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# *Success Handbook*

Mission:

Christ the King School develops Character, Knowledge, and Spirit in its students and community by living the Catholic faith through sharing the sacraments, promoting academic excellence, and engaging in service.

## TABLE OF CONTENTS

INTRODUCTION

MISSION STATEMENT

FAITH GUIDELINES FOR SUCCESS

POLICIES and PROCEDURES

100. Diagnostic Reports

101. Student of Concern

102. Learning Strategies Class (5th-8th)-Criteria for Participation

103. Raising the Bar Program-Criteria for Participation

104. Student Support Plans

105. Therapeutic Services

106. ACE criteria for 6-8 pull out

107. Report Card Comments

108. Transition Meetings with Lexington Catholic

RIGHT TO AMEND

## **INTRODUCTION**

Christ the King School (CKS) is a parish school and is a part of the system of schools operating under the Catholic Diocese of Lexington and its Catholic Schools Office. This handbook contains the official policies of Christ the King School and incorporates those of the Diocese. In addition, all the Diocesan School Board Policies (DSBP) are found in the Office of Catholic Education Handbook and are available in the school office. This handbook should be used in conjunction with the CKS Faculty/Staff Handbook.

## **VISION STATEMENT**

*CKS students will live the Catholic faith in a global society.*

## **MISSION STATEMENT**

Christ the King School develops Character, Knowledge, and Spirit in its students and community by living the Catholic faith through sharing the sacraments, promoting academic excellence, and engaging in service.

## **FAITH GUIDELINES FOR SUCCESS**

**Find Christ in others**

**Accept responsibility**

**Inspire integrity & honesty**

**Treat others with dignity & respect**

**Honor God, yourself & others**

## SUCCESS

Christ the King School *Success – Academic Support Services* includes numerous programs that provide our students with additional academic support. The Principal and Dean of Students oversee Success services. In addition, the Success Team implements the goals of the Success Department.

### ***Success – Academic Support Services Goals:***

- A. Provide a variety of services to support teacher instruction and student learning.
  - B. Create and oversee the implementation of Student Support Plans.
  - C. Communicate with parents and coordinate with outside professionals who serve Christ the King School students.
  - D. Provide necessary professional development to faculty and staff to advance *Success Services*.
- I. *Success – Academic Support Services* Positions:
- A. Success Director / Lead Instructional Specialist
  - B. Instructional Specialists
- II. *Success – Academic Support Services* Programs:
- A. Learning Strategies
  - B. Raising the Bar/ Raising the Bar After School
  - C. Student Support Plan
  - D. Speech and Language, Physical and Occupational Therapies (APT, Associates in Pediatric Therapy)
  - E. ACE (Academic Curricular Enrichment) Gifted Program
  - F. Minds In Motion® Program
  - G. Title I Program
  - H. Transition Meetings with Lexington Catholic High School

## **100. Diagnostic Reports**

Teachers are not diagnosticians. Teachers can give observations on behaviors, not diagnoses. A clinician is best qualified to advise the next steps. The school, parents, and clinicians will ideally work as a team in this process. For example, an acceptable statement would be, "I notice John doesn't interact with others if given a choice." On the other hand, an inappropriate message might sound like, "I wonder if John could be autistic."

Parents or teachers should voice concerns first to the guidance counselor and the administration, who can follow up.

If a parent prefers to pursue an evaluation through the public school system to obtain a 504, the school can help them in this process. Another option would be to have the child evaluated through private practice. Success Team members will guide parents through this process.

If a child transfers to Christ the King School from another diocesan school and has a Student Support Plan in place, that plan will transfer to CKS.

If a teacher receives a diagnostic report, it should be given to the Dean of Students, who will keep the report on file.

## **101. Student of Concern Form**

**Teachers must confer by February 1 with the Dean of Students and Principal if a child may fail for the year.** Together they will plan the notification of parents. It is also essential to stay in touch when students fail just a class, not the grade. Please complete the [Student of Concern Form](#) to make the notification.

The purpose of the [Student of Concern Form](#) is to communicate academic, behavior, social-emotional, and mental health concerns with the Dean of Students and Guidance Counselor each week. This form is also used for all Success Referrals (APT, CTOPP, RTB, Learning Strategies, Observations). If there is an urgent concern, please call or text the Dean of Students, Guidance Counselor, or Principal. Please keep the Dean of Students and Guidance Counselor abreast of parent communication concerning these students. Submit this form for each student for whom you have concerns. If you receive a diagnostic report, please make sure that it gets to the Dean of Students to keep on file.

## **102. Learning Strategies Class (5th -8th)**

Learning Strategies Class provides students assistance with organization, classwork, test preparation, and other essential skills in a small group setting. It also allows students extra time for classroom assignments and assessments. This class takes the place of Spanish course.

### Learning Strategies Class (5th -8th)- Qualification Process:

Admittance to Learning Strategies Class is a collaborative agreement between teachers and parents. It begins with a referral by teacher or parent based on student academic history, current classroom performance, and possible outside academic diagnosis.

## **103. Raising the Bar Program/Raising the Bar After School**

Raising the Bar is a supplemental reading intervention program unique to Christ the King School. It helps students with phonological processing difficulties and/or characteristics of dyslexia. Raising the Bar implements two programs:

1. *Foundation in Sounds* -a preparatory program used for younger children that are unable to pass the Barton Screener and demonstrate readiness for the Barton program.
2. *The Barton Reading and Spelling System*. - a ten-level, Orton-Gillingham-based, multi-sensory intervention that explicitly teaches reading and spelling rules.

Both programs are taught by trained and experienced teachers. Instruction is 1:1 or 1:2. Students in grades K-5 meet twice a week for 30-45 minutes a session during the school day. Middle school students meet twice a week for 45-60 minutes each session after school. Parents pay a small monthly fee for students to participate in this program.

### Raising the Bar Program- Entrance and Exit criteria

Screening for the Raising the Bar Program begins with a teacher and/or parent referral based on concerns in reading and writing classroom performance. Referred students are then screened with the CTOPP-2 to qualify for the program after a permission slip is signed by the student's parents. Qualifying scores are those below the 35th percentile on at least one composite score. A diagnosis of dyslexia from an outside agency will also allow for qualification. A conference including the parent, teacher, and Instructional Specialist will be conducted before a student enters the Raising the Bar program or is released from it.

#### **104. Student Support Plan**

Student Support Plans can be written when a formal evaluation or a 504 documenting an academic disability, with educational impact, is provided by the parents. The plan is written during a Student Support Plan meeting by the Lead Instructional Specialist or representing administrators with the assistance of faculty and parent input. A student's support plan is shared with the student's parents for approval and support. Teachers are then required to implement all student support plans to the best of their ability. Support plans will be reviewed on an annual basis and can be modified as needed.

#### **105. Therapeutic Services-Speech Language Therapy, Occupational and/or Physical Therapy**

Christ the King partners with a local agency, currently Associates in Pediatric Therapy (APT), to provide academically related screenings, evaluations, and therapies within the school building and schedule. Parents privately pay the agency for their services.

Parents are permitted to use other providing agencies for therapeutic services. When requested, CKS will allow space and time for services to be conducted during the school schedule.

#### **106. Academic Curricular Enhancement (ACE)- Description**

The ACE program serves our students who are gifted in the academic areas of reading and math. This program begins with students in grades three through five. Because all students learn differently and at different rates, the ACE Program's goal is to help meet the needs of all students.

ACE will assist teacher instruction and student learning in and outside the classroom. The program will support the differentiation of instruction, helping to enrich the curriculum already being taught in the classroom.

##### **1. Identification of Gifted Students**

The implementation of the ACE Program will begin with the assessment and identification of those who are eligible for the program during grades 3 and 4. Some of the following will be considered for eligibility.

- a. MAP Assessments will be used to identify students in the top two to four percentile nationally in math and/or reading.
- b. MAP will also identify above-average Lexile levels for students who are gifted in reading.
- c. The OLSAT is taken in grades 3,5 and 7. OLSAT will identify students who are two or more grade levels ahead in math, reading, and above level intelligence.
- d. Student math and reading grades in the classroom will be evaluated
- e. Teacher recommendations and parent input will also be considered.

##### **2. Implementation of the Program**

The ACE program will be directed by the Dean of Students, and/or in conjunction with a gifted specialist. The Gifted Specialist will work closely with teachers in grades 3-5 to oversee and consult on enrichment opportunities for students.

In Middle School, students who have qualified will be provided an enrichment course, called ACE, to meet 6th-8th grade students' needs in reading and language. Selection is based on a combination of classroom performance and scoring in the top 4% consistently in reading and/or language on the MAP test. This course will replace a trimester special class. Students will meet weekly in a small group with the Dean of Students to participate in a stimulating project-based learning setting.

### **107. Minds in Motion®**

Students in PreK2-2nd grade participate in the Minds in Motion® program. This research-validated program is designed to stimulate visual processing, auditory processing, and motor skills. Learn more at <https://www.mindsinmotion.com>.

### **108. Title 1 Program**

Students living in predetermined school districts within Fayette County can qualify for Title 1 tutoring. Fayette County publishes those school districts [here](#). Fayette County provides our school with a list of the students who live in the area and then gives a survey to teachers to determine who needs tutoring in reading or math.

### **109. Report Card Documentation**

Students who receive modifications and accommodations in the classroom will have the comment “Accommodations have been made,” on the report card.

Students who have received accommodations based on a Student Support Plan will have the comment “Student Support Plan Accommodations have been made.”

### **110. Transition Meetings with Lexington Catholic High School (LCHS)**

Eighth-grade students entering LCHS that have a Student Support Plan or receive academic support services at CKS will have a transition meeting with Lexington Catholic Student Support staff prior to entering 9th grade to discuss the continuation of needed services. This meeting is coordinated by LCHS support staff and includes parents.