

Good morning to our Maine Honorable Education & Cult. Affairs Comm. Members

LD 1932--For Amending " Learning Results" Deborah Parker FVYD President

FOR Maine LEARNING RESULTS Changes: **TO INCLUDE SKILL SETS FOR LEARNING**

1----(Emergency & For Immediate Inclusion)-**For New Essential Program work: Skill Sets for Reading must be present. With consideration of this work- to improve Education- w be given to Community ESSA Supportive work. It will be reviewed by a Maine State DOE or MEPRI Committee for its contribution, and; supported when it delivers new opportunities for Maine Education to grow. As exemplified here now-for an improved Educational experience with now READING-enabled students.**

REASON: Due to this unique type of Community program now seeking inclusion in Maine school (with State funding for a Summer School short -inclusion program) currently there is no support for this work. With its ESSA-supportive" initial run" now to be accepted for trial in Maine Summer Schools. This essential program with its Evidentiary Data- that has been proven effective by its evidence--- to directly identify & select Students by their notable symptoms & need. Then with its follow-up and focused program-- to support their recovery and may restore their Reading Skills- for now these self-selected Students. This program is inclusive (for the 3rd grade and above) as pre- work to support Teaching. This work has been undertaken in a field with little Educational Growth for decades & has proven the program to be effective.. Today we focus on 8th grade, tomorrow 3rd grade-Adult.

2. Also for LD 1932—Within the "Learning Results" Life Skills Section For Grades 3-Adult

FOR INCLUSION after-- **Students must have the "Skills to Read"...** and for those who struggle to Read---we can specifically identify their needs now from our screening tool (TEACHT).

By their direct notation & now uncovered by this Students data --noting their skills in use (or those they are lacking) can be recovered. That sentence would READ- **THOSE NEW TARGETTED SKILLS THAT NOW HAVE BEEN IDENTIFIED ARE NOW FUNCTIONING TO THE TASK. (And...the Students directed their own reading skill issues THAT NEED TO BE RECOVERED .**

Then, It is at school these Poor (for21 Century Schools) and/or these Select Students are Clinically Evaluated (25/hr) & provided with Reading Recovery EyeWare. With their full Reading Skill Recovery- resulting from a short school -inclusion program where all skills needed to read are empowered & DIRECTLY ADDRESSED hopefully for their lifetime—with School reading (15/min/day) support and or Parent help.. (IT IS THROUGH THIS NON-PROFIT COMMUNITY UNIQUE PROFESSIONAL TEAMWORK)- THIS IS "WELL- HEALTH" PROMOTIONS WORK- that has more & many Educational benefits for our At-risk youth.

REASON FOR (EMERGENCY) Status: THIS IS AN ESSENTIAL PROGRAM FOR EDUCATION-

...wherein its first through last step---results with the unique recovery of the Students Reading SKILLS. It is quite amazing to see it happen! And it should be supported with Learning Results data to follow.

DP

Summary

With all the above simple 15 /min/day work, for a short time only, will it be possible for many of those 44%+ of our Total Students-- to enjoy the ease of Learning that they have never known before. And with this successful outcome, School Action for Learning will take the final lead back to the classrooms-- with only a few transition steps. And... -- back to their Education future -to advance these now self - starting Students--by leaps and bounds-for meeting those learning benchmarks for these **Maine Learning Results** made finally possible. Our goals will be met with their now "empowered" learning. With these new students just beginning to grow-now searching- by choice, interest & all able to read with new opportunity for advancing their Public Education. Cost is minimal and once--- in measure to what it delivers with its wealth in its multitude of benefits!

We can no longer afford "not to do this simple work!"

ASIDE: All Education Admin. Offices in Maine State -gave approval for this work in 2012 and many other years. It met and passed all reviews. No one in Maine has yet seen it work. It is remarkable. It is for the benefit of all Students and Teachers that this critical program must now be ACTUALIZED by an interested DOE Commissioner and/or by action of & for this 130th Maine Legislature. Once appointed to a site and/or by your request to be provided and supported at willing school site. Now designed for 100 Students in Summer Schools -your baseline data will follow by end of Sept. 2022. It is expected to perform, as it has in the past, to provide you with a remarkable review of Student achievement. As our 4 local SAU have been contacted multiple times over these many years, they have to date been consistently unresponsive to our request for this program review. This is unfair to their students, but who knows that. And...with intention to directly address the critical needs of our Students, it has become paramount at this time that this work needs to advance. Living in the gaps between Education failure and Mental or Medical illness for decades-this Well-health Promotions work can wait no longer to recover these (stressed and anxious) students while their Educational recovery is still probable. This same nonexistent SAU/Community Nonprofit relationship existed prior to COVID and remains to date a barrier for our meeting the crucial needs of our Low-performing Students & those teetering still At- Risk. This Local Community Non-profit **ESSA supportive** Innovative Initiative seeks your help with the support from amendments to this LD1932 bill, to move this action forward and to that end....support new Learning for all- with anew vigor.



Thank you!..We wait for your Response. Deborah Parker 207-236-4736 dsmfuturevisions@aol.com

Since David has been with this program I have seen a change in his ~~bad~~ behaviour. He is doing better in school. He reads better than he did before. He figures things out by his self he never did that before. Just want to say thank you for helping David. I have seen a big change in him.

Thank you
Mrs. Overbey

Dear Debra,
Since Kaia began your Program, I have seen remarkable change not only in her reading but also her behavior. Her self-esteem has dramatically improved, and that started from the day that she was diagnosed. I feel that she no longer felt inadequate. She no longer felt inadequate. Thank you Thank you!
Kara Ziff

It was because of them I could not stop.

Upon arriving home, I had to not only hear them, or see them, I had to face the children at their school, because, they were standing in front of me. These were children who were some successes from the middle school and the alternative school program.

I had explained to this group before I left for that drive to the State Senate meeting that when I came back from there, I was also going to a meeting locally with the Palm Beach County (PBC) district to seek more money. (Local money with state support, that split money.) These kids had decided, while I was gone, that they wanted to speak at that meeting. I was very surprised at this offer. And speak they did. Those six youth that came with me each spoke three sentences. They didn't know it was our last chance.

See what was said:

I can see Betters
I don't fall Team
no more I can read better.

I can see the words
better and I don't
skip lines
I can read the
words but I
don't know what
they mean.
Haudy T.

Michael Miller

9.7.99

Re: Mr. C

I have witnessed a great change in Margie since January 20, 1999. She was a shy, nervous child, but now she has her head down most of the class period, and often made notes and pictures of what she was doing. Now she sits up, head up, eager to be on task, always trying to get her responsibility done. She level of writing, both physically and academically, has improved. She confides in the class & her. I surprised in what she was 9 months ago. The fellow students are to pick on her, endlessly, & see that no more. She has given her a real chance about the rest of her life; it is like witnessing a flower beginning to bloom.

Deborah S. Miller, President
Future Visions
Hollywood Beach Academy

CARVER MIDDLE SCHOOL

101 BARNICK ROAD
DELRAY BEACH, FLORIDA 33445
Phone: 561-279-1710
Fax: 561-279-1719
ANOL S. BLACHARSKI
Principal

September 21, 1999

Deborah S. Miller, President/Executive Director
Future Visions Youth Development, Inc.
1100 S. Congress Avenue
Suite 17
Hollywood Beach, Florida 33426

Dear Ms. Miller:

Carver Middle School supports the fine work of Future Visions Youth Development, Inc. as a program that promises to be very helpful in identifying and correcting vision problems that detract from students' ability to read the printed page. The students who have been working through the corrective phase of this program have made significant gains through the vision training. While test data is not yet available to document a correlation between vision and reading scores, the observations of the teachers and assistants are consistent in that they have noted a marked improvement in the students' abilities to decode written work.

Thank you so much for your continual efforts to assist the students at Carver Community Middle School through this outstanding program. Our hope and expectation is that we will be able to continue to collaborate and afford this resource to our students.

Sincerely,

Anol S. Blacharski
Principal

MISSION STATEMENT

The teachers and support staff of Carver Community Middle School believe that our mission is to assist all students in obtaining the skills which will enable them to be successful now and in their future.

We then train school staff. These very important school aides are trained in four 1.5-hour training sessions (in-kind cost paid). They take six hours of training, over a sixteen-week period, to be certified to deliver our services. Those certified school aides now provide our services to their students. (It was with the aide time that the schools funded their in-kind portions for the grant.) Everybody wins. That is it.

The FVYD staff offers support when needed. Once the aides employed by the school are comfortable with the process, the school owns it. The program continues without FVYD, Inc. in the future. They call for screenings.

One School Aide's response to the program was:

Olga's Response (A Teachers Aide)

Hi my name is Olga Perez, I am a Language Facilitator at Carver Middle School. When I first started working with Future Vision, I was worried that this program would interfere with my work and I feared it would not really bring results. As time passed I can say I am proud to be part of this program because I've had the experience to see how much these children can improve when they are able to read and comprehend what they are taught. This method has given them the self-esteem they needed to be successful in school.

*Please
Read!*

*Ed Tech
with English
Classes in
Mainstream
& for the
work also
Special
Services!*

When FVYD leaves the program, and trained staff win, win for everyone in

11. NOW, ABOUT THE

This program was offered

The elementary children's program services, were the (first quartile) of reader comprehension tests. We offered

That year, 1999, grades that state test, 69 percent. Of those, a total number who took the test fell reader (10 percent white) in the test was at 90 percent. data is consistent with that may affect approximate need the opportunity to obtain through the results

So, a program for fifteen directed to the resolution supportive to the school

Sitting in reading class intervention is an exercise



2019-2020
RSU 13
Grades: PK-12 | District ID: 1452 | Superintendent: John McDonald

Home



Address and Contact Information

28 Lincoln Street
 Rockland, ME 04841
 (207) 596-6620
 NCESID: 2314787
<http://www.rsu13.org>

Schools in
 District



6

Grade Span



PK-12

More

Total Students



May Student Count

1,583

More

Total Teachers
 (FTE)

161.9

More

Chronic
 Absenteeism

29.5%

More

Per Pupil
 Spending

October Student Count

\$19,082

More

Statewide Average: \$15,935

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Our Program will Reduce these #s.
 Deb Parker