Maine Learning Innovations

Minutes for a Meeting of the Board of Directors held November 18, 2025

Pursuant to email and public website notices, a virtual meeting of the Board of Maine Learning Innovations was convened on Zoom at 4:00 PM, November 18th, 2025. Board members attending were Donna Pelletier, Stacey Blanchard, Tina Meserve, Scott Richardson, and Susan Walters. Cherieann Harrison was excused. A quorum was present.

Attending for Maine Virtual Academy (MEVA) were Melinda Browne, Don Fournier, Christina O'Grady, Lena Vitagliano, Jennifer Hight, Anthony Barletta, Chelsea Osgood, and Stephanie Emery.

Attending from Stride was Tom Travia.

Attending from Wipfli was Kelsey Frenette.

Opening Items.

Approval of Minutes.

Tina motioned to approve the minutes of the Maine Virtual Academy (MEVA) Governing Board Business Meeting of September 16th, 2025, and October 21st, 2025. Stacey seconded. All in favor, so moved.

Finance Report.

FY25 Audit Report Presentation. Kelsey Frenette, CPA – from Wipfli presented.
Kelsey stated that her firm anticipates that future audits were to be conducted even earlier next year. A brief review of the auditing results letter was shown in the meeting. It was expressed that the auditors have no concerns. Overall, the audit was positive and provided clean opinions. There were no substantial changes to the financial statements and most changes related to the grant from the prior year. Kelsey went through the line-by-line financial statements very briefly. The auditor said that MEVA funds were being managed very well and the non-profit was in a strong financial position.

Tina motioned to approve the FY25 Audit Report. Stacey seconded. All in favor, so moved.

FY26 Quarter 1 (Q1) Finance Report – Jennifer Hight, CPA.
Jennifer shared the Q1 breakdown with the board, which was also shared with members ahead of this meeting. The change in net assets for the year showed a surplus. Jennifer stated, next quarter, it was expected that MEVA will break even. The Q1 report and narrative summary was sent to the commission.

FY25-26 Quarter 1 Financial Narrative Summary: Maine Virtual Academy (MEVA) shows a surplus of $326,849 for the three months ended September 30, 2025. Salaries and benefits remain our largest expense. As of September 30th, we had 55.5 employees made up of 10.5

Administrative positions and 45 Teachers/Ed-Techs. Our financial audit for FY'24-25 was performed by Wipfli. It is complete and will be presented at the board meeting on November 18th.

Tina pointed out some negative numbers and asked for clarity. Jennifer stated that those (in parenthesis) were withholdings and those numbers depended on the timing of when bills were invoiced and/or paid.

Tina motioned to approve the FY26 Quarter 1 Financials. Susan seconded. All in favor, so moved.

Administration.

Dr. Melinda Browne presented the Head of School Report.

SY 2025/26 Progress with teacher presentation.

Dr. Browne stated that everything was going well, MEVA closely monitors performance, based on the prior year Maine Charter School Commission Annual Monitoring Report and performance framework. Winter '26 NWEA scores were coming soon.

Additionally, the Accuplacer is a college readiness test given to all graduating students.

Current Accuplacer Results – College Readiness (At least 75% achieve Reading 239+, Math 226+)

Students in their final year of high school (N = 115)

	Completed	College Ready
Reading	90%	87%
Math	90%	88%

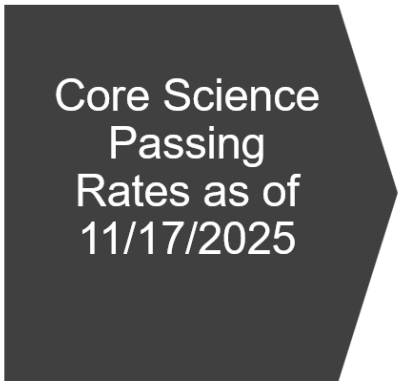
Subgroups

College Readiness by Subgroup		
	Reading	Math
Female (n = 68)	85%	87%
Male (n= 36)	89%	89%
With 504 (n = 15)	93%	80%
With IEP (n = 15)	60%	60%
With FRL (n = 28)	75%	75%

Dr. Browne made the point that we want to see at least seventy-five (75%) of graduating students achieve the college readiness mark in reading and math. If students meet the mark, they do not need to take any remedial courses in college. Overall, MEVA was meeting/exceeding this performance measure. There were some concerns in reading and math for special education students and the economically disadvantaged subgroups. However, MEVA was monitoring students' progress closely.

Donna appreciated the information on subgroup scores.

Following up a question Tina posed at the prior meeting; Dr. Browne shared the core (live) science overall passing rates.



Courses	Department	# Students in course	# Students/ Teacher	Passing % (11.17.25)
Biology (Period 3 Tues-Friday)	Science	35	35.0	82.86%
Biology (Period 6 Tues-Friday)	Science	28	28.0	85.71%
Biology Essentials (Period 2 Mon-Thurs)	Science	20	10.0	15.00%
Chemistry (Period 3 Tues - Fri)	Science	34	34.0	88.24%
Chemistry (Period 6 Tues - Fri)	Science	10	10.0	70.00%
Chemistry Essentials (Period 5 Tues-Fri)	Science	13	6.5	76.92%
Earth Science (Period 5 Tues-Fri)	Science	34	11.3	73.53%
Earth Science (Period 6 Tues-Fri)	Science	13	4.3	76.92%
Physics (Period 2 Mon-Tue, Thu-Fri)	Science	14	14.0	21.43%
Science 7 (Period 2)	Science	20	20.0	65.00%
Science 8 (Period 4)	Science	61	30.5	62.30%

	> 75%
	60%-74.9%
	< 59%

Donna explained to everyone that the board requested this info due to class size concerns. Dr. Browne stated that there was not a direct connection. Some sections with large counts have high passing rates. Dr. Browne said passing rates were sometimes related to the time of year and when students completed their courses.

Tina commented that when she was looking at the data, she was concerned about middle school numbers. It looked like middle school had a significant failure rate for science and asked if there were talks about needing additional support. Tina also seeks clarity regarding biology essentials and asks if it was the lower instructional level course? Dr. Browne - confirmed yes. Stacey reinforced that sometimes teachers were not fully updated with grades yet, which factored in too.

Dr. Browne committed to revisiting this data after the semester ends since it gives teachers a chance to finalize grades. Donna expressed that it was a good idea that we review the outcomes at the end of semester.

Tina asked if parents/students get semester grades shared with them. Dr. Browne confirmed, yes, and parents could also review grades daily or weekly. Stacey stated this was only as good as how often teachers entered students' grades.

Dr. Browne said we really appreciate the board lending their expertise. MEVA does well, however, we have a dilemma at MEVA: We are successful and we attract many people. Most families coming to us are coming to us for a reason; they may not be the strongest students. Often our students are affected by barriers. As a school we are subject to the highest expectations for growth and proficiency. We do not cherry-pick our student population; we take them as they come. So, we appreciate you helping us (board members). It was a tough problem to have.

Tina inquired how parents logged in and used the system; was there a process to check in? Dr. Browne stated that MEVA worked closely with families on an individualized basis, as part of a team that addressed these issues.

Tina asked if teachers had a way to talk about if there is a unique group of students struggling? Don Fournier, Academic Administrator, said we did meet all the time; there is a set time daily that groups and department meetings and discuss resources and any needed assistance. Stacey recalled that MEVA had a Helpdesk for the students, on top of the team meetings that the school has with students. Dr. Browne said that teachers offered breakout rooms and time within live classes to provide students with assistance. Donna reminded the board that seventh (7th) graders were all new at MEVA and are adjusting to virtual education.

Dr. Browne followed up on a question from the board, related to teacher materials being used by presenting a sample. Dr. Browne asked I this information format was sufficient, with a view towards providing wider documentation?

English & Math Materials – tested grade levels

7 English: Teacher-created content related to skills and topics, SORA for reading, and No Red Ink for skills development
8 English: Teacher-created content related to skills and topics, SORA for reading, and No Red Ink for skills development
10 English: Teacher-created content related to skills and topics, SORA for reading, No Red Ink for skills development, YouTube for read-alouds, and Novels for Novel studies

7 Math: Teacher-created content related to skills and topics, IXL for skills development, YouTube for video enhancement, Teacher-created formative & summative assessments
8 Math: Teacher-created content related to skills and topics, IXL for skills development, YouTube for video enhancement, Teacher-created formative & summative assessments

High School Math: These are the main options available to students in 10th Grade
Algebra 1: Teacher-created content related to skills and topics, IXL for skills development, YouTube, Khan Academy, Quizlet, Flocabulary, and EdPuzzle for enhancement/enrichment, Teacher-created formative & summative assessments (built from IXL question library)

Geometry: Teacher-created content related to skills and topics, Teacher-Created Quick Reads & Quick Writes to build literacy skills, IXL for skills development, YouTube, Khan Academy, and Math is Fun for enhancement/enrichment, Teacher-created formative & summative assessments (built from IXL question library)

Tina believed this list shown in the slide was helpful. Her experience in the past had been if a specific book was being read, the board had to approve it. If every tenth (10th) grader was reading the same book, then that would be something that the board would need to know and approve as it related to the curriculum.

Donna stated that she had the same question as Tina. Donna asked, every year does the seventh (7th) grade teacher expect a certain novel to be read, or does it change annually? If a department was not working together, then the novel could be repeated at a later grade as an example.

Dr. Browne committed to obtaining more info for the board, adding more information to the materials list.

Susan inquired, isn't it true that the English books also can tie into Social Studies department? Dr. Browne confirmed that sometimes English books related to science, but not always. MEVA had not done much cross-disciplinary planning. Stacey made the point that when her son attended MEVA there was some overlap in some of the classes; MEVA was trying to do that cross collaboration. Dr. Browne committed to looking at that further. Dr. Browne mentions that the purpose of this presentation was to open the door for board input and advice.

Dr. Browne introduced Anthony Barletta, Science Teacher, who was here to provide an Oceanography Presentation: Oceanography is a spring semester course and Marine Biology is taught in the fall. Oceanography is a higher-level course that focuses on more advanced branches of science.

Anthony reviewed the breakdown of unit topics within the course: The content is at college level. Assessments are based off the teacher's course presentations, which is broken down in a simpler way. Anthony said he recommends this course to tenth through twelfth (10-12th) graders who have taken biology or are in biology. On rare occasions we may have an ambitious ninth (9th) grader however, they are closely monitored.

Dr. Browne provided a SY 2025/26 Mid-Year and SY 2026/27 Enrollment update.

- Mid-year enrollments are underway. Students will begin in early January and complete the Winter NWEA or Accuplacer.
- Re-registration (for SY-2026/2027) occurs in February 2026.
- Open enrollment for SY-2026/2027 begins in late January, with a possible lottery in March, if declarations of intent to enroll outnumber available seats.
- MEVA tracks retention month by month, and our post-10/1 retention has improved over the prior year.

Mid-year enrollment has begun; we fill the school back up again mid-January and administer the NWEA or Accuplacer depending on students' grade level. Re-registration begins in February; Open Enrollment is advertised soon. We track our post-10/1 retention month by month. We are currently in the realm of 98%.

Governance.

Dr. Browne said that MEVA was required to have a school-building temperature policy, based on recent changes to state laws.

Tina motioned to move the School Building Temperature Policy to a second reading. Susan seconded. All in favor, so moved.

Donna stated that it was exciting to have a student representative. Thanks to Cherieann for bringing this option to the board.

Tina motioned to move BBBAAA Student Representative to the Board Policy to a second reading. Stacey seconded. All in favor, so moved.

Dr. Browe said MEVA does an annual review of the Employee Handbook, incorporating any policies that had been approved by the board prior.

Tina motioned to approve the Updated Employee Handbook. Stacey seconded. All in favor, so moved.

Dr. Browne noted that the SY-2026/2027 dates are unconventional, due to Labor Day coming late. However, we always started the Monday before Labor Day. Faculty worked two weeks prior to school start for training and planning purposes.

Stacey motioned to approve the SY-2026/2027 Calendar. Susan seconded. All in favor, so moved.

Dr. Browne reported that the course electives curriculum maps for Consumer Math and Oceanography were ready for board consideration. Donna noted that Early/Late Medieval History was delayed due to tech issues but was expected by the December meeting.

Tina motioned to approve the Curriculum Map: Consumer Math. Stacey seconded. All in favor, so moved.

Tina motioned to approve the Curriculum Map: Oceanography. Stacey seconded. All in favor, so moved.

Tina motioned to table the Curriculum Map: Early/Late Medieval History. Susan seconded. All in favor, so moved.

Public Discussion.

Donna wished everyone a Happy Thanksgiving!

Adjournment.

Board Meeting ended at 5:06pm. So moved by Donna

Respectfully Submitted,

Stephanie Emery and Dr. Melinda Browne
Secretary pro tempore