



CKS

SAINT

Student Achievement, Advocacy,
Intervention, & Nurturing Team

Program

2024-2025

SAINT Program Description

In fulfilling the Christ the King Catholic School mission, we strive to meet each individual student's needs. As part of this objective, CKS provides support to students in many ways, including accommodations, interventions, counseling, tutoring, and mentoring. The CKS SAINT Program includes prevention, intervention, transition, and follow-up services for students and families in various areas. Through education, counseling, consultation, and individual assessment and progress monitoring, our team provides direct services to all students, including those who may experience challenges and/or barriers to their learning.

The SAINT Program provides teacher training, parent education, informational events, and student instruction to best meet the needs of the entire CKS community. CKS strives to ensure individual educational needs are met for each student. This process includes Student Intervention Team (SIT) meetings, Response to Intervention (RtI) meetings, accommodation plans, Academic Language Therapy, reading interventions, speech therapy, mathematics support, counseling services, organization/study skills support, and enrichment/compacting instruction.

Acclaimed as a three-time award winning National Blue Ribbon School of Excellence, CKS continues to consistently implement the most up-to-date, research-based best practices to meet the needs of our students. Thank you for your support as we educate the hearts, minds, and spirits of our future servant leaders. Go Crusaders!

Dr. Lisa M. Bosco

Principal

2024-2025 CKS SAINT PROGRAM TEAM

SAINT Program Director – Mrs. Grace Chengery

Counseling – Mrs. Rebekah Gilbert

English as a New Language (ENL) – Mrs. Terry Houle

Mathematics Resource – Mrs. Claire Odom

Reading Resource – Mrs. Terry Houle/Mrs. Nicole Ramirez

Reading Specialist – Mrs. Grace Chengery

SOAR/Enrichment/Study Skills – Mrs. Kasey Dow

Speech Therapy – Ms. Jerica Cox (HPISD)

SAINT Program Domain Descriptions

| <i>SAINT PROGRAM DOMAIN</i> | <i>PAGE</i> |
|---|-------------|
| Accommodations | 4 |
| Counseling | 4 |
| English as a New Language (ENL) | 5 |
| Mathematics | 5 |
| Reading | 6 |
| Student Intervention Team (SIT) & Response to Intervention (RtI) | 6 |
| Learning Lab | 7 |
| SOAR/Enrichment | 7 |
| CKS Honors: Grades 6-8 | 8 |
| Speech | 8 |
| Strategies for Success: Study Skills & Organization | 9 |

Accommodations

An accommodation plan is devised for each student who qualifies based on a psychoeducational evaluation. An accommodation may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a learning difference to gain access to content and/or complete assigned tasks, including instruction and assessment. Accommodations allow students with learning differences to pursue a regular course of study. The curriculum is not altered. The accommodation plan is devised by the school, communicated to the parents and students, and implemented in the classroom in collaboration with the CKS SAINT team.

Contact: Dr. Lisa Bosco (lbosco@cks.org)

Counseling

CKS Counseling focuses on the overall social and emotional needs of students. The school counselor meets with students individually around topics of stress management, emotional regulation, navigating friendships, and more. The counseling office works in collaboration with teachers and parents to support the individual needs of each student. CKS utilizes the Second Step Curriculum for teaching Bullying Prevention on the Elementary level and Social Emotional Learning Curriculum for the Upper School. Student wellness is crucial to learning, and we work to foster that to ensure student success.

Contact: Mrs. Rebekah Gilbert (rgilbert@cks.org)

English as a New Language (ENL)

The English as a New Language (ENL) program was formerly known as English as a Second Language (ESL). It provides instruction in English with support in the students' home language so that they can learn to read, write, and speak the English language. Students from many different language backgrounds are taught together, and English may be the only common language among them. The goal of the program is to provide instruction in English with support in the student's home language until they become proficient in English.

Contact: Mrs. Terry Houle (thoule@cks.org)

Mathematics

Mathematics support at CKS aims to meet individual student's needs through in-class interventions, small group instruction, and individual tutorial. Student who benefit from support through interventions will engage in a consistent schedule of additional tutorial sessions offered weekly. Progress monitoring strategies are utilized to assess student's growth and mastery of the curricular content. Mathematics enrichment is provided to students as an intervention to develop student's problem solving and critical thinking skills. Through small group instruction, individual tutorial, compacting, and individual project plans, students work within their zone of proximal development to build a strong foundation in all domains of mathematics.

Contact: Mrs. Rosemary Kohut (rkohut@cks.org)

Reading

CKS provides reading instruction support through in-class support, early intervention, a Reading Specialist/CALT, and a Reading Resource Teacher. Depending on the student's level of need and grade, his/her support may consist of small group instruction, classroom accommodations, and/or Take Flight instruction. Take Flight is a comprehensive reading intervention program developed for dyslexic students. Guided reading groups work with the Fountas and Pinnell Guided Reading program, Read Naturally, and/or texts based on the student's needs and areas of interest. The goal is to give students the skills and tools to excel in reading, comprehension, vocabulary, phonics, spelling, and writing. The reading program supports students in all grade levels in a proactive manner with consistent progress monitoring to ensure growth and a strong literacy foundation.

Contact: Mrs. Grace Chengery (gchengery@cks.org)/Mrs. Terry Houle (thoule@cks.org)

Student Intervention Team (SIT) & Response to Intervention (RtI)

The Student Intervention Team (SIT) is a collaborative team made up of a variety of school perspectives. The purpose of the SIT is to support teachers in reflecting on and enhancing their academic interventions when needed, to support parent involvement and communication, and to support students' needs and self-advocacy skills. The team considers the whole student when making decisions that affect their long-term educational experience. The SIT process aims to provide every stakeholder what they need to thrive at CKS.

Response to Intervention (RtI) is a multi-tier approach to monitoring a student's progress after working through the initial SIT process.

Tier 1: Classroom Instruction, Assessment, Group Intervention

Tier 2: Targeted Interventions

Tier 3: Comprehensive Evaluation, Accommodations, Intentional Individual Interventions

The team devises a consistent schedule of RtI meetings in order to promote progress monitoring and student growth.

Contact: Mrs. Rosemary Kohut (rkohut@cks.org)

Learning Lab

The CKS Learning Lab is available to students in grades 6-8. The Lab provides an opportunity for students to gain additional instructional support, as well as revise work previously completed. Teachers support student's work and assist with time management and organization strategies.

Contact: Mrs. Rosemary Kohut (rkohut@cks.org)

SOAR/Enrichment

SOAR is an enrichment program designed to serve academically talented students in grades 3-5. SOAR is designed to meet the needs of those students with high intellectual ability and specific academic aptitude. Through a qualitatively differentiated curriculum, the students will be challenged with a variety of enrichment activities. The ultimate goal is to instill in each student a desire for excellence and to develop a student who functions independently at the level of his or her potential.

Selection Process

Student achievement scores are used to determine eligibility into the program.

Iowa/CogAT: Students must score 95% or higher in three of four areas (Reading, Math, Science, & CogAT), while not scoring below 92%.

ERB CTP V: Students must have attained a score of at least 95% in one area (Reading Comprehension & Mathematics (Part 1 & Part 2), while not below 92% in the other.

WISC-V and/or *Stanford Binet Test* (130)

CKS differentiates instruction in order for students to work within their zone of proximal development. Students engage with enrichment and compacting instruction within the classroom promoting creativity and critical thinking skills.

Contact: Mrs. Kasey Dow (kdow@cks.org)

CKS Honors: Grades 6-8

Students in grades 6-8 qualify for Honors English Language Arts and/or Honors Math based on standardized assessment scores, academic grades, and teacher recommendations. The Honors program integrates critical thinking, problem solving, and creative inquiry skills. Students develop self-advocacy skills, autonomy, and communication skills through intentional instruction aimed at each student's zone of proximal development.

Contact: Dr. Lisa Bosco (lbosco@cks.org)

Speech

Speech services are provided through Highland Park ISD. Eligible participants for private school services will be identified by Highland Park ISD as students with disabilities placed voluntarily by a parent in a private school within the boundaries of HPISD and who have been

designated to receive special education and related services under this plan. Eligible participants include students who have a current evaluation that meets the HPISD special education eligibility criteria. Instructional services and supports provided to eligible participants begin once all Individual Service Plans (ISP) are completed. These services include:

- Students identified with a speech impairment will receive direct speech therapy services as provided in each student's Individual Services Plan.
- Students identified as Auditorially Impaired and who require adaptive assistive technology such as an FM system to access information from their environment will be provided with the FM system from Highland Park ISD.
- Students identified as Visually Impaired and who require adaptive assistive technology such as magnifiers to access information from their environment will be provided with devices from Highland Park ISD.

An ISP meeting will be held for any student eligible for services as a part of the Private School Plan. The meeting will include the parent, a representative of CKS, personnel from the public school representing administration, and an evaluation representative. The representatives of HPISD and service providers will have the responsibility of developing an ISP for an eligible student placed by a parent in a private school with the involvement of the parents and CKS.

Contact: Ms. Jerica Cox (coxje@hpisd.org)

Strategies for Success: Study Skills & Organization

CKS emphasizes study skills and strategies for success through an organization system uniquely designed for CKS students. The color coordinated binder/book organization system begins in 2nd grade and is aimed to support essential study habits and organization skills. Study skills and a growth mindset are intentionally integrated into the curriculum. Individual tutoring and support are provided to students, as needed, in order to support effective study skills and organization habits.

Contact: Mrs. Kasey Dow (kdow@cks.org)

Thank you for supporting the Christ the King Catholic School mission and the CKS SAINT Program. Please contact a member of the program for additional details related to each domain.

