

Process Improvement Meeting Agenda – 3/31

- MEVA Mission and Vision, Assessment Calendar, and Strategic Goals.
- MEVA Panorama School Climate Survey Participation.
- MEVA FY26 ESEA Application and Comprehensive Needs Assessment.
- MEVA Meets Reminder.
- MEVA Win over the student.
- MEVA State Testing Update – Stephanie Emery.
- ASSESSMENT: Spring '25 NWEA Proctoring Training, Preparation Tips & Tricks – Dr. Christina O'Grady.
- INSTRUCTION: Teacher Evaluation Overview – Don Fournier.
- INSTRUCTION: Applying the Science of Reading at the Secondary Level – Lena Vitagliano.
- SUPPORT: Guidance Update – Heather Tyler and Dan Pierce.
- Other and next Process Improvement Meeting on Monday, April 7th, 3:00 pm.

Mission and Vision



School Mission:

Maine Virtual Academy's (MEVA) mission is to develop **each** student's full potential with learner-centered instruction, research-based curriculum and educational tools and resources to **provide a high-quality learning experience for grade 7-12 students who are in need of alternative educational options.** MEVA will develop an **Individualized Learning Plan (ILP)** with specific learning goals to meet **each student's needs.** MEVA's rigorous curriculum is **aligned** to the eight Maine content areas, the **Maine Learning Results, the Common Core State Standards and the Next Generation Science Standards.**

School Vision:

MEVA will be a leading 21st century public charter school in Maine and will improve student learning outcomes through **individualized instruction,** as evidenced by **student academic proficiency, student academic growth, post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction.** MEVA will empower students to acquire the academic and life skills needed to succeed in **post-secondary education and career opportunities.** Our graduates will be **prepared** for college or other postsecondary career training opportunities

Assessment Calendar 2024-2025

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 10, 11, & 12, 2024 (Makeup Day - September 13, 2024)	January 14, 15, & 16, 2025 (Makeup Day - January 17, 2025)	April 29, 30, May 1, 2025 (Makeup Day - May 2, 2025)
MEA (ELA & Math)	October 7-25, 2024	NA	May 12-23, 2025
MEA (Science)	NA	NA	April 7-17, 2025 (HS) May 12-23, 2025 (8 th Grade)
ACCUPLACER	September 10, 11, & 12, 2024, with makeup days scheduled throughout the year	Ongoing	Ongoing
IReady	<p>7th & 8th Graders - Standards Mastery assessment, August 26-30, 2024 (during FOX Time and 3 pm with Christina)</p> <p>9th Graders for Fall 2024 - August 26-30, 2024 (3 pm with Christina)</p> <p>10th Grader - August 26-30, 2024, diagnostic in the Fall ONLY to inform MTSS practice related to Algebra I skills (3 pm with Christina)</p> <p>Reading This will be completed on an ongoing basis based on NWEA data for students who have an identified need for a deeper look at skill deficits.</p>	January 16-24, 2025 (For mid-year enrollees only)	April 29, 30, and May 1, 2025, after NWEA testing

MEVA Strategic Goals – Reading Growth

Reading Growth.

Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-2029 FIVE YEARS
1.4a	Subgroup Performance: Maine State Assessment (NWEA MAP) 3rd-8th	MEVA reported the following subgroup performance: Students on IEPS: 36% Students on 504s: 44% F+R Lunch: 43% Sex/Gender: Male: 32%; Female: 46%	Partially Meet (Approaching) subgroup performance measure in reading, with three out of five (3/5) subgroups achieving the 45% threshold, by next year.	Meet subgroup performance measure in reading, with five out of five (5/5) subgroups achieving the 45% threshold, for SY-2028/2029.

MEVA Strategic Goals (Updated) – Math Proficiency

Math Proficiency.



Indicator	Description	2023-24 Performance BASELINE	Short term Goal for SY 2024-25 NEXT YEAR	Long Term Goal SY 2028-29 FIVE YEARS
1.1b	Student Academic Proficiency - MDOE Through-Year Assessment, Math	For all students assessed, MEVA reported the following grade level and overall performance (difference from applicable state averages): Grade 7 – 26% (-12%); Grade 8 – 21% (-18%); Grade 10 – 26% (-16%); and Overall – 24% (-16%).	Partially Meet (Approaching) performance measure in math proficiency, with three out of three (3/3) grade levels achieving within fifteen percent (-15%) of the applicable state averages, by next year, for all students assessed.	Meet performance measure in math, with three out of three (3/3) grade levels achieving within five percent (+/- 5%) of the applicable state averages by SY 2028-29, for all students assessed.

Panorama School Climate Survey - 2025

- Students, Families, and Faculty.
- Launch, Monday, March 24th.
- Targets are 75% of students; 35% of families; and 100% of faculty.
- There are 411 families at MEVA. We need at least 144 families to complete it to hit the participation target.
- Your faculty survey arrived in your inboxes directly from Panorama. Thank you for your time to complete!



Panorama Survey results to date, 3/31, 2:18 pm

Select a survey to view

Choose a survey ▼

Download ▼

Spring 2025 School Climate Surveys: All Survey Results

▲ Name	◆ Panorama Family Survey	◆ Panorama Student Survey	◆ Panorama Teacher Survey
 Maine Virtual Academy	114 responses	45.4% - 210/463	95.1% - 58/61
 Maine Virtual Academy	114 responses	45.4% - 210/463	95.1% - 58/61

MEVA FY26 ESEA Application and Comprehensive Needs Assessment

- We made the first pass at completing the SY-2024/2025 Comprehensive Needs Assessment. We will follow up when spring 2025 assessment data becomes available.
- Looking ahead at the FY26 ESEA Application, we are seeking feedback on how these funds may be used to support student achievement and growth.
- In the past ESEA funds have been used to secure faculty to provide supplementary instruction in English Language Arts and math.

MEVA Meets Follow Up

- We had a positive outcome to our first MEVA meets on March 19th.
- Many thanks to Dr. O'Grady for being on duty.
- Our next MEVA Meets is on Wednesday, April 23rd.
- Please refer your students that need the in-person session.
- We will schedule one every month.

Win Over the Student!

Thoughtful and consistent communication is the foundation on building successful rapport with our families and students.

Immediate intervention has been recognized as the most effective method in student retention. Every role within the school plays an important part in this effort.

Without our Students there would be no MEVA!

Win Over & Rapport

- **Win Over**: is a proactive approach/mindset. Win “back” is more reactive and is also needed in some cases, like in progress withdrawals as an example.
- **Rapport Definition**:
 - The Merriam-Webster Dictionary defines Rapport as; *a friendly, harmonious relationship especially: a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy.*
- **Google Dictionary - Examples of Further Meaning**;
 - 1. Rapport is a good sense of understanding and trust.
 - 2. A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Example, *"she was able to establish a good rapport with the children"*

Communication

- In ALL Cases;
 - Communication should always exhibit compassion, empathy and kindness.
 - Be an effective communicator, timely and responsive.
 - Exhibit a willingness to help and serve our families well.
 - Never forget to share the vast opportunities we have at MEVA to support our students!

Withdrawal Mitigation Process

- **Ask why?** - Use phrases like, “*Before* you withdraw, tell me about your reason. There may be something we can do for you.”
- **Listen for keywords;** lack of support, socialization, motivation challenges, tech or navigation challenges and so forth.
- **As you listen, empathize** - Understand their position and their feelings. Many times, families or students have been thinking about withdrawal for a while.
- **Advocate for MEVA’s programs** - Share information on our clubs, self-paced options, and student support opportunities. See if they are willing to have a team meeting to talk over work credit options, early college opportunities, and so much more. Some students may qualify for early graduation.
- **Document, document, document** - your mitigation efforts in contact logs within Infinite Campus, then *submit a “Rapid Response” form below*. Familiarize yourself with the form selections to be aware of the kinds of barriers that lead to withdrawals.
- **Link to the form:** [24-25 Rapid Response \(Intervention\) Form](#)

From Cornell's TCI and CARE model.

weCARE

	WILLING	NOT WILLING
ABLE	ACKNOWLEDGE Give positive attention Join in activity Ask child to teach others	ENCOURAGE As if Offer assistance Give Choices Predict the future Make a request Natural or logical consequence
NOT ABLE	TEACH Give positive attention Join in activity Ask child to teach others	CHANGE EXPECTATIONS Change the expectation Redirect the activity Drop the expectation

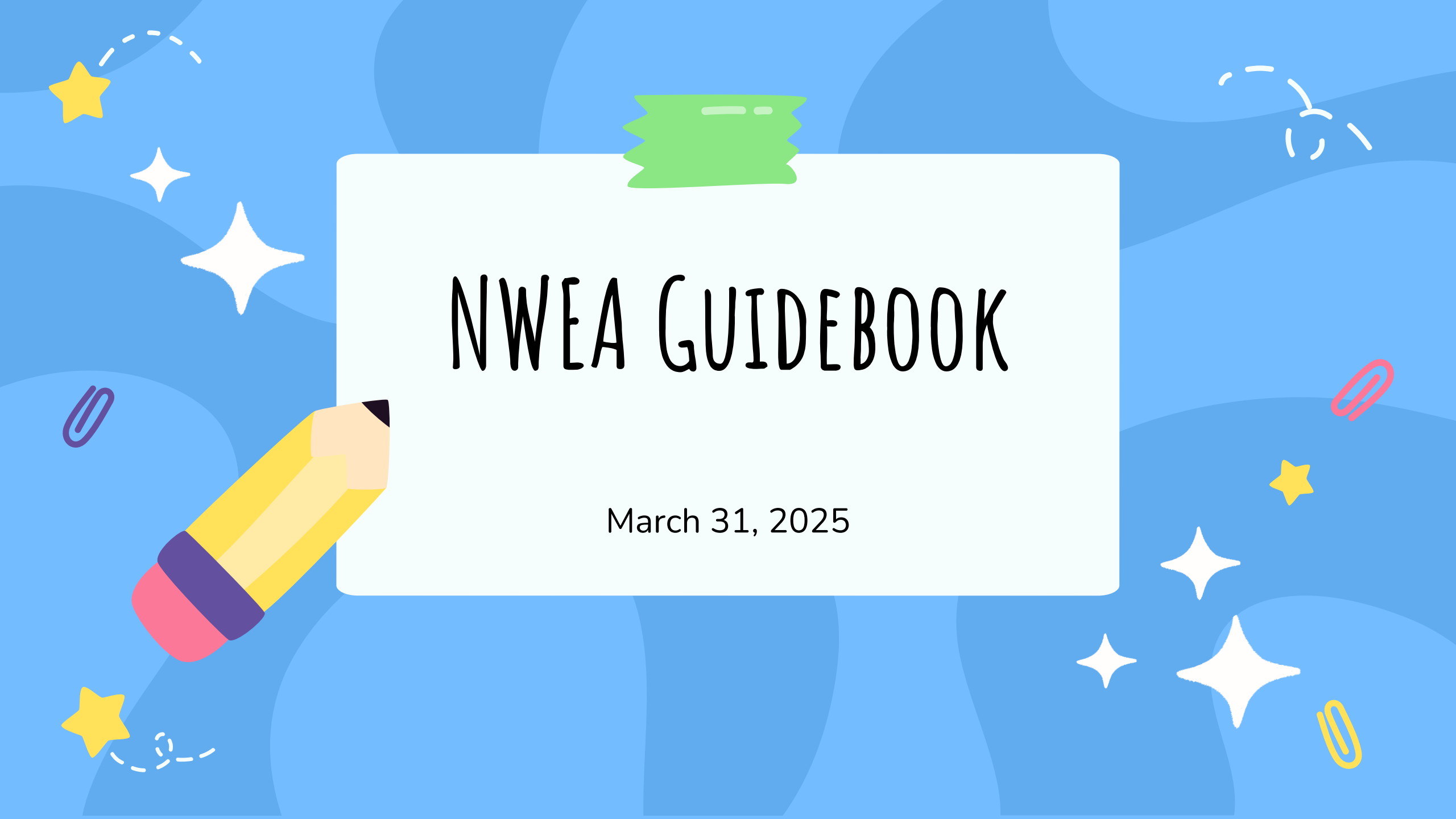

State Assessment Updates:

- ▶ Testing window **April 7th through 17th** for MEA Science (11th Grade)
- ▶ **MTY/Science - May 12th through 23rd** & **Travel Team** please be available the **full month of May to test at your convenience.** (MTY 7th & 10th full month available, 8th grade is only available to test 12th – 23rd)
- ▶ Testing Kits - will be ready for pick up on April 4th at the MEVA suite south wing.
- ▶ State Assessment Trainings – Please complete by Friday.
- ▶ Science Rosters – Last week's release was delayed. These will be released tomorrow.



NWEA GUIDEBOOK

March 31, 2025





CHANGES FOR SPRING



- All students, grades 7-11 must also complete the i-Ready Math & Reading diagnostics.
- Advisory teachers will also be responsible for helping to test students in i-Ready.



7TH GRADE

GE Morning & Afternoon Session

GE Proctoring Lead: Nic Taylor

GE Proctoring Support: Lauren Sroka & Jan White

SE Morning Session

SE Case Managers: Jenn Guyton, Julie King, & Kevin Rousseau

SE Proctoring Support: Vikki Sergent, Kristen Schmidt, & Lisa Russell

SE Afternoon Session

SE Case Managers: Jenn Guyton & Kevin Rousseau

SE Proctoring Support: Kristen Schmidt, Vikki Sergent, Lisa Russell & Jan White



8TH GRADE

GE Morning Session (NWEA)

GE Proctoring Lead Group 1: Kim Pasternack

GE Proctoring Support Group 1: Chelsea Osgood & Steph Martitz

GE Afternoon Session (NWEA)

GE Proctoring Lead (All): Steph Martitz

GE Proctoring Supports (All): Chelsea Osgood

GE Afternoon Session (i-Ready)

Kim Pasternack & Christina O'Grady

SE Morning Session

SE Case Managers: Jenn Guyton & Kevin Rousseau

SE Proctoring Support: Vikki Sergent, Kristen Schmidt, & Lisa Russell

SE Afternoon Session

SE Case Managers: Jenn Guyton & Kevin Rousseau

SE Proctoring Support: Kristen Schmidt, Vikki Sergent, Lisa Russell, &

Jan White

GE Morning Session

GE Proctoring Lead Group 1: Heather Larchar

GE Proctoring Support Group 1: Nicole Hart

GE Proctoring Lead Group 2: Nick Sherwood

GE Proctoring Support Group 2: Gayle Langis

GE Proctoring Lead Group 3: Jason Iannone

GE Proctoring Support Group 3: Meredith Priess

GE Afternoon Session (NWEA)

GE Proctoring Lead (All): Nicole Hart

GE Proctoring Supports (All): Heather Larchar

GE Afternoon Session (i-Ready)

Nick Sherwood, Jason Iannone, & Christina O'Grady

9TH GRADE



SE Morning Session

SE Case Managers: Bethany Kennedy, Julie King, & Kevin Rousseau

SE Proctoring Support: Lisa Russell, Kristen Schmidt, Jennifer Knowles, & Rebekah Cross

SE Afternoon Session

SE Case Managers: Bethany Kennedy, Julie King, & Kevin Rousseau

SE Proctoring Support: Rebekah Cross, Gayle Langis, Kristen Schmidt, Jennifer Knowles, Meredith Priess, & Lisa Russell

GE Morning Session

 **GE Proctoring Lead Group 1:** Matt Corbett

GE Proctoring Support Group 1: Alex Campbell

GE Proctoring Lead Group 2: Colleen Ford

GE Proctoring Support Group 2: Melissa Dubovik

GE Proctoring Lead Group 3: Vanessa Richardson

GE Proctoring Support Group 3: Lindsey Samson

GE Proctoring Lead Group 4: Anthony Barletta

GE Proctoring Support Group 4: Denise Harlow

GE Afternoon Session (NWEA)

GE Proctoring Lead (All): Anthony Barletta

GE Proctoring Supports (All): Colleen Ford & Vanessa Richardson

GE Afternoon Session (i-Ready)

Lindsey Samson, Melissa Dubovik, Matt Corbett, & Christina O'Grady

10TH GRADE



SE Morning Session

SE Case Managers: Jenny Scribner, Julie King, & Kevin Rousseau

SE Proctoring Support: Holly Russell, Kristen Schmidt, & Lisa Russell

SE Afternoon Session

SE Case Managers: Jenny Scribner, Julie King, & Kevin Rousseau

SE Proctoring Support: Holly Russell, Kristen Schmidt, & Lisa Russell

GE Morning Session

GE Proctoring Lead Group 1: Dante Castro

GE Proctoring Support Group 1: Nelson Peters

GE Proctoring Lead Group 2: Lauren Lugdon

GE Proctoring Support Group 2: Kristian Campbell

GE Proctoring Lead Group 3: Alicia Uth

GE Proctoring Support Group 3: Mary Violette

GE Proctoring Lead Group 4: Coady Richardson

GE Proctoring Support Group 4: Matt Guertin

GE Afternoon Session (NWEA)

GE Proctoring Lead (All): Alicia Uth

GE Proctoring Supports (All): Nelson Peters & Dante Castro

GE Afternoon Session (i-Ready)

Coady Richardson & Christina O'Grady

11TH GRADE



SE Morning Session

SE Case Managers: Dan Bernardini, Jenny Scribner, Julie King, & Kevin Rousseau

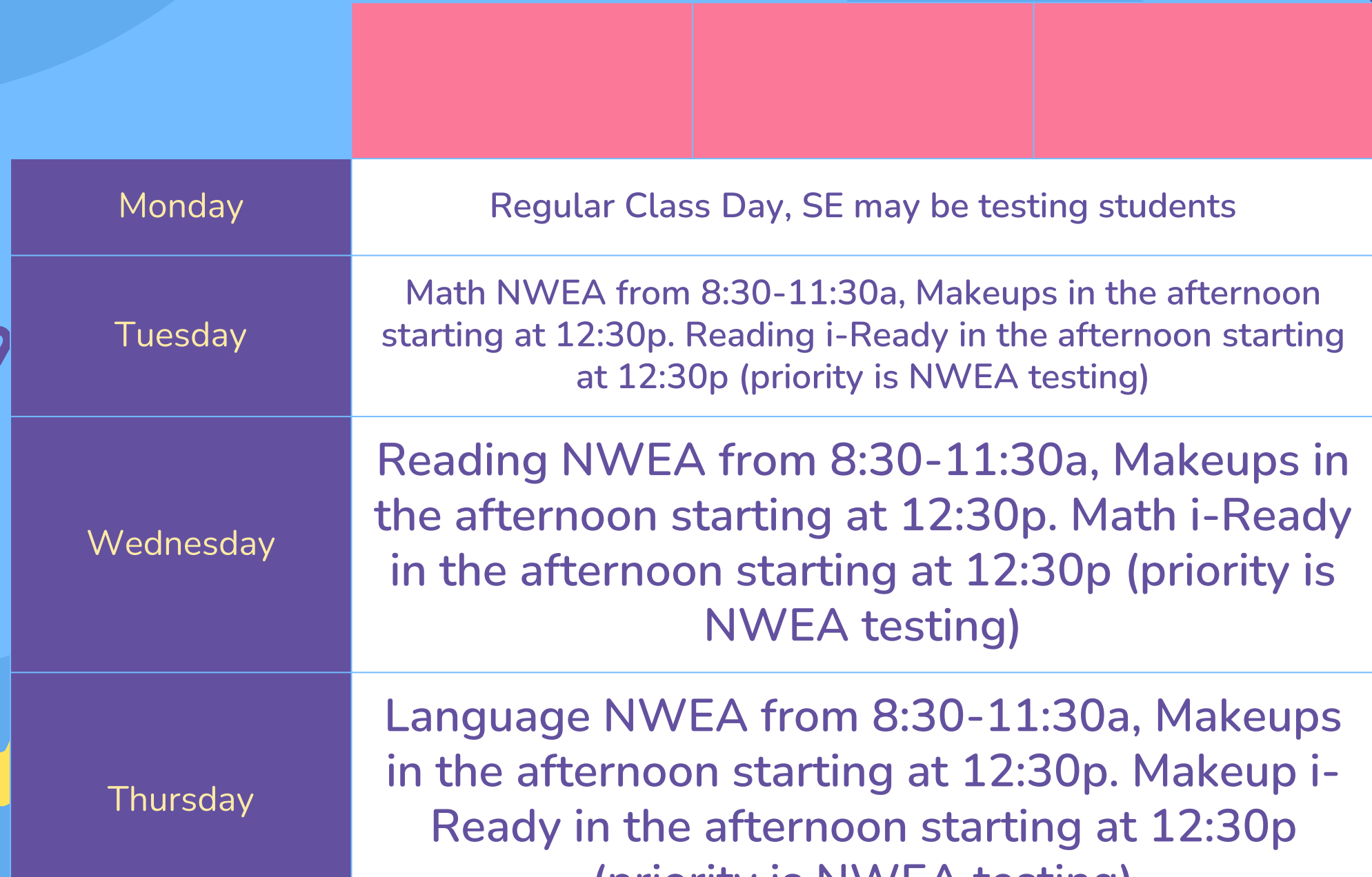
SE Proctoring Support: Jenn Conrad, Lisa Russell, Trudy Martin, & Kristen Schmidt

SE Afternoon Session

SE Case Managers: Dan Bernardini, Jenny Scribner, Julie King, & Kevin Rousseau

SE Proctoring Support: Jenn Conrad, Lisa Russell, Kristen Schmidt, Kristian Campbell, Matt Guertin, & Lauren Lugdon

NWEA: WEEK-AT-A GLANCE



Monday	Regular Class Day, SE may be testing students	
Tuesday	Math NWEA from 8:30-11:30a, Makeups in the afternoon starting at 12:30p. Reading i-Ready in the afternoon starting at 12:30p (priority is NWEA testing)	
Wednesday	Reading NWEA from 8:30-11:30a, Makeups in the afternoon starting at 12:30p. Math i-Ready in the afternoon starting at 12:30p (priority is NWEA testing)	
Thursday	Language NWEA from 8:30-11:30a, Makeups in the afternoon starting at 12:30p. Makeup i-Ready in the afternoon starting at 12:30p (priority is NWEA testing)	



NWEA & I-READY TRACKER

Will be shared out once it is updated.



NEXT STEPS



- Proctoring Leads communicate with your Proctoring Supports to make a plan (include Christina & Don on these communications)
- Email advisory students and LCs from your group with the NWEA test dates and the Zoom link, include Christina and Don on these emails by **Thursday, April 17th**. **NEW:** You MUST use the email template provided in the guidebook for these communications for consistency. (You can copy your email from winter).
- Create an announcement in the advisory course with restrictions for your group announcing the NWEA test dates and the Zoom link by **Thursday, April 17th**. **NEW:** You MUST use the announcement template provided in the guidebook for these communications for consistency. (You can copy your announcement from winter).
- Dr. O'Grady will send out emails and announcements and set up the testing sessions related to i-Ready testing.
- During the **April 28th** advisory meeting go through the Advisory slides.



WHAT TO DO IF YOU SUSPECT CHEATING



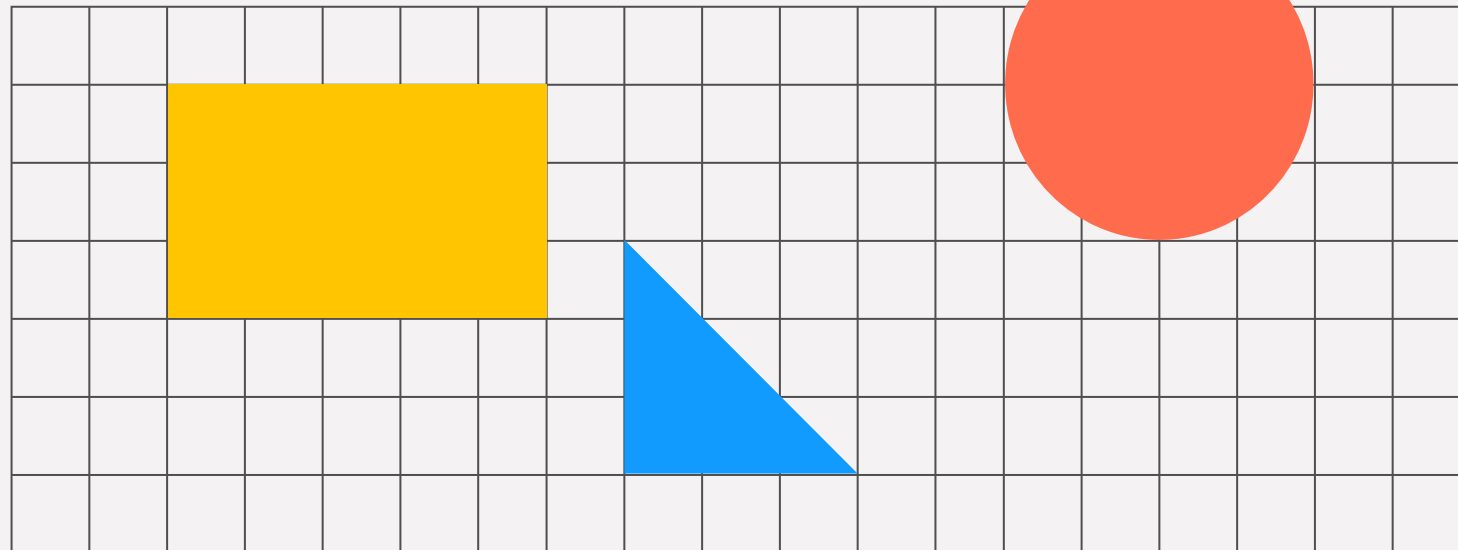
Suspected Cheating

If you suspect a student is cheating, notify the NWEA Administrator, Academic Administrator, and Special Education Administrator. Include the student's name in your email, why you suspect cheating, and any actions you took to address the situation during the testing session. The NWEA Administrator will follow the protocol outlined below to investigate the situation further.

1. Determine if the variance in scores falls within the standard for the test and grade level determined by the NWEA Norms study. We consider it a "normal" score if it falls within the standard deviation.
2. If it falls outside the standard deviation, the duration time is analyzed. This is compared to prior testing times and the average test duration and grade level duration. If a student uses additional resources, it is often reflected in the time it takes to complete the test.
3. Additionally, if the student is in grades 7, 8, or 10, their in-person score is compared to their virtual score to determine if they are within a standard deviation of each other.
4. The Head of School (Dr. Browne) and the NWEA Administrator (Dr. O'Grady) determine whether a meeting should be called with the student and family and/or whether the student will be retested.
 - a. If we determine the student is to be retested, they will be retested in a 1:1 setting with their camera and screen sharing turned on.

This process is included in the new NWEA Guidebook along with the script to read prior to each day's testing session regarding cheating and the use of external resources.

Teacher Observation Overview SY2024/2025 Summative Evaluation



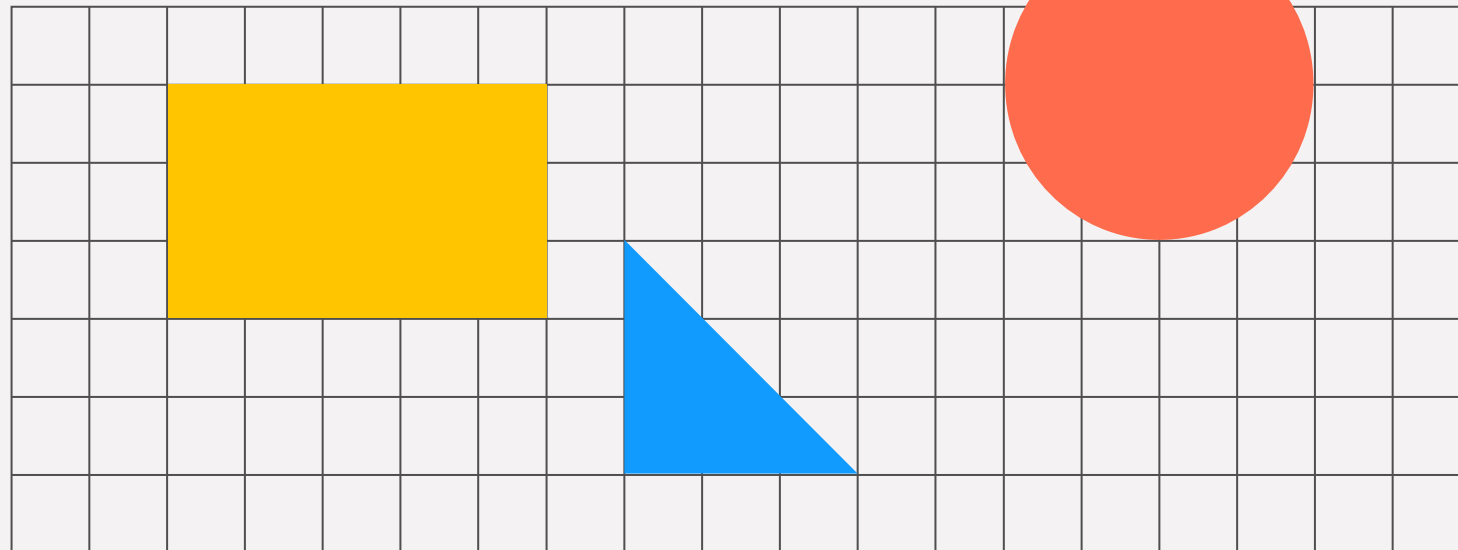
Teacher Observation Schedule

Date	Topic	Homework
April	Pre-Observation Notes	<ul style="list-style-type: none">Let your Observer know which class/day/time you would like to use for your Observation and complete the Pre-Observation notes (Tab 1)
April	Domain Choice(s)	<ul style="list-style-type: none">Choose which Domain(s) you would like the observer to focus on (Tab 2) along with your completion of the Pre-Observation Notes
Monday April/ May	Post-Observation Notes	<ul style="list-style-type: none">Once the class has been observed, complete Post-Observation Notes (Tab 3) within the next school day
Monday May/June	Post-Observation Conference	<ul style="list-style-type: none">Observer will review notes and complete a Teacher Summative Evaluation Report, which will be discussed at this conference

Questions/ Comments



[Pre/Post Observation Feedback Form](#)



Applying the Science of Reading at the Secondary level

Math

English

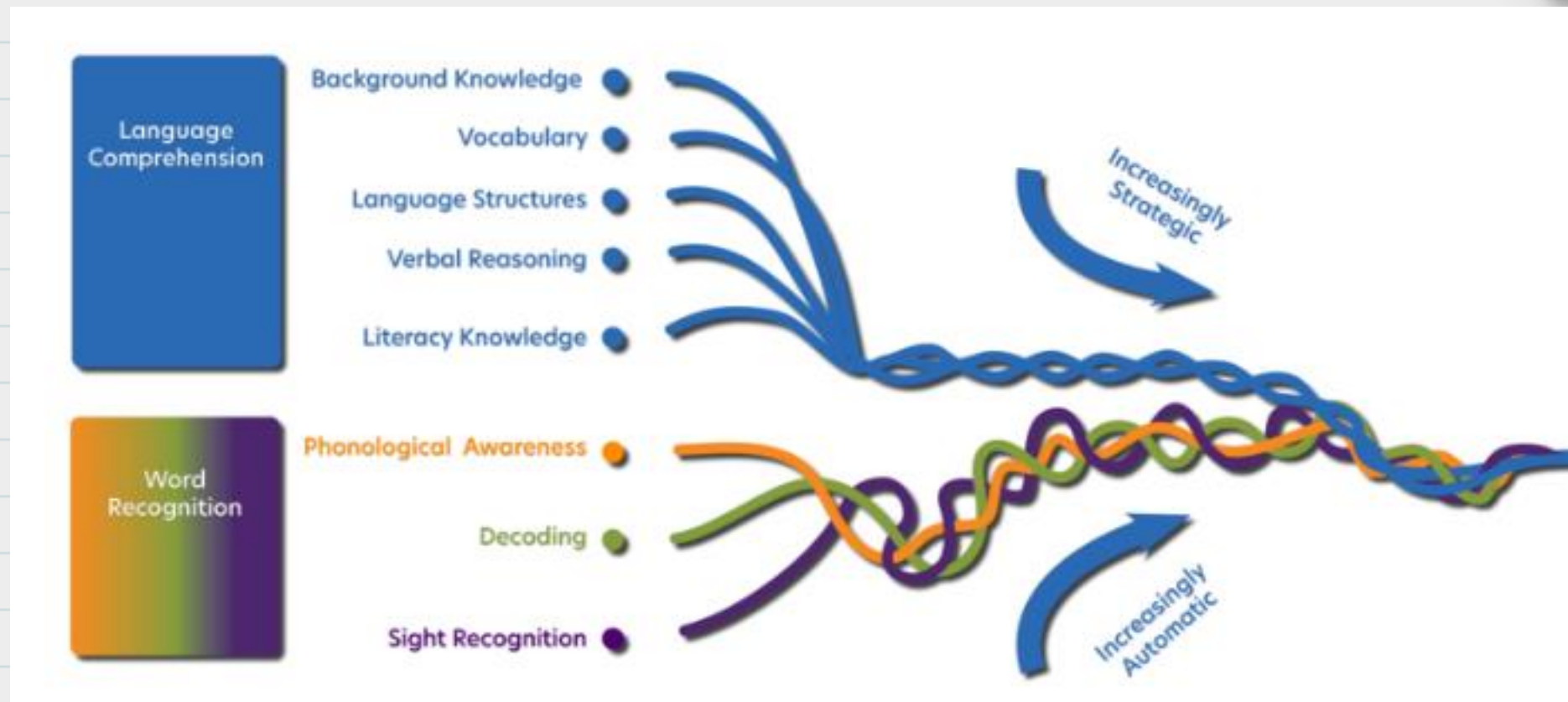
Social Studies

Science

Electives

Across all
disciplines
grades 7-12

Scarborough's Reading Rope



Simple View of Reading



Fluency:

Automatic Word Recognition
~Phonemic Awareness
~Decoding



Sentence & Text Structure

~Reading
~Writing

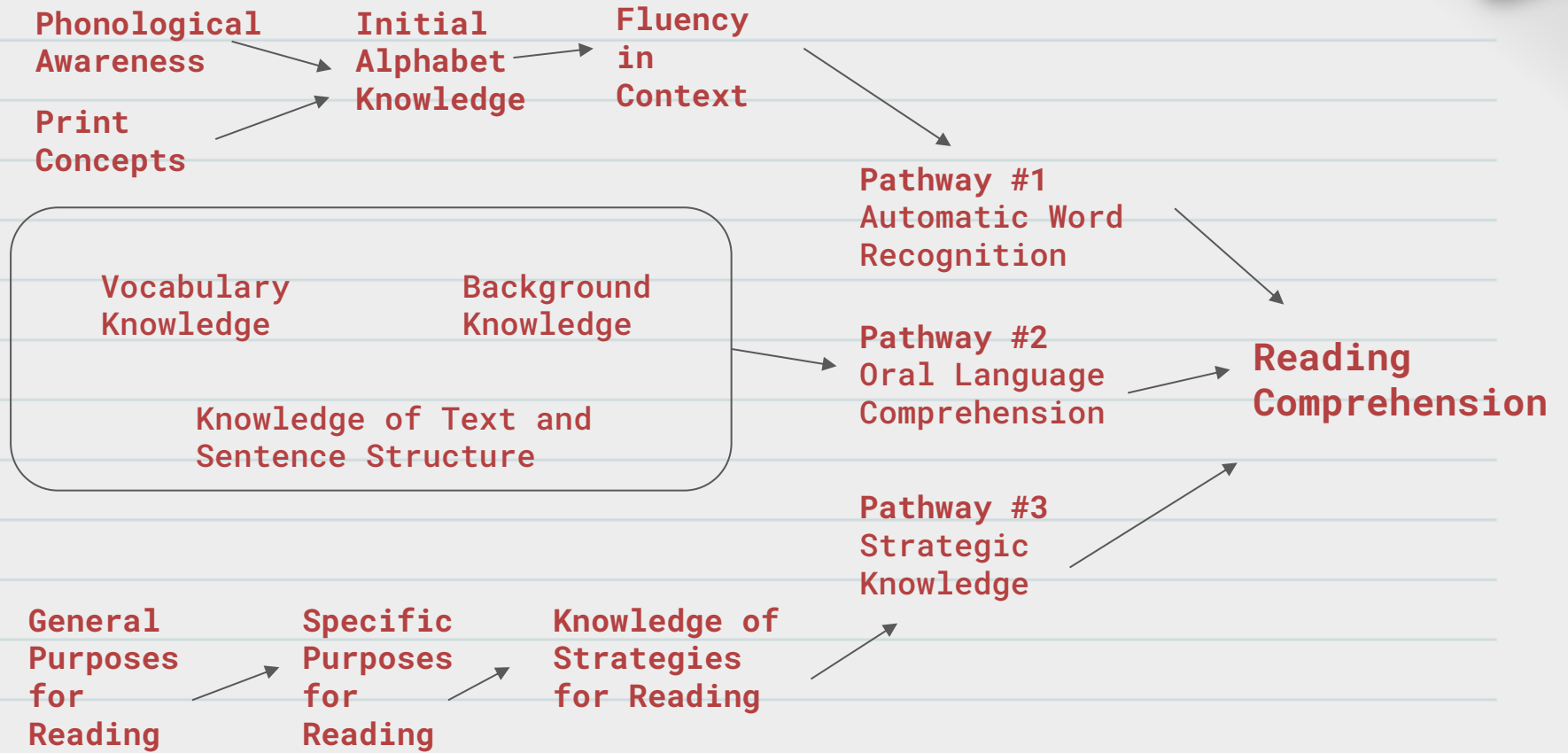


Oral Language Vocabulary & Knowledge:
~Receptive
~Expressive

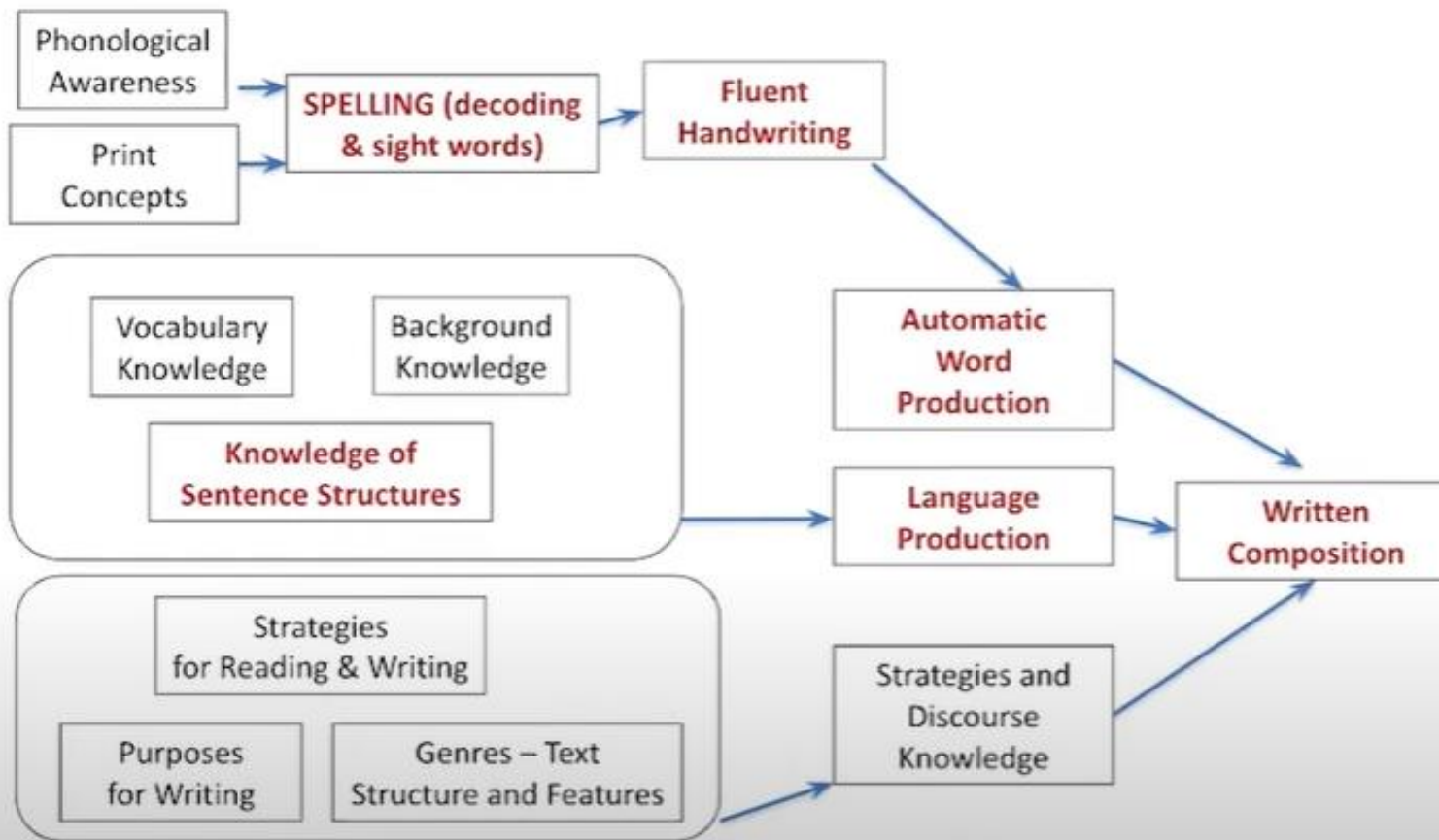


Strategies for general and specific purposes
~Genre

Cognitive Model of Reading



Cognitive Model of Writing

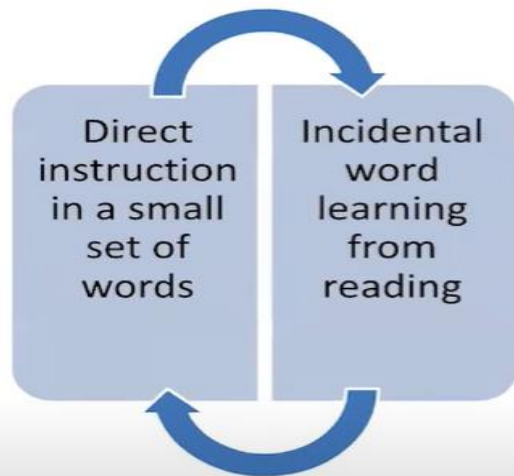


Let's Talk Word Study

We need over 80,000 word families to understand texts in school

It's impossible to expect that we can teach our students that many words.

So how will they acquire them?



Later when (if) learners become fluent, they develop more word knowledge both via direct instruction and also as they engage in reading.



What happens to those learners who never developed the ability to read or who have not developed fluency and automaticity?

Word

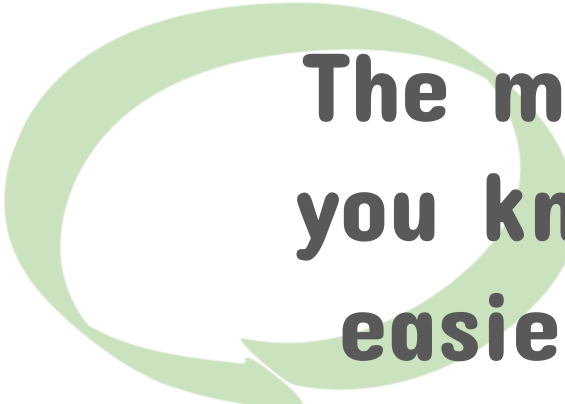
Knowledge

is

Incremental

and

Cumulative



**The more words
you know.... The
easier it is to
learn new and
more complex
words**

Word Study Routines

This should be happening 2 to 3 times per week in all content areas. The teacher explicitly introduces words -important vocabulary- from the current or upcoming curriculum unit. This should include spelling/encoding, syllable structure, parts of speech, meanings, and solicits echo responses for pronunciation.

The teacher-student interactions increase in complexity as they learn syllable types. The evidence of vocabulary learning is realized via sturdy sentence composition in response to question/prompts.

Word study can easily and should be incorporated across all content.

Basically, anytime you are reading or writing something, you have the opportunity to reinforce word study concepts.

One of the really cool things about word study is that doesn't have to be long.

Your explicit and introduction lessons might take 5-10 minutes, but once you've introduced a word study concept, you're giving your students permission to notice that word study concept in anything they are reading and writing.

Why is word study important?


If we want our students to be skilled readers, they have to have a foundation that allows them to actually read and understand the words they see on a page, and your word study instruction will help with that.

As students start to see more multisyllabic words, many students start to struggle and begin to disengage. It's possible they were fine reading single syllable words, and they might have a strong phonics foundation, but with the introduction of multisyllabic words, they start to struggle.

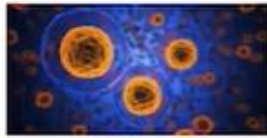
Word study instruction can help students read multisyllabic words.

Word study lessons also support both reading and writing.

Finally, it is estimated that over 60% of English words have meanings that can be predicted from their word parts. This means we definitely want to be giving enough focus on word study to give students the tools to help them understand the meaning of most words they encounter.



Teaching Syllable Types as you introduce and reinforce Vocabulary acquisition



Cells
closed



- *Cells* is a noun that means the smallest unit of life. All living things are made of cells.
- The adjective form is cellular.
- "Cells are basic units of all living things (p. 4)."

cells

noun

smallest units of
life

"Cells are basic units of
all living things (p. 4)."



Closed

A single vowel is followed by one or more consonants and is pronounced with a short sound.


trash
content

Open syllable



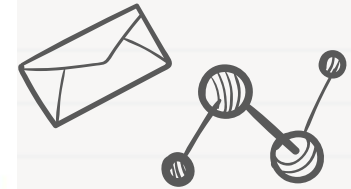
A single vowel is at the end of a syllable and is pronounced with its long sound.

she
remote

nucleus	noun	center or most important part	"The nucleus is the control center of a cell, like a brain (p. 9)."	
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- *Nucleus* is a noun that means center or most important part. Cells have a nucleus.
- The adjective form is nuclear.
- "The nucleus is the control center of a cell, like a brain (p. 9)."

Vowel-Consonant-e



2 possibilities...

① A final silent e marks the long vowel sound in a syllable.

time
enrage

② The final silent e is dropped when a vowel suffix is added, but the vowel is still long.

blaming

R-Controlled

A vowel and r are linked to make a vowel sound that is neither long nor short.

shark
pururse

reservoir

closed r-controlled vowel team



- *Reservoir* is a noun that means a large body of water that can be used as a source of water for a town. Dams usually create *reservoirs*.
- You can see the root word *reserve*, meaning to keep for later use.

- ar: cart, sharp, large, mark, farm.
- er: herd, germ, clerk, tiger, feather.
- ir: shirt, bird, circle, first, birthday.
- or: short, corn, story, port, orbit.
- ur: hurt, turtle, burn, purple, nurse.

The most difficult of syllable types are the...

Vowel Team

Two vowels (and sometimes w or y) work together to represent one sound. It can be long, short, or neither.

team
contain
boyish

Common vowel teams (also known as vowel digraphs or vowel pairs) in English:

ai, ay, ee, ea, igh, ie, y, oa,
ow, oe, oo, oi, oy, au, aw, ew,
ue, ui, ou, ey.



resourceful

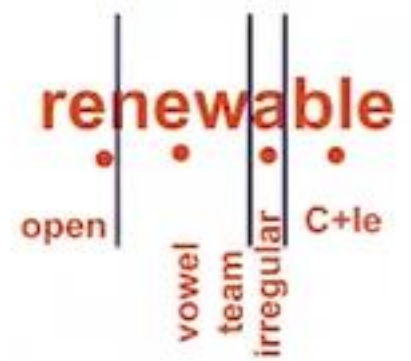
open vowel team suffix



- *Resourceful* is an adjective that means able to find ways to solve problems.
- You know what *resources* are – they are things we use to make our lives better. *Resource* is a noun.
- If you are *resourceful*, you can quickly figure out solutions to problems.



- *Renewable* is an adjective that means able to be created again.
- You can use the prefix *re-* and the root *new* to figure it out.
- *Renewable* energy is energy that is never used up. We are going to see that hydroelectric power is clean and *renewable*.



Consonant-l-e
 A single consonant sound is followed by *le* (representing the sound /ul/) in an unaccented syllable at the end of a word.

cancelle
 enablele

- **ble:** as in 'table', 'bubble', 'stable'
- **dle:** as in 'candle', 'middle', 'handle'
- **fle:** as in 'waffle', 'ruffle', 'sniffle'
- **gle:** as in 'eagle', 'struggle', 'juggle'
- **kle:** as in 'twinkle', 'ankle', 'sparkle'
- **ple:** as in 'simple', 'ripple', 'people'
- **tle:** as in 'little', 'battle', 'kettle'
- **zle:** as in 'puzzle', 'drizzle', 'sizzle'

**Reading is a complex process
-if young learners do not develop
proficiency in all of these individual
skills as they were learning-to-
read, their ability to activate
reading-to-learn is highly impacted.
Their capacity to access your
curriculum and content is
compromised. Compensatory
strategies and accommodations are
not enough!**

**MEVA
Graduates
deserve to
leave us
literate -
as
proficient
readers and
writings.**

**It is our collective
responsibility as educators to
address reading deficits that we
notice in our learners.**

Literacy
Across the
Curriculum



QUESTIONS



**THANK
YOU!!**



INSIGHTS



A large red starburst graphic is positioned on the right side of the slide, partially overlapping the text. It consists of a large, elongated starburst shape pointing upwards and to the right, and a smaller, more symmetrical starburst shape below it.

REMINDERS CONTINUED

Guidance Update

Last week we talked about the importance of notifying a school counselor with various student concerns.

Today we are continuing that conversation with an additional reminder...

- Students may share information with you regarding their risky, dangerous, and/or illegal behavior.
- You could even be the first person or the only person the student has told.
- It is imperative you notify the student's school counselor if you hear something like this.

Dan Pierce (7-9) Cell: 207-861-1431
Heather Tyler (10-12) Cell: 207-613-6196

*If it is an emergency and you don't get us, call the other one!!

Other

- Other topics and/or questions?
- Next Process Improvement Meeting **on Monday, April 7th, 3:00 pm.**
- **April Break is Friday, 18th to 25th.** Please cancel your live class sessions to suit.
- MEVA **virtual** high school graduation on **Friday, June 6th at 2:00 pm.** MEVA **virtual** eighth grade recognition ceremony on **Friday, June 13th at 11:00 am.**
- Looking ahead, the Last Day of School is **June 13th.**
- PI Meeting Materials are posted at:
<https://www.mainevirtualacademy.org/essaesslerau-elresources/meva-process-improvement-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.