

Professional Learning Meeting Agenda – 9/22

- MEVA Mission and Vision.
- Introduction to MEVA's Performance Framework (Continued).
- Mission and Key Design Implementation.
- Win over the student initiative.
- State testing update – Stephanie Emery.
- Reminders – Dr. Christina O'Grady.
- Professional Learning Book Study – Dr. Christina O'Grady.
- Teacher/Support Teacher Evaluation Update – Don Fournier.
- Other and next Process Improvement Meeting on Monday, September 29th, 3:00 pm.

MEVA 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

MEVA's Performance Framework

- As a public charter school, MEVA has a performance framework that measures our progress and outcomes in key areas.
- These include Student Achievement; School Climate and Family Engagement; Organizational Sustainability; Financial Management and Viability; School Mission and Student Persistence; and School Customization.
- **SY-2025/2026 is the first year in MEVA's third renewal cycle**, since our founding in 2015.
- The MEVA faculty works towards meeting/exceeding our performance measures each school year.

Mission and Key Design Implementation

Criterion	Indicator	Target	Rating
5.1	Mission and Key Design Implementation	<p>1. The school demonstrates its approved mission.</p> <p>2. The school implements the key design elements* in the approved charter and any subsequently approved amendments in a manner that serves all of its students.</p> <p>3. The Board and Administration share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <hr/> <p><i>* Key Design Elements are aspects of the school, originally articulated in the charter application or in subsequent amendments, which make the school unique and distinct from other district or Charter Schools.</i></p>	<p>Meets Expectation School is implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Approaching Expectation School is partially implementing the mission and design elements as outlined in the charter and amendments</p>
			<p>Does Not Meet Expectation School is not implementing the majority of the mission and design elements as outlined in the charter and amendments</p>

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](#)

State testing update

- Stephanie Emery.

State Assessment Updates:

▶ **Travel Team – Join the Adventure!**

- ▶ Help MEVA meet participation goals while enjoying flexible scheduling. As part of the Travel Team, you and a teammate can choose the dates and times that work best for your testing assignments. Your support makes a big difference! [Travel Proctor Task Force Form](#)

▶ **Testing Kits;**

- ▶ Will be ready for pick up on Oct 3rd at the MEVA Suite. Use the Arsenal St. loading dock area.

▶ **Site Rosters/Attendance Workbook;**

- ▶ Will be available very soon, keep your eyes out for a shared google doc email.

▶ **Proctor Assignments/DocuSigns;**

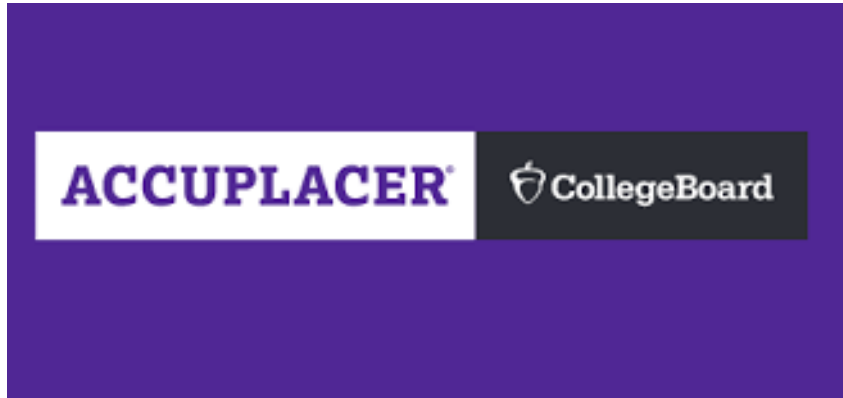
- ▶ Have gone out. Please reach out if you did not get one.
- ▶ [Link to Proctor Teams/Assignments](#) (SACO DATES HAVE CHANGED)

▶ **State Assessment Trainings – Mandatory for All Proctors;**

These trainings must be completed before you can proctor. Be sure to review all state manuals and MEVA training materials to fully understand testing expectations and proper test administration procedures.

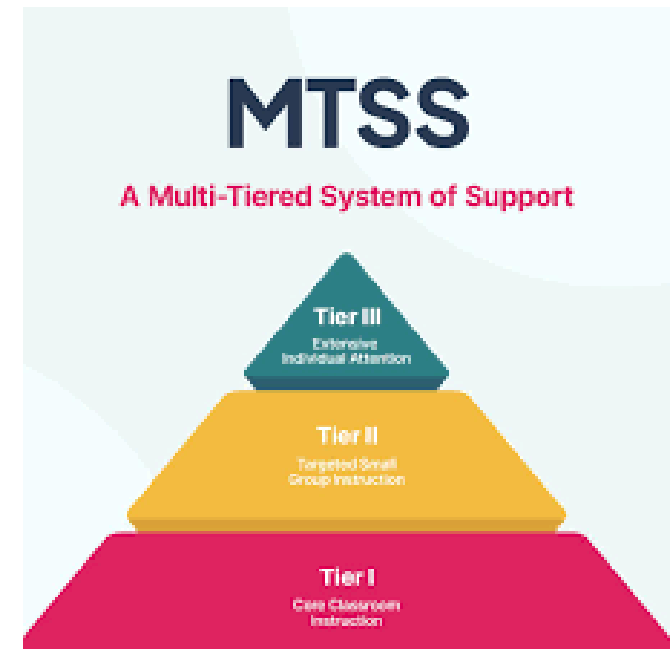
NWEA & ACCUPLACER

- Thank you for all of your help in assessing our students with either the NWEA or ACCUPLACER. Please take a few moments to complete the [NWEA & ACCUPLACER Assessment Survey](#).
- I will continue to do General Education NWEA, i-Ready, and ACCUPLACER makeups throughout this week.



MTSS Information

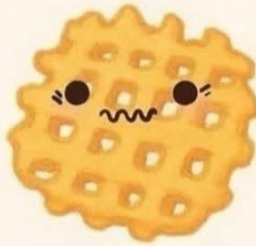
- We will start our Monthly MTSS Data Meetings this week, these data meetings are part of our [MTSS plan](#), and are highly suggested for every teacher at every grade level.
- This week we will start with identifying students who require either FOX Time small group support or in-class intervention support for each grade level.
- Additionally, a data meeting form will be released.
- Please plan on attending your grade level data meeting.



ON A SCALE OF POTATOES, HOW ARE YOU TODAY?



CANTANKEROUS
TATER TOT



OVERWHELMED
WAFFLE FRY



SUSPICIOUSLY CALM
STEAK FRY



OVER-CAFFEINATED
CURLY FRY



BURNT-OUT
BAKED POTATO



758

@cozynerdthings



Draw It



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Beyond Access

Creating True Belonging in Educational Spaces

Welcome to our journey from access to authentic inclusions and belonging

Before we begin, let's reflect:

How did it feel examining your spaces for an inclusive environment?



Open Ended Question

Ready? Enter your answer here

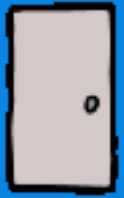
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Why Move Beyond Access?



Physical Access Provides

Opening doors to education

Removing barriers to entry

Ensuring enrollment opportunities



What Access Misses

Emotional safety and validation

Cultural affirmation

Meaningful participation

Authentic inclusion



Open Ended Question

Ready? Enter your answer here

How to Edit

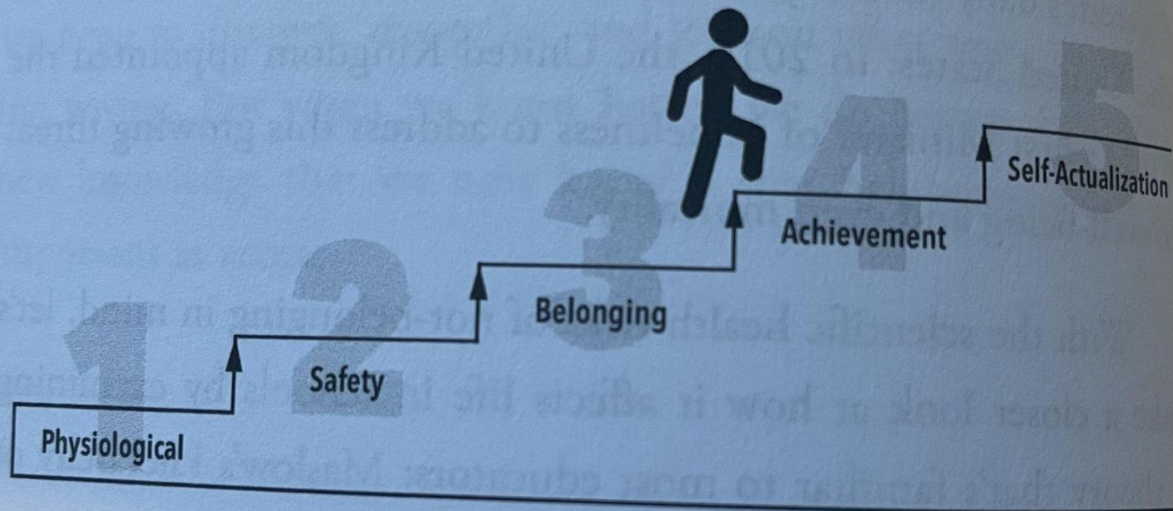
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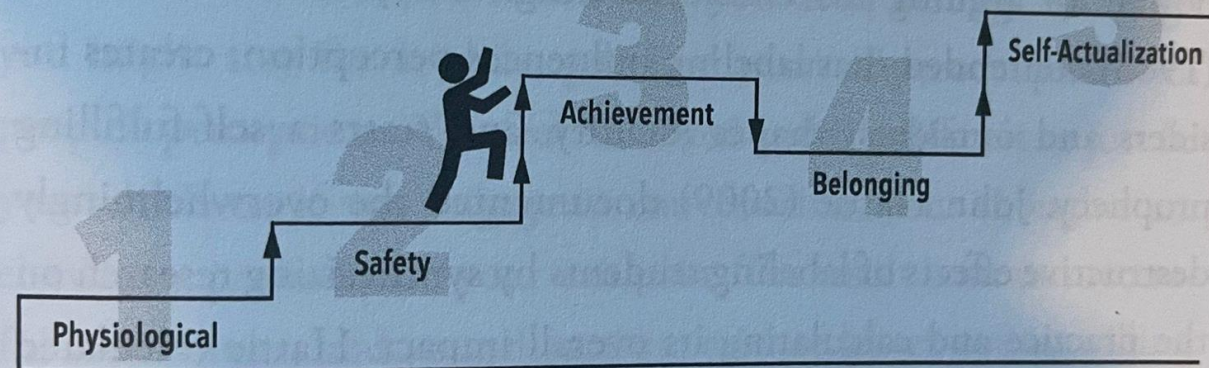
Belonging in Education

Figure 3.1 Stairs to Fulfilling Potential



What do these images say to you?

Figure 3.2 An Indignant Hierarchy of Needs



Understanding Belonging

From Maslow's Hierarchy to Educational Reality

Belonging = Feeling appreciated, validated, accepted, and treated fairly.



Appreciation

Recognizing individual contributions and values



Acceptance

Embracing authentic identity



Validation

Affirming experiences and perspectives



Fair Treatment

Equitable practices and policies

Barriers to Belonging

Identifying What Gets in the Way

Deficit Thinking

Viewing students through a lens of what they lack rather than their strengths

Cultural Blindness

Ignoring cultural differences in curriculum and instruction

Exclusionary Practices

Disciplinary approaches that push students out rather than in

Unconscious Bias

Hidden biases embedded in educational culture and practices

Which of these barriers have you observed in educational setting? How might they be addressed?

Three Keys to Success



1. Inclusion

Creating spaces for all voices

Ensuring meaningful participation

Removing systemic barriers



2. Belonging

Fostering emotional connections

Validating diverse identities

Building psychological safety



3. Dignity

Honoring inherent human worth

Treating all with respect

Recognizing individual value

Creating Belonging

Actions at Every Level



Classroom Level

Learn and use students' names correctly

Incorporate diverse perspectives in curriculum

Create opportunities for student voice

Establish clear expectations of respect



School Level

Ensure equitable access to opportunities

Create welcoming physical and online spaces



System Level

Review policies for bias and barriers

Provide ongoing professional learning

Collect and analyze climate data

Engage families and communities meaningfully

Who We're Teaching

Mind Shifts and Daily Practices



Mindset Shifts

From teaching subjects to
teaching students

From fixing deficits to building
on assets

From colorblind to culturally
responsive

From compliance to authentic
connection



Daily Practices

Greet students warmly each
day

Ask about their lives and
interests

Share appropriate parts of
your own story

Show genuine care for their
wellbeing

Take Action

Choose at least one to try this week



Belonging Temperature Check

For one week, observe and record moments when students seem to feel they belong vs. moments when they seem disconnected. Note what factors contribute to each.



Anonymous Feedback

Create a simple survey asking students to rate their sense of belonging and provide examples of what helps or hinders it.

Key Takeaways

1. Access alone is insufficient for equity
2. Belonging requires intentional cultivation
3. Dignity distortions are often invisible but powerful
4. Every student deserves to feel valued and respected

“Dignity is our birthright - we don’t have to earn it.”

WHEN YOU CALL THEM **LOW**, YOU TEACH
THEM **LOW**...

The background features a low-angle shot of modern skyscrapers against a cloudy sky. A large, dark blue rectangular overlay covers the center of the image, with a bright orange triangle in the bottom right corner. The text is centered on the blue overlay.

EVALUATION PROCESS UPDATE 9-22-25

What is due and what is up next

DUE - COMPLETE RUBRIC AND GOAL WORKSHEET BY SEPTEMBER 30

NOT DUE - COURSE REVIEWS WILL NOT TAKE PLACE THIS YEAR DUE TO NEW PROGRAM BECOMING AVAILABLE — D2L'S ACCESSIBILITY PLUS — AND PDS ON HOW UNIVERSAL DESIGN ENHANCES BELONGING

NEXT UP — DISCUSSIONS AROUND GOALS, WALK-THROUGHS, AND CLASS OBSERVATIONS OF NEW FACULTY

Other

- Other topics and/or questions?
- Next Professional Learning (PL) Meeting on **Monday, September 29th, 3:00 pm.**
- Indigenous Peoples' Day is **Monday, October 13th**. Please cancel your live sessions.
- MEVA virtual high school graduation on **Friday, June 5th at 2:00 pm.** MEVA virtual eighth grade recognition ceremony on **Friday, June 12th at 11:00 am.**
- Looking ahead, the Last Day of School is **June 12th**.
- PL Meeting Materials are posted at:
<https://www.mainevirtualacademy.org/essaesserlau-elresources/meva-professional-learning-pl-meeting-materials>
- Thank you for all that you do to support your colleagues, your students, and their families.

SY2025/2026 Updated Assessment Calendar

Assessment Type	Fall Dates	Winter Dates	Spring Dates
NWEA	September 16, 17, 18, 2025 (Makeup Day - September 19, 2025)	January 13, 14, 15, 2026 (Makeup Day - January 16, 2026)	April 28, 29, 30, 2026 (Makeup Day - May 1, 2026)
MEA (ELA & Math)	October 6-17, 2025	NA	April 6-17, 2026
MEA (Science)	NA	NA	April 6-17, 2026 (HS) May 11-22, 2026 (8 th Grade)
ACCUPLACER	September 16, 17, 18, 2025, with makeup days scheduled throughout the year	Ongoing	Ongoing
i-Ready Diagnostic	ALL 7th - 11th grade students will complete math & Reading. August 25 - September 9, 2025, during Math & English classes, with makeups held during FOX Time and HelpDesk	January 13-15, 2026 (For mid-year enrollees only)	May 26-29, 2026, during Math & English classes, with makeups held during FOX Time and HelpDesk