-Step
7th Grade	April 29	M-Step
8th Grade There are two different tests on separate days; students must attend both.	April 8 April 29	PSAT 8/9 M-Step
9th Grade	April 8	PSAT 8/9
10th Grade	April 7	PSAT 10
11th/12th Grade There are three different tests on separate days; students must attend all three.	April 6 April 13 May 7	WIN Work Readiness SAT M-STEP
EL Students	March 2	WIDA

*If your child has testing accommodations, please follow the chart above for your child's grade level, unless you receive an email with an alternate testing date.

*12th grade students only need to report if they did not take the required 11th grade assessments. Reach out to your VLAC counselor to know if these are required for graduation through your enrolling district.

Make-up Testing Dates 2026-2027

Grade Level	Testing Date	Test
3rd Grade	May 4	M-Step Make-up
4th Grade	May 4	M-Step Make-up
5th Grade	May 4	M-Step Make-up
6th Grade	May 4	M-Step Make-up
7th Grade	May 12	M-Step Make-up
8th Grade There are two different tests on separate days; students must attend both.	April 30 May 12	PSAT 8/9 Make-up M-Step Make-up
9th Grade	April 30	PSAT 8/9 Make-up
10th Grade	April 28	PSAT 10 Make-up
11th/12th Grade There are three different tests on separate days; students must attend all three.	April 19 April 22 May 12	WIN Work Readiness Make-up SAT Make-up ACT WorkKeys Make-up
EL Students	March 16	WIDA Make-up

*Please note VLAC does not provide the WIDA screener. The screener, if necessary, should be done by the District.

Testing Results

For students who take assessments with VLAC and for those tests that mail reports, VLAC receives those reports. Once those reports are received in the VLAC office, they are sent via mail to the students' homes.

The SAT Suite of Assessments (SAT with Essay, PSAT 10, and PSAT 8/9) provides important insights that track student progress over time. Students may access their test scores on the mobile application College Board website.

If you have any questions about non-accommodated testing, please contact VLAC Assessment Coordinator Dr. Susan Demeniuk at susan.demeniuk@oakland.k12.mi.us

Special Populations and Accommodated Testing

Students with IEPs and 504 plans in VLAC will receive accommodation for State testing. If accommodations have not been applied for by the sending school District, VLAC will apply for accommodations as outlined in their IEP or 504 plan. Districts should ensure the Special Population Consultant has been sent the most up to date IEP or 504 Plan within an adequate time frame to make changes to college board accommodations (Up to 7 weeks before testing).

VLAC staff will contact sending schools to obtain student Services for Students with Disabilities (SSD) number. District counselors can provide this information when completing the Counseling Google Form that is sent to the district counselor by the VLAC Counselor.

Parents who wish to decline accommodations may put this in writing to Mrs. McAllister via email.

If you have questions about IEP/504 accommodated testing, please contact Special Populations Consultant Kristi McAllister at Kristi.mcallister@oakland.k12.mi.us.

PUPIL ACCOUNTING

VLAC operates as a virtual learning program in alignment with the Michigan Department of Education's Pupil Accounting Manual. For detailed regulatory guidance, please reference Section 5-0-D: Virtual Learning Options of the Manual.

Participating districts enter into a formal Intergovernmental Agreement (IGA) with Oakland Schools to facilitate VLAC enrollment and operations.

Count Period Responsibilities:

As a virtual program, VLAC is required to document weekly two-way interactions during the four-week count periods in October and February. VLAC staff manage all two-way interaction tracking and documentation according to state guidelines. The process is as follows:

- **Initial Contact:** Each Wednesday during count month, VLAC teachers post an engagement question in Google Classroom. Students are expected to respond on Wednesday each week.
- **Teacher Response:** VLAC teachers must respond to the student's initial communication to complete the two-way interaction requirement.
- **Non-Participation Follow-Up:** Students who do not engage on Wednesday are contacted via text message, phone call, and email.
- **Parent Notification:** If there is no student response, parents are contacted the following Monday through multiple communication channels (text, call, and email).
- **Alternate Methods:** Although Google Classroom is the preferred method for two-way interaction, students may also meet the requirement by completing a direct two-way communication via phone, text, or email with their assigned VLAC mentor teacher or any VLAC staff member.
- **District Notification:** If a student remains unresponsive after all outreach efforts, VLAC will notify the district's designated contact at the end of the day on Tuesday.

VLAC is committed to maintaining compliance with all state pupil accounting requirements to ensure accurate enrollment reporting for participating districts.

Day	Activity
Wednesday	Google classroom interaction posted by VLAC teacher. Students respond by end of day Wednesday.
Thursday	Students who have not responded are emailed, texted, and called.
Friday	Students who have not responded are emailed, texted, and called.
Monday	Parents of students and students who have not responded, are emailed, texted and called.
Tuesday	Parents of students and students who have not responded, are emailed, texted and called.
Wednesday	Districts are notified for students who have not completed the weekly interaction.

If VLAC notifies you that we were initially unable to document a two-way interaction, it does not automatically mean the student will be excluded from count. After collection, all two-way interactions are reviewed by an Oakland Schools auditor. If an interaction is not personalized and does not address specific course content or student progress, the auditor may determine that the interaction is invalid, and the student's FTE may be prorated or excluded from count.

Important:

- VLAC does not receive final confirmation of which students qualify for a full 1.0 FTE until the Oakland Schools auditor issues the End of Count Report.
- Upon receiving the final report, VLAC staff promptly notify in-county Pupil Accountants and out-of-county District Contacts of the results.

VLAC Reporting Requirements:

- VLAC's building code is 01515.
- Students must be reported under the VLAC building code in the district's count packet, with the appropriate FTE.
- Although VLAC provides auditors with a list of all enrolled VLAC students, each district is responsible for accurately reporting its VLAC students.

What to Expect from VLAC During Count

Prior to Count:

- One week before count: VLAC will provide an updated list of students being tracked for count.
- All students are scheduled for a full 1.0 FTE unless a reduced or less than 1.0 FTE schedule has been specifically requested by the enrolling district. These students will be clearly identified on the Count tracking list.
- VLAC will reach out to districts to collect any required documentation for students on reduced schedules.

During Count Month:

- VLAC will reach out to districts as needed regarding transfer students to determine whether the student was present and counted with the district on count day, or if VLAC will continue capturing two-way interactions (TWIs) for a prorated FTE for the remainder of the count period.
- VLAC will provide districts with a weekly DNQ (Did Not Qualify) list during Count Period identifying students who do not yet have a qualifying two-way interaction. If no DNQ list is shared for a given week, districts may assume there were no deductions for that week.

After Count Month Ends:

- One-week post-count: VLAC will send each district a final FTE deduction list.
- If no email is received, all enrolled VLAC students can be considered fully counted (1.0 FTE).

Post-Audit Support:

- VLAC will provide a final deduction report to district contacts.
- Student engagement (attendance) reports are available through MISTAR upon request.

Split Schedule Students:

For split schedule students, the auditor qualifies the VLAC portion of the FTE during the VLAC audit. The District will claim their own portion.

The District is getting the full FTE (provided the student qualifies accordingly). But, for VLAC purposes, the auditor qualifies the time the student spends in VLAC. For example, if a student is enrolled in 3 VLAC classes and 3 District classes, VLAC can qualify 0.50 FTE and the District can qualify 0.50 FTE. We report to the Districts the amount of VLAC FTE for which the student qualifies.

Reduced Schedule Students:

Students on a reduced schedule must have 80% of instructional time with VLAC, which is 5 out of 6 classes. Students who qualify for a reduced schedule must have both the signed initial documentation from the District and 80% of classes being taken. Otherwise, they would be listed as part-time students and would not receive the full 1.0 FTE.

Moving Students to VLAC During Count

If attending in person in District on or after count day for SOME classes (For example, this could be 2nd, 4th, and 6th hour or all classes on that day), they would qualify in the District. VLAC would not attempt to count these students.

If a student was absent, unexcused, and did NOT return to an in-person class in the District, we would try to qualify using the TWIs in VLAC. For example, if they enrolled with VLAC after week 1, we could try to qualify for .75 if the student completed the remaining 3 weeks' worth of TWIs.

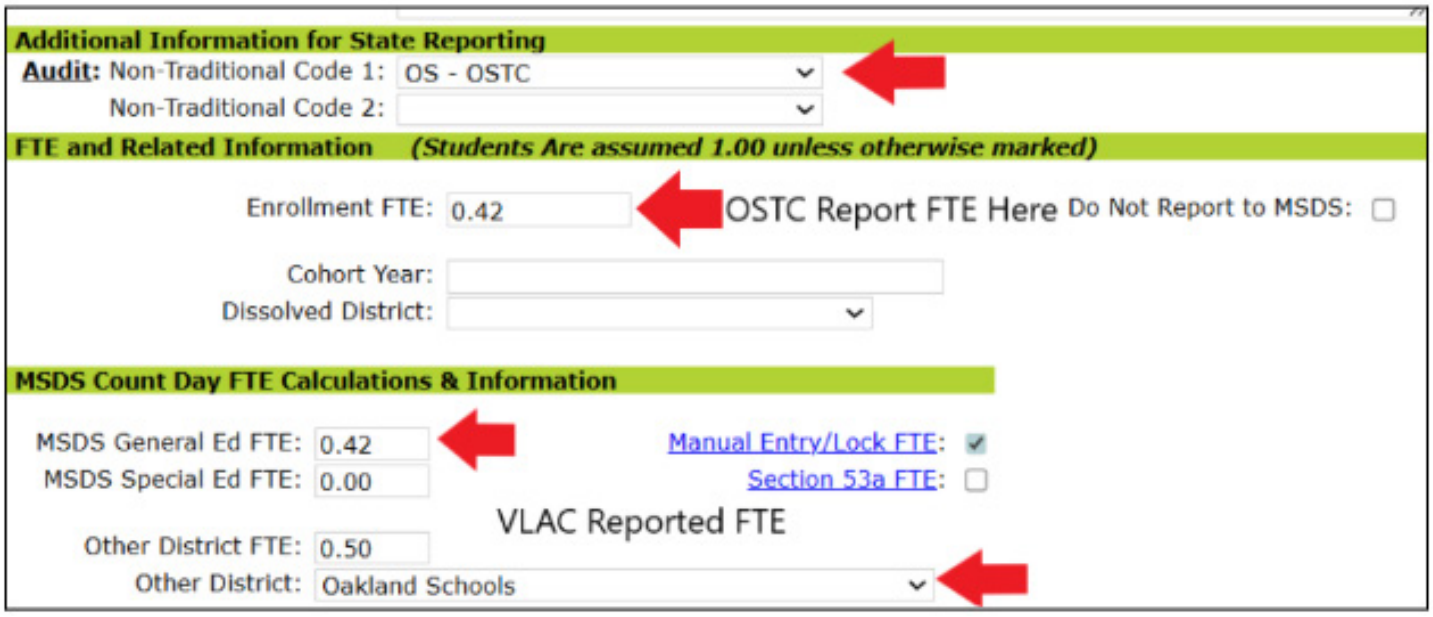
Conversion Chart for Students on a Less than Full Schedule

VLAC Scheduled Classes	FTE that may be claimed
1 out of 6	0.17 FTE
2 out of 6	0.33 FTE
3 out of 6	0.50 FTE
4 out of 6	0.67 FTE
5 out of 6	0.83 FTE
6 out of 6	1.0 FTE

The FTE will only be claimable if the student completes each weekly TWI and if the TWIs are accepted by the auditor.

FTE Allocation for Students Enrolled in OSTC and VLAC Classes

For students participating in both OSTC and VLAC programs, Full-Time Equivalency (FTE) is distributed between the two entities as follows: VLAC will enroll the student in three courses and report 0.5 FTE. OSTC will report the remaining FTE based on the student's enrollment and attendance, as verified during their audit process. In MiStar, the 0.5 FTE associated with VLAC will appear under "Other District FTE," with Oakland Schools listed as the reporting district. The District is claiming the FTE for the OSTC and VLAC students. For an OSTC student, the District may be eligible to claim travel time for the student to bring that FTE to the full 0.50 for OSTC. The district decides which programming they are sending a student to and therefore which FTE is to be claimed for the student.



Special Scenarios During Count

- If a student is enrolled and attending in a District on Count Day, the District will claim the student.
- If a student is enrolled in a District, absent on Count Day, but moves to a Virtual environment (VLAC) per the District they are enrolled, then the student can qualify in that Virtual environment (with the completion of the VLAC TWIs). The FTE would be prorated based on the weeks of participation. This student may qualify with VLAC due to a change in program per the District. This student would not be listed in the initial capture on count day that is sent to the District.
- If a student wished to enroll in VLAC after count day, and was not enrolled elsewhere on Count Day, then the student would not be claimable for membership.
- The student must have been fully enrolled and participating with VLAC by count day for VLAC to be able to claim the student. However, if the student transferred from the same home District into VLAC, the home District should still be able to claim the student if the student completed the final week(s) at VLAC.
- For example, if a Waterford student was attending Mott HS on count day and didn't return to all classes within 10 days AND transferred into VLAC, via Waterford, within those 10 days, plus started having successful TWIs in VLAC, then Waterford could still claim that student for a full (or prorated) FTE because the student had a change in schedule.
- If a student was claimed on count day at a District, then transfers to VLAC via a different District, the second District would not be able to claim the student for count day. The second District would only be able to put in a 25e claim for that student when the 25e window opens. Please see your auditor for more information.
- Should a student join VLAC during the count period, VLAC will continue tracking the student's TWIs during the remainder of the count period/school year. The home District can put in a 25e claim to receive a portion of that student's funding from the District who claimed the student on count day. If the second school submits a 25e claim, they will likely need to use the TWIs VLAC has as proof of the student's "attendance" and they will submit those TWIs as part of the 25e claim. 25e is only in play during the time between the October and February counts, so this would not be applicable for Spring Count.
- In other words, once a student is claimed on count day by a District, but transfers to another District between Oct and Feb count days, the District the student transferred to can request a portion of the funding from the state, which we refer to as a 25e claim.
- Possible scenario of students taking 4 classes with VLAC and 4 classes with Sending School (The number of classes for a full schedule may be different than 6 depending on the District. In this example it is 8 classes): The students would not be eligible for over a 1.0 and if claimed for a .67 and .5 by VLAC and the student would error as an FTE conflict. Therefore, it would need to be agreed upon between the District and VLAC what the FTE each are claiming for the student. In other words, both VLAC and the sending school would agree to "split the baby." For example, VLAC would agree to provide 4 classes but only claim a .5 and the District would claim a .5. Once agreed upon (prior to count day) the split would be communicated to both the VLAC and District auditors.

VLAC supports districts in fulfilling state reporting requirements, including REP, SCED, and TSDL submissions. Below is an overview of how these elements are managed for VLAC students:

Teacher of Record and Mentor Teacher Assignments

- **Grades K–8:** VLAC provides a Michigan-certified Teacher of Record employed by Oakland Schools. As an ISD-operated program under a formal Intergovernmental Agreement (IGA), the mentor teacher requirement is fulfilled through VLAC instructional staff.
- **Grades 9–12:** VLAC partners with third-party providers, including Lincoln Learning and Imagine Learning, to deliver instruction through Michigan-certified Teachers of Record for both core and elective courses. VLAC mentor teachers support students by monitoring progress, providing guidance, and maintaining communication with students and families.

REP Reporting

- REP reporting occurs in October and February
- Districts will receive required REP data for VLAC and third-party teachers assigned to their students
- Updated REP information will be provided if teacher assignments change mid-year
- For questions related to REP reporting, please contact: Amanda McKay – amanda.mckay@oakland.k12.mi.us

ACCESSING STUDENT PROGRESS INFORMATION

District staff may access student grades and course progress at any time through the learning management systems used by VLAC, including Lincoln Learning and Imagine Learning.

District staff who need access and are not currently receiving updates should email info@vlac.org and include:

- Name
- Role/title
- Email address
- Student name(s)

For students in grades 6–12, districts are encouraged to contact the assigned VLAC counselor for the most current information and support. Counselor contact information is available on the VLAC website.

Reporting semester grades and transferring them to the District

VLAC will provide semester grades one week after the semester ends. Semester grades can be found in MiStar using these instructions: Semester Grades. Once a District has the student's final grades from VLAC, final grades can be added to the District transcript. If there are questions regarding any final grades, please contact info@vlac.org.

MISTAR Student Information System

Oakland Schools' student information system is called MISTAR.

Accessing MISTAR

District staff who do not have access to Oakland Schools MISTAR and are requesting access for the first time can do so at https://oaklandschools.atlassian.net/servicedesk/customer/portal/91/group/159/create/269

District staff who have access to Oakland Schools MISTAR and want to add access to VLAC can do so here at https://oaklandschools.atlassian.net/servicedesk/customer/portal/91/group/159/create/267

Districts who also use MISTAR as their SIS will access VLAC student information under the Oakland Schools MISTAR, not your own district MISTAR: https://mistar.oakland.k12.mi.us/ostc/mistar/

MISTAR Contacts

VLAC has two MISTAR team members dedicated to helpinghelp participating VLAC districts: Kim Brock and Devara Hodges. You can contact them via MISTAR Service Desk: https://oaklandschools.atlassian.net/servicedesk/customer/portal/91/group/159
By email: Kimberly.brock@oakland.k12.mi.us or devara.hodges@oakland.k12.mi.us

Retrieving Log In Information

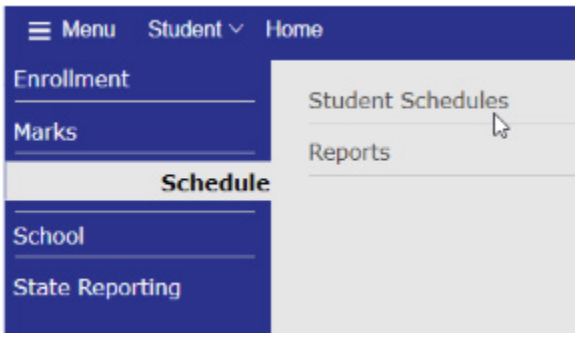
Use this URL to access the VLAC MISTAR database: https://mistar.oakland.k12.mi.us/ostc/mistar. Click on the Login button. All access to the VLAC MISTAR database has 2-factor authentication. Once you enter your username and password, you will be prompted to enter a one-time code that is sent to your email address on record in MISTAR.

Support for username and passwords can be found at this link:
https://oaklandschools.atlassian.net/servicedesk/customer/portal/91/group/159

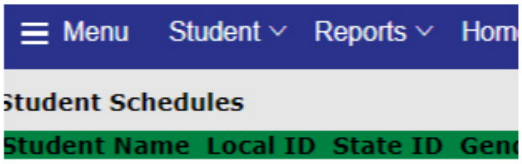
Student Schedules

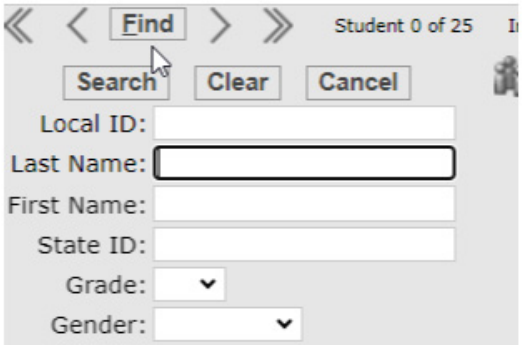
VLAC Sending Schools finding student schedules in: https://mistar.oakland.k12.mi.us/ostc/mistar/

To access student schedule by student: Menu - Schedules - Student Schedules:

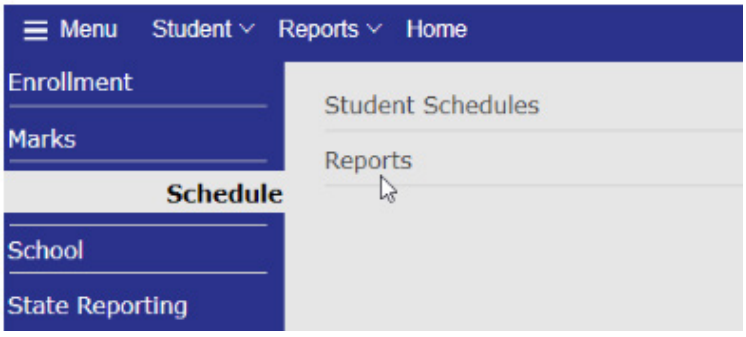


Find - your student:

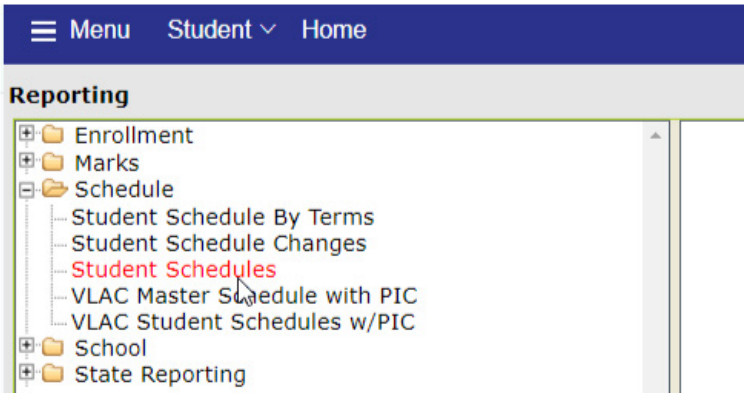




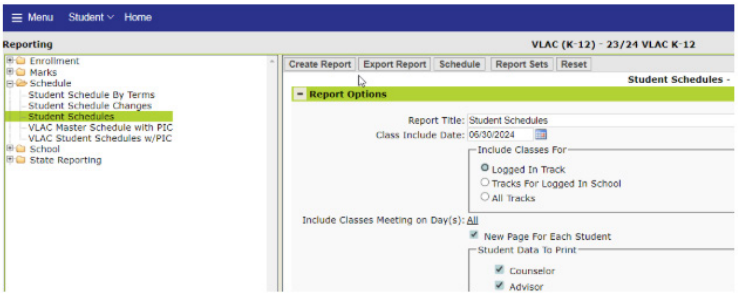
For all students: Menu - Schedule - Reports:



Report choices below, to run all your students' schedules choose the Student Schedules report-



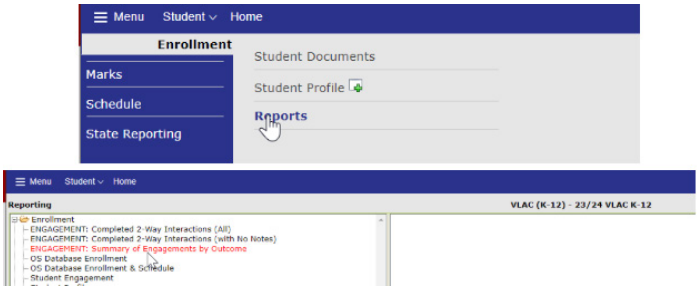
You can create your students schedule report, or Export your students schedule report-



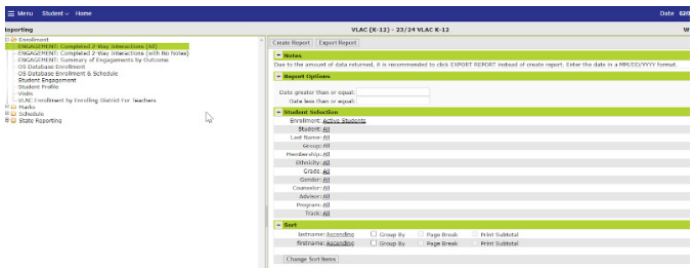
Please note that orientation classes and the class roster are not actual courses or part of the student's schedule, though they may appear listed under the student schedule.

VLAC Attendance: Student Engagement Reports

5-O-D programs take "attendance" differently than in person schools. We are required to track two-way interactions between VLAC teachers and students, also known in MISTAR as engagements. VLAC teachers enter engagements weekly.
If you want to view VLAC student attendance/engagements, you have access to your students' Engagement reports in MISTAR. Please see the directions below on how to find and create the customized report for your students.
Once you have logged into your MISTAR account, you will select MENU > ENROLLMENT > REPORTS.



Once you click on the report you can enter the dates for your report and click on Create Report for a PDF or Export Report for an excel file.

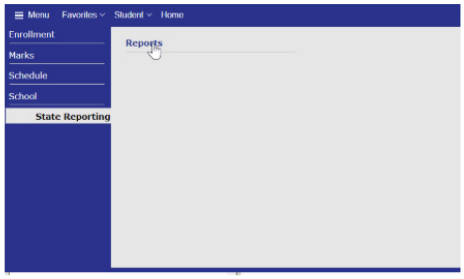


End of Year Engagement/Attendance Report

Districts have access to students' end of year (EOY) Attendance/Engagement report in MISTAR.

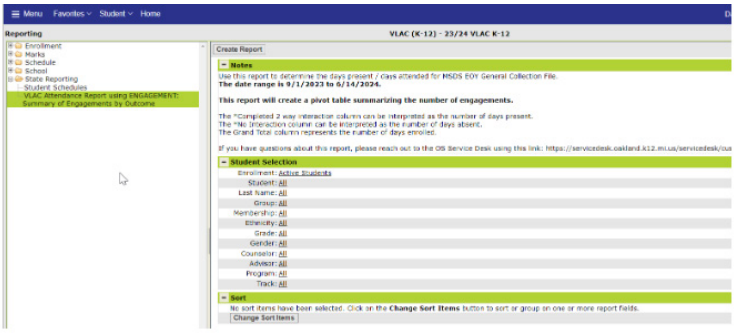
Once you have logged into your MISTAR account, you will select MENU > STATE REPORTING > REPORTS.

The report is named VLAC Attendance Report using ENGAGEMENT: Summary of Engagements by Outcome

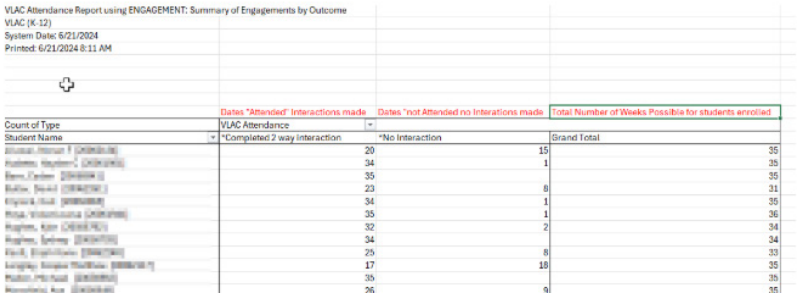




Once you click on the report, click on Create Report



The report will look like this:

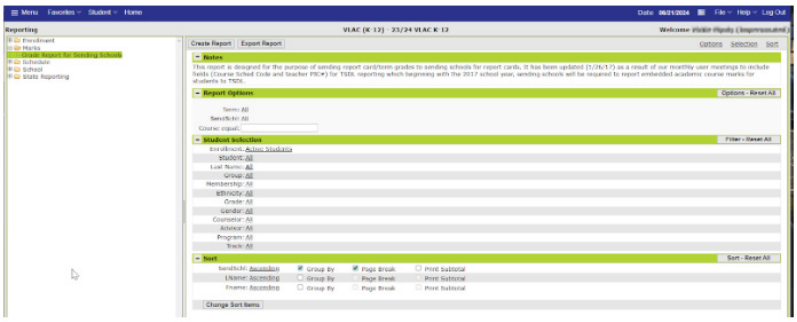


VLAC Attendance Report using ENGAGEMENT: Summary of Engagements by Outcome
VLAC (K-12)
System Date: 6/21/2024
Printed: 6/21/2024 8:11 AM

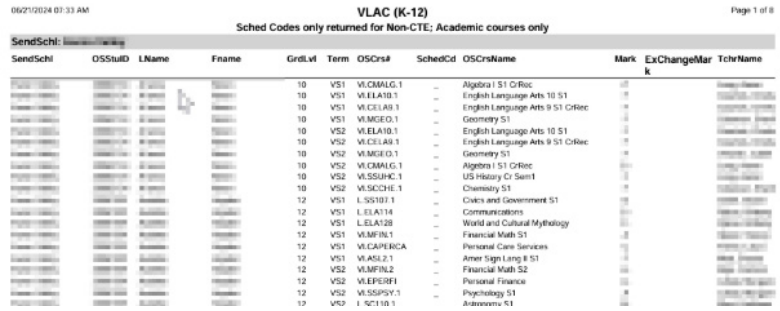
	Dates "Attended" Interactions made	Dates "not Attended no Interations made	Total Number of Weeks Possible for students enrolled
Count of Type	VLAC Attendance		
Student Name	*Completed 2 way interaction	*No Interaction	Grand Total
[redacted]	20	15	35
[redacted]	34	1	35
[redacted]	35		35
[redacted]	23	8	31
[redacted]	34	1	35
[redacted]	35	1	36
[redacted]	32	2	34
[redacted]	34		34
[redacted]	25	8	33
[redacted]	17	18	35
[redacted]	35		35
[redacted]	26	9	35

VLAC Report Cards

Running your students report card marks for the year directions. In MISTAR go to MENU > MARKS > REPORTS Click on Grade Report for Sending Schools and Click on Create Report



Your Grade Report will look like this:

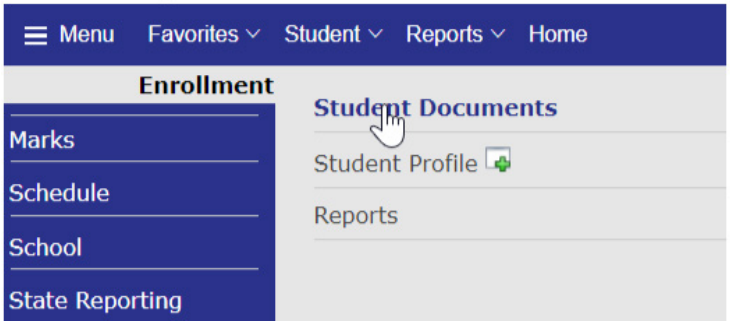


VLAC (K-12)

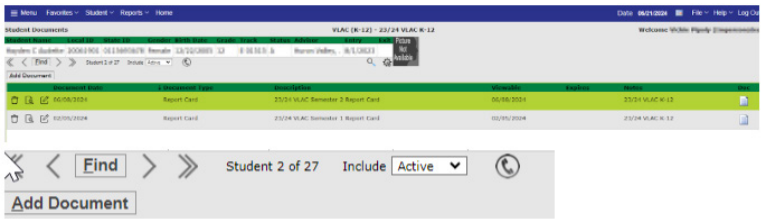
Sched Codes only returned for Non-CTE; Academic courses only

SendSchl	OSStuID	LName	Fname	GrdLvl	Term	OSCrs#	SchedCd	OSCrsName	Mark	ExChangeMark	TchrName
				10	VS1	VLCMALG.1		Algebra I S1 CrRec			
				10	VS1	VLELA10.1		English Language Arts 10 S1			
				10	VS1	VLCELA9.1		English Language Arts 9 S1 CrRec			
				10	VS1	VLMGEO.1		Geometry S1			
				10	VS2	VLELA10.1		English Language Arts 10 S1			
				10	VS2	VLCELA9.1		English Language Arts 9 S1 CrRec			
				10	VS2	VLMGEO.1		Geometry S1			
				10	VS2	VLCMALG.1		Algebra I S1 CrRec			
				10	VS2	VLSSUHC.1		US History Cr Sem1			
				10	VS2	VLSCCHE.1		Chemistry S1			
				12	VS1	LSS107.1		Civics and Government S1			
				12	VS1	LELA114		Communications			
				12	VS1	LELA128		World and Cultural Mythology			
				12	VS1	VLMFIN1		Financial Math S1			
				12	VS1	VLCAPERCA		Personal Care Services			
				12	VS1	VLASL2.1		Amer Sign Lang II S1			
				12	VS2	VLMFIN2		Financial Math S2			
				12	VS2	VLEPERFI		Personal Finance			
				12	VS2	VLSSPSY.1		Psychology S1			

For Individual Report Cards Go to MENU > ENROLLMENT > STUDENT DOCUMENTS

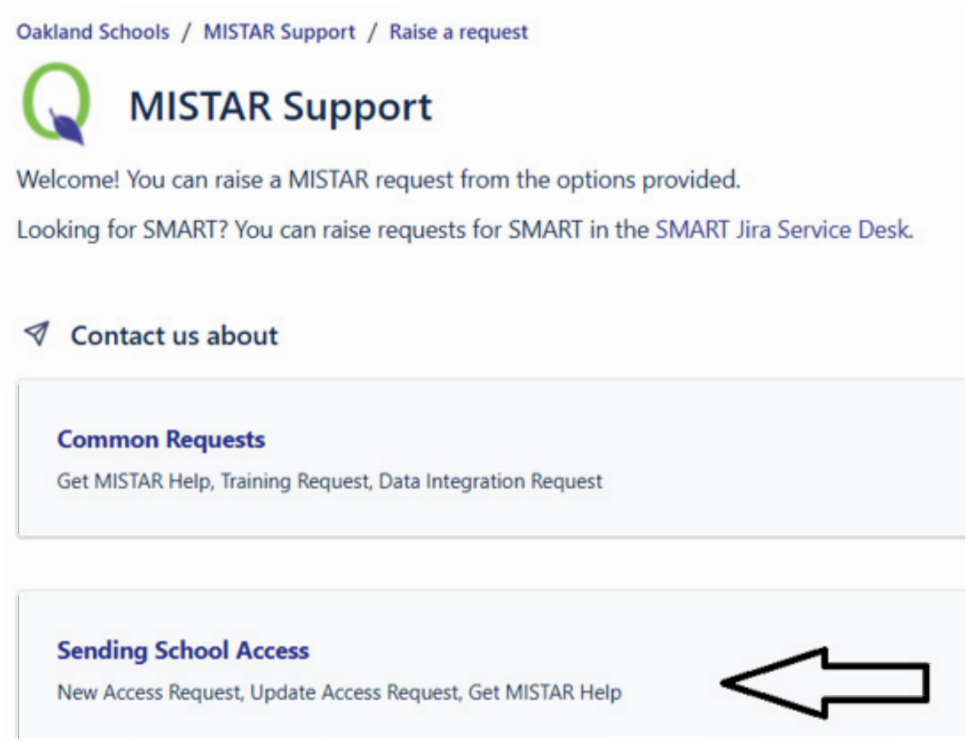


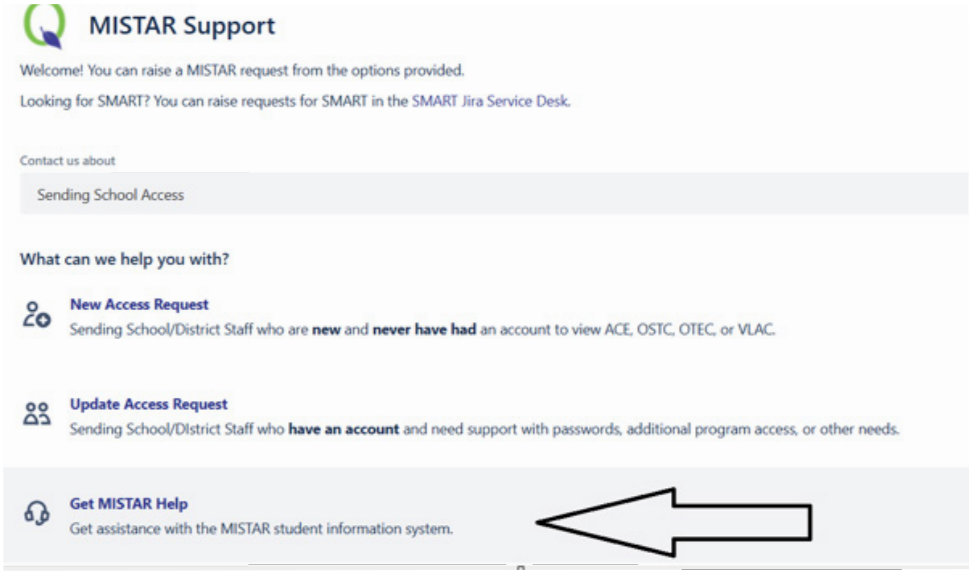
Find your student/students and you will see VLAC Semester 1 Report Card and or VLAC Semester 2 Report Card (Final VLAC Report Card for the Year), you may only see VLAC Semester 2 depending on when your student started with VLAC. Also if you are looking for a student that has withdrawn during the school year adjust your Include drop from Active/Inactive or Both:



Requesting MISTAR Help

https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/group/161ing





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