



Student Support Plan (SSP) Family Information

What is a Student Support Plan (SSP)?

Sacred Heart School supports students with learning needs through a Student Support Plan (SSP).

An SSP is like a 504 Plan in public schools. It is designed for students who have a documented learning, medical, or attention need that impacts school.

An SSP provides accommodations that adjusts *how* a student learns, but not *what* they learn. Students with an SSP are still expected to meet the same academic standards as their peers.

Examples of accommodations may include:

- Extended time on tests or assignments
- Preferential seating
- Reduced distractions during testing
- Breaks during longer tasks
- Access to assistive technology
- Organizational supports or written instructions

Families who would like to learn more about accommodations and school supports may find the following parent guide helpful: [Understood.org](https://www.understood.org).

Documentation Required for an SSP

To qualify for a Student Support Plan, Sacred Heart School must receive current documentation (within the past three years) that includes:

1. A diagnosis
2. A description of how the diagnosis impacts learning in a school setting
3. Recommended accommodations specific to the student

Documentation may come from several different types of evaluations or providers.

Common Evaluation Pathways

Public School Evaluation

Families may request an evaluation through their local public school district. Public schools can evaluate for areas such as learning disabilities, speech/language needs, and other educational impacts.

- Bellevue School District: Sacred Heart School is located within the Bellevue School District attendance area, and they may complete evaluations for private school students.
 - Learn more at: <https://www.bsd405.org/academics/special-education/child-find>
- Local Public School District, often referred to as your neighborhood school, determined by your home address.

Speech, Language, or Literacy Evaluation

This type of evaluation focuses on how language and literacy skills impact learning and communication.

Assessments may include:

- Reading and writing skills
- Phonological awareness and phonological processing
- Expressive and receptive language skills
- Vocabulary, grammar, and comprehension
- Literacy development and decoding skills

These evaluations are typically completed by speech-language pathologists or literacy specialists.

Medical or Mental Health Evaluation

Some students qualify for accommodations based on a medical or mental health diagnosis that affects learning in school.

Examples may include ADHD, Anxiety, Depression, Diabetes or other medical conditions, and concussion or health conditions impacting attention, stamina, or regulation.

Documentation is typically provided by a pediatrician, medical specialist, psychologist, psychiatrist, or licensed mental health provider, and often in the form of a letter to the school. The provider documentation should include:

- The diagnosis
- How the condition impacts the student in a school setting
- Recommended accommodations that would support the student at school

Comprehensive Neuroeducational Evaluation

This type of evaluation looks at a student's overall learning profile and is helpful when families want a deeper understanding of cognitive, academic, and emotional factors that may affect learning.

These evaluations are typically completed by a licensed psychologist or neuropsychologist. They may include:

- Cognitive (IQ) testing
- Academic achievement testing
- Executive functioning and processing skills
- Attention and memory measures
- Social-emotional and behavioral scales
- Parent and teacher input

Next Steps

Every family's situation is different, and there is no single "right" path for evaluation. Some families pursue evaluation through their public school district, while others choose private providers depending on timelines and areas of concern.

If you are considering evaluation for your child, we are happy to help talk through options and guide you through the process.