



## Student Support Services Handbook

At Christ Lutheran, we recognize each student is gifted with unique ways of learning, and some students may need accommodations to the educational environment to reach their full God-given potential. Our Support Services provide a pathway for all students to achieve success in their learning.

### Christ Lutheran Purpose and Mission Statement

Purpose Statement of Christ Lutheran Church and School: Connecting People to Jesus.

Mission of Christ Lutheran School: Partnering with parents to educate the whole child spiritually, academically, emotionally and physically in a Christ-centered environment.

Vision of Christ Lutheran School: Nurturing Knights for Christ who SERVE and are:

- Successful Learners
- Emotionally Secure
- Responsible Citizens
- Vibrant Believers
- Engaged Physically

Christ Lutheran Student Support Services exists to:

- help students recognize their unique strengths and abilities, and to view them as gifts from God
- support parents as partners in their child's learning and development by providing information, resources, guidance, and clear communication
- offer assistance, as appropriate, to benefit student learning
- serve as advocates for children and their families in the classroom and with public agencies
- equip and support teachers in meeting the needs of diverse learners in their classrooms

## Terms

**Individualized Education Program (IEP):** An IEP is a written plan for a student with a disability that spells out the Special Education and related services the student will receive. This is a public school-produced document that is legally binding for public schools, but not for private schools. If a child with an IEP attends Christ Lutheran, the school will make every reasonable attempt to honor the IEP.

**504 Plan:** This is a state accommodation plan based on Section 504 of the *Rehabilitation Act of 1973*, appropriate for students who have a mental or physical impairment, have record of such impairment, or are regarded as having such an impairment which substantially limits one or more major life activities which include, but are not limited to the following:

- caring for oneself
- performing manual tasks
- seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

This plan only includes classroom accommodations and does not include student goals.

**Individual Learning Plan (ILP):** For students who have been diagnosed with a specific learning disability or other diagnosis, an ILP may be created. This plan is similar to an IEP and will describe the challenge area for the student and itemize the accommodations and/or modifications the student will receive at Christ Lutheran. This is an internal document, and not a legal contract. It will outline the pull-out or push-in resource services provided. The progress will be monitored by the classroom teacher, the support teacher, and parents to determine if interventions are effective for supporting the student.

**Student Support Plan (SSP):** For students who are performing below the average student, but who have not been diagnosed with a specific learning disability or other diagnosis, an SSP may be created. This plan will briefly describe the challenge area for the student and will list several interventions to be implemented. The progress on this plan will be monitored by the classroom teacher, the support teacher, and parents to determine if interventions are effective for supporting the student, or if the student should progress to formal evaluations.

**Student Support Team (SST):** An SST is a team that meets together to determine interventions and next steps for a student who is experiencing difficulty succeeding in the regular classroom environment. The team may consist of classroom teachers, parents, the support teacher, the principal, and the student.

**Learning Lab:** The Learning Lab is the pull-out classroom for student support on campus.

**Accommodation:** Accommodations are a change in the way students access instruction or demonstrate understanding. Accommodations do not change content, benchmarks, or

performance criteria. Accommodations may include extended time, alternate test formats, special paper or writing materials, quiet testing areas, etc.

**Modification:** Modifications change what students are expected to learn. Modifications change the content, benchmark or performance criteria. Modifications might include content given at instructional level rather than grade level or reduction in the number of benchmarks.

## What is a Learning Disability?

"A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways.

A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.

Parents can help children with learning disabilities achieve such success by encouraging their strengths, knowing their weaknesses, understanding the educational system, working with professionals and learning about strategies for dealing with specific difficulties."

Source: <http://www.ldonline.org/ldbasics/whatisld>

## Pathway to Identification and Support

If a parent suspects their child has a disability or other need for support, it is helpful to contact the student's teacher to discuss their concerns. After parents communicate their concerns, the teacher will gather data and consult with a team to develop general education strategies and interventions.

If those interventions are not successful and the student's learning and/or behavior are significantly different from their same-aged peers, a Student Support Team will be formed, which will collaboratively determine next steps.

1. Parent or teacher requests a conference to discuss the concern.
2. Parent or teacher fills out a [Student Support Request form](#).
3. Observations and data are collected by the classroom and Student Support teacher.

4. Classroom and Support teachers determine classroom interventions and communicate them to the parents.
5. Appropriate classroom interventions are implemented and their effectiveness is evaluated.
6. A Student Support Team is formed, comprising the parents, classroom teacher(s), and Student Support teacher. The principal and the student may also be included as appropriate.
7. A Student Support Plan, which may include pull-out instruction in the Learning Lab is developed, implemented, and monitored.
8. Additional formal testing is recommended if needed.
9. If the student receives an IEP or 504 Plan from the public school, but chooses to remain at Christ Lutheran, an Individualized Learning Plan (ILP) will be written to address the learning goals that were identified, and to guide instruction in the classroom and Learning Lab.

## Roles

- Parent
  - Attend Student Support Team meetings and conferences as requested
  - Supply relevant reports and documents to the Director of Student Support and the Principal
  - Inform the school of all factors surrounding the needs of the child
  - Maintain regular communication with the school
  - Support the staff in their efforts to achieve the learning goals
  - Be a proactive advocate for student learning needs
- Classroom Teacher
  - Attend Student Support Team meetings and conferences
  - Plan for instruction which allows for diversity of abilities and learning styles
  - Communicate clearly to parents when student needs arise
  - Implement classroom interventions, Student Support Plans and Individual Learning Plans, and document/communicate results clearly
- Student Support Services
  - Respond in a timely manner to Requests for Student Support
  - Maintain clear and regular communication with parents and teachers
  - Guide teachers and parents through the pathway to identification and support
  - Assist in developing interventions such as accommodations and/or modifications
  - Observe and document student progress
  - Coordinate the Student Support Team
  - Facilitate the formal testing process with parents

- Attend IEP meetings at public schools
- Write Student Support Plans and Individualized Learning Plans
- Support students in the Learning Lab with focused, research-based interventions
- Maintain accurate documentation and records
- Participate in the admissions process for students with special needs
- Research and attend Professional Development as available
- Equip teachers with research-based strategies

## The Learning Lab

The Learning Lab is the place where individual or small group instruction takes place with the Student Support Teacher. Priority for time in the Learning Lab will be given to students with IEPs, 504 Plans, or a medical diagnosis that requires extra support in learning. As time allows, students who have a Student Support Plan may receive instruction in the Learning Lab as determined by test scores, classroom performance, work samples, and observations.

## School Enrollment

Christ Lutheran Student Support Services is designed to meet the needs of children with mild to moderate learning differences and needs. While we strive to provide a Christ-centered education to as many students as we can, we are not equipped to provide services for all students. Your communication to us about your child's needs, and submission of records and testing information will help us better determine our ability to accommodate his/her learning needs. Failure to disclose accurate information about a child's special needs or submit all psychoeducational reports and/or reports from specialists may jeopardize a student's continued enrollment.

Christ Lutheran is unable to provide speech therapy, occupational therapy, physical therapy, psychotherapy, or counseling. These therapies must be arranged by the parent with an outside organization should they be needed.

## Links to Resources

Christ Lutheran Director of Student Support Services  
Mrs. Leah Tornow  
[mrs.tornow@christcm.org](mailto:mrs.tornow@christcm.org)

Newport-Mesa Unified District Special Education  
<http://web.nmusd.us/specialed>

Irvine School District Special Education  
<https://iusd.org/department/special-education>

Fountain Valley School District Support Services  
[https://www.fvsd.us/apps/pages/index.jsp?uREC\\_ID=258512&type=d&pREC\\_ID=874469](https://www.fvsd.us/apps/pages/index.jsp?uREC_ID=258512&type=d&pREC_ID=874469)

Huntington Beach School District Special Education  
[https://www.hbcasd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=408914&type=d&pREC\\_ID=926230](https://www.hbcasd.k12.ca.us/apps/pages/index.jsp?uREC_ID=408914&type=d&pREC_ID=926230)

Santa Ana School District Special Education  
<https://www.sausd.us/specialeducation>

Regional Center of Orange County Community Resources  
<https://www.rcocdd.com/frc/ccfrc/resources/>

Understood -- This website contains excellent information about children with learning differences.  
[understood.org](http://understood.org)

[Common Signs of Learning Disorders](http://www.idonline.org) (Idonline.org)

Feel free to contact us if we can be of service to you. We look forward to partnering with you in your child's learning journey!

*"For you formed my inward parts;  
you knitted me together in my mother's womb.  
I praise you, for I am fearfully and wonderfully made.  
Wonderful are your works;  
my soul knows it very well.*

*Psalm 139:13-14*