

# Culver Elementary School

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September 4, 2012

Dear Parents and Interested Individuals,

Culver Elementary School would like to address the concerns of parents and others regarding our policies with students who have either been officially diagnosed as a child with dyslexia or is suspected of having dyslexia. First of all, we acknowledge that parents have the right to seek additional help for their child that is struggling with any aspect of school. This is common and this kind of support happens frequently. However, we want parents and others to understand what the school has been doing in this area, as well as the programs in place, to support the needs of struggling readers.

Culver Elementary School uses interventions to work with students who have deficiencies in the area of reading, whether the student is suspected of being dyslexic or not. We have an intervention team in place to review each case brought to them on an individual basis. Recommendations come from that group of educators and communication with parents is a part of that process. All of these interventions are free to the parents, as tax dollars support our reading efforts. Teri Zechiel, who is in her 9th year as the co-coordinator and Title 1 teacher, is one of two individuals leading our reading program. She has a Reading Endorsement on her license and is trained in Reading Recovery. She is responsible for multiple groups of students, with the assistance of special education teachers and several Title 1 aides. These educators use a variety of programs, materials, and instructional strategies in an attempt to meet the needs of our students. The school does use some Orton-Gillingham materials, of which the Barton method is one. Our interventions must be able to support the needs of a variety of students.

Culver Elementary has been very successful in improving the student's English Language Arts outcomes, as is evidence by a 5% gain over the previous year in our student's scores. Our most recent test results in this area were 83.03%, which is 4 % higher than the State average. Of course, every individual student is important. That is why we have the intervention team in place to customize support for the child.

As a school concerned about reading, each student receives a minimum of 90 minutes of reading instruction daily. During the 2011-12 school year, Culver Elementary had between 25-30 intervention groups, meeting with approximately 125 students throughout

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the school day. These groups usually met daily for a minimum of 30 minutes. Some students attended two such groups for a total of 60 minutes daily of additional reading support. The program set up at Culver Elementary described above is completely without charge to the parents. It is part of the obligation in which the needs of every child will be address. As mentioned earlier, parents may want to further supplement this proگرامing by providing even more one on one time with their child. Many programs are available that will provide positive results when additional time is spent in a one to one setting. It is suggested, however, that before parents spend hard earned dollars, the full gamut of the free support for the child is given an opportunity to work.

Because school buildings are supported by taxpayers and tax dollars, the use of facilities is governed by Culver Community Schools Board of Trustees policies. The relevant policy regarding the use of a corporation owned building for tutoring for profit is Board Policy 7510, which states:

*“...The use of public school facilities for commercial or private profit is prohibited except by not-for-profit organizations...”*

This policy is specifically in place to prevent any individual or business from using the buildings at no outlay of expenses to increase their profits. Common requests include conducting classes (such as aerobics for a fee) or using the grounds to sell goods and services. It would be grossly unfair to previous teachers who have rented other buildings in the community and paid for utilities in order to develop and maintain a profitable business model. For years, teachers have been using other facilities, sometimes free, sometimes for a fee. Many teachers spend hours after school helping students for which they are unpaid either by the school corporation or the parents. The use of the corporation’s buildings for that purpose is encouraged and is a sign of dedication and commitment on the part of the teacher.

Questions on this matter may be directed to Culver Elementary Principal, Chuck Kitchell, at 842-3389.

Sincerely,



Chuck Kitchell  
Principal

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