

STUDENT SUPPORT PASSPORT

2026-2027 SCHOOL YEAR



**HELPING THE RIGHT INFORMATION REACH
THE RIGHT PEOPLE AT THE RIGHT TIME**

So students can be better understood and supported

Less guessing. More confident support. Greater peace of mind.

Completed by parents/guardians • Designed for educators and school supporters

Thank You

Thank you for choosing **Student Support Passport**.



School support works best when the adults around a student share a clear understanding of what helps. Too often, important information lives in conversations, memories, or scattered notes, making it harder to create consistency across home and school.

Student Support Passport is a student-centered support system and communication tool designed to help families and school teams share important information that supports consistency, understanding, and collaboration throughout the school year.

When support information is clear and accessible, educators can respond with greater confidence, students can be better understood, and families can spend less time worrying about whether important details were shared. Student Support Passport was created to support all three.

It brings key information into one place so teachers, aides, therapists, and other school-based supporters can better understand the student's communication, learning, classroom support needs, sensory needs, calming supports, safety needs, health considerations, and daily school support routines.

When support is consistent across settings, students are more likely to feel safe, understood, and ready to participate, learn, and grow. Because students grow and change over time, Student Support Passport is designed to be updated throughout the school year so support can evolve alongside the student.

Student Support Passport is designed to support more informed, respectful, and collaborative communication between families and educators so support can be carried out with greater consistency across settings.

Student Support Passport was inspired by My Support Passport, a family-centered support guide designed to help caregivers share important information across home, community, and support settings. As families shared their experiences, a common challenge emerged: important information often wasn't reaching school teams in a consistent and practical way. Student Support Passport was created to help bridge that gap between families and educators.

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This guide is for informational purposes only and is not medical advice.

Understanding Student Support Passport

Why does Student Support Passport Matter?

Important support information is often shared across conversations, emails, meetings, evaluations, and daily interactions. Student Support Passport brings key information together in one place so families and school teams can work from a shared understanding of what helps the student succeed.

Why “Passport”?

Just as a travel passport helps important information move from place to place, Student Support Passport helps important support information move with a student throughout the school year.

Students grow, learn, and change over time. SSP is designed to be updated as needs evolve so families and school teams can work from a shared understanding and provide more consistent support.

Student Support Passport Framework

Each section of Student Support Passport helps families identify supports, preferences, strengths, and strategies that may help educators better understand and support the student. SSP organizes support into key areas that commonly influence a student’s school experience:

- Learning
- Communication
- Sensory
- Calm & Regulation
- Transitions
- Mobility & Physical Needs
- Safety
- Strengths & Interests

Together these areas create a more complete picture of the student and help school teams provide informed, consistent support.

Working Together

Effective student support happens when families and school teams share information and work together. Student Support Passport supports those conversations by providing a clear, student-centered overview of the strategies, preferences, strengths, and supports that help the student learn, participate, and thrive. When everyone is working from the same information, support becomes more consistent, educators can respond more confidently, and families gain greater peace of mind.

What This Guide Is (Check all that apply)

- ✓ A living document that can be updated as needs change
- ✓ A quick-reference student snapshot
- ✓ A communication bridge between families and school staff
- ✓ A tool for sharing strengths, preferences, and support strategies
- ✓ A way to help new teachers, substitutes, specialists, and support staff get to know the student
- ✓ A resource for promoting consistency across school environments
- ✓ A conversation starter for collaborative problem-solving
- ✓ A family-informed perspective of what helps the student succeed
- ✓ A companion resource that can support implementation of existing school plans

What This Guide Is Not (Check all that apply)

- ✗ An Individualized Education Program (IEP)
- ✗ A Section 504 Plan
- ✗ A Behavior Intervention Plan (BIP)
- ✗ A Functional Behavior Assessment (FBA)
- ✗ A medical record
- ✗ A legal or compliance document
- ✗ A substitute for district policies, procedures, or educational evaluations
- ✗ A document that creates, changes, or replaces educational services or accommodations

Using Student Support Passport

A quick guide for completing, updating, and sharing Student Support Passport

Student Support Passport (Digital) is designed to be completed by a parent/guardian and shared with educators and relevant school staff. Most fields can be typed into directly, and selections can be made using checkboxes. A few pages also allow simple markups (like circling) using standard PDF tools.

Fill it out

- Click or tap into any text box and type.
- Select checkboxes to mark what applies.
- Use your device's Draw / Markup tool to circle options.
- Common tools include Markup on iPhone/iPad, Draw/Annotate on Android, or Draw in PDF viewers on desktop.

Add a photo (This Passport Belongs To)

- If an image field is included, select it and upload a photo.
- If no image field is included, use Insert Image / Add Image in a PDF editor to place a photo in the photo box.

Save your progress

- Save a copy to your device after updates.
- Recommended file naming: School Support Passport (Updated MM-DD-YYYY).

Share the current version with student's educators (email, secure portal, or printed copy) across school settings

Keep it current

- Update the Date last updated field whenever changes are made.
- Share only the most recent version.

For Families

- Complete the passport with information that is current and relevant.
- Update sections as needs change.
- Save a new dated version after significant updates.
- Share the most recent version with educators and support staff.

For Educators

- Use the passport alongside school records and educational plans.
- Review the Support Snapshots first for a quick overview.
- Use the Support Snapshots as a quick-reference guide throughout the school year.
- Contact the parent/guardian when clarification is needed.

Keep in Mind

- This document should be updated as needs, supports, or circumstances change.
- Every student is different.
- Not every section will apply.
- Supports may change throughout the year.
- The passport reflects family input and should be considered alongside educator observations.

Passport Ownership

- Student Support Passport belongs to the student and family. Families may update the Passport throughout the school year and choose when and with whom it is shared.

Support Guide Map

Student Support Passport is designed to be used as a quick-reference guide. Use this map to locate information based on the support need, question, or situation.

on the support need, question, or situation.				
Essential Information	Page	Title	This Page Helps With	Use This Page When
	6	<i>This Passport Belongs To</i>	Basic student information	Need a quick student overview
	7	<i>Student Quick Reference Guide</i>	Key supports at a glance	You have 30 seconds before meeting the student
	8	<i>Services & Outside Support</i>	Current services and supports	Understanding what supports the student already receives
	9	<i>School Support Team</i>	Key school supporters and contacts	Identifying who regularly supports the student
Student Support Profile & Snapshots	11	<i>Student Support Profile</i>	Understanding day-to-day support needs	You want to understand what support looks like day-to-day
	12	<i>Safety Snapshot</i>	Safety needs and prevention strategies	Safety concerns arise
	14	<i>Communication Snapshot</i>	Communication preferences and supports	Communications breakdown occur
	15	<i>Sensory Snapshot</i>	Sensory needs and supports	Sensory needs are affecting participation
	16	<i>Calm Snapshot</i>	Regulation and calming supports	The student is dysregulated or overwhelmed
Learning Support Profile & Snapshots	17	<i>Mobility/Physical Snapshot</i>	Physical access and mobility supports	Mobility or physical support needs impact participation
	19	<i>Learning Support Profile</i>	Learning preferences and support needs	Planning instruction or accommodations
	20	<i>Learning & Instruction Snapshot</i>	Classroom learning supports	Learning challenges are impacting instruction
	21	<i>Testing & Assignments Snapshot</i>	Assessment and work completion supports	Planning assessments or independent work
	22	<i>Classroom & School Environment Snapshot</i>	Environmental factors affecting participation	Classroom or environmental factors are creating barriers
Student Strengths, Interests, & Extracurricular Activities	23	<i>School Navigation Snapshot</i>	Transitions and movement throughout school	Transitions between settings are difficult
	24	<i>Peer Interaction & Group Learning Snapshot</i>	Social and collaborative learning supports	Social concerns arise
	25	<i>School Events & Field Trips Snapshot</i>	Participation in special activities	Planning special activities or outings
	27	<i>Student Strengths & Interests</i>	Strengths, motivators, and interests	Building rapport and motivation
	28	<i>Student Extracurricular Activities</i>	Activities outside academics	Understanding interests outside academics
Student Reflection, Planning & Transition Notes	29	<i>Building Connection & Understanding Cheat Sheet</i>	Relationship-building strategies	Building trust and connection
	31	<i>End of 2026-2027 School Year Reflection</i>	Reviewing growth and progress	Reflecting on the school year
	32	<i>2027-2028 School Year Goals</i>	Planning future supports and goals	Planning for next year
	33	<i>Notes for Future Supporters</i>	Additional important information	Important information doesn't fit elsewhere
	34	<i>Ideas & Things to Explore</i>	Future supports, questions, or opportunities	Considering next steps or future supports

STUDENT SUPPORT PASSPORT

2026-2027 SCHOOL YEAR



This passport is designed to travel with the student and be shared with trusted supporters as needed.

This Passport Belongs To

If the student is lost or this Passport is found, please contact:

PHOTO (OPTIONAL)

STUDENT FULL NAME

PREFERRED NAME(S)

PRIMARY LANGUAGE(S)

DATE OF BIRTH (OPTIONAL)

CURRENT GRADE

DATE LAST UPDATED (MM/DD/YYYY)



Section 1

Essential Information

This section provides foundational information that helps school supporters understand who the student is, who may be involved in supporting them, and where to find important support information throughout this Passport.

These pages are intended to help teachers, substitutes, therapists, paraprofessionals, administrators, transportation staff, and other school-based supporters quickly become familiar with the student and the people involved in their support.

The goal is to reduce guesswork, improve consistency, and help school teams understand the student before reviewing the detailed support profiles and snapshots that follow.

Keeping Information Current

This section is typically completed by the parent/guardian.

Updates should be made whenever important information changes, including contact information, medical information, safety considerations, communication needs, or daily support needs.

School staff may provide feedback when changes are observed that could help improve accuracy and consistency.

Important Note

This section serves as a practical reference and is intended to supplement existing school records.

Parents and guardians are responsible for ensuring that official school records, emergency contacts, health forms, medication information, and other required district documentation remain accurate and up to date.

In the event of conflicting information, school personnel should follow current district records, policies, and procedures.



Who May Find This Section Helpful

- Classroom Teachers
- Substitute Teachers
- Special Education Staff
- Paraprofessionals & Classroom Aides
- Therapists & Related Service Providers
- School Administrators
- Extracurricular & Activity Staff

These pages provide the essential information school supporters may need before reviewing the student's support profiles and snapshots.

Student Quick Reference Guide

This page helps families identify key school supporters who regularly interact with the student. Examples may include classroom teachers, special education staff, related service providers, administrators, transportation staff, extracurricular staff, counselors, nurses, or other school-based supporters.

Areas Where Student Is Often Misunderstood

Most Important Things To Know About The Student

Common Triggers

Best Supports

Home strategies that transfer well to school

School strategies that help at home

Strengths/Interests

Services & Outside Support

This page provides a snapshot of services, supports, and programs the student may currently participate in at school, at home, or within the community. Understanding the student's existing supports may help school teams better understand the student's needs, strengths, and current interventions. This page is informational only and does not replace official school records, evaluations, IEPs, Section 504 Plans, treatment plans, or service documentation.

Service Type <i>(Check all that apply)</i>	Location <i>(Check all that apply)</i>	Frequency <i>(Notate Daily, Weekly, etc.)</i>
☐ Special Education	☐ School ☐ Home ☐ Onsite	☐
☐ Section 504	☐ School ☐ Home ☐ Onsite	☐
☐ Speech Therapy	☐ School ☐ Home ☐ Onsite	☐
☐ Occupational Therapy	☐ School ☐ Home ☐ Onsite	☐
☐ Physical Therapy	☐ School ☐ Home ☐ Onsite	☐
☐ Counseling	☐ School ☐ Home ☐ Onsite	☐
☐ Social Skills Support	☐ School ☐ Home ☐ Onsite	☐
☐ Behavioral Support	☐ School ☐ Home ☐ Onsite	☐
☐ Transportation Support	☐ School ☐ Home ☐ Onsite	☐
☐ Other: _____	☐ School ☐ Home ☐ Onsite	☐

School Support Team

This page helps families identify key school supporters who regularly interact with the student outside of classroom teachers. Examples may include special education staff, related service providers, administrators, transportation staff, extracurricular staff, counselors, nurses, or other school-based supporters. Having these contacts in one place can help promote consistency, collaboration, and communication throughout the school year.

School Supporter #1

Name: _____

Position: _____

Phone: _____

Email: _____

Preferred Contact Communications ☐ Call ☐ Text ☐ Email

School Supporter #2

Name: _____

Position: _____

Phone: _____

Email: _____

Preferred Contact Communications ☐ Call ☐ Text ☐ Email

School Supporter #3

Name: _____

Position: _____

Phone: _____

Email: _____

Preferred Contact Communications ☐ Call ☐ Text ☐ Email

School Supporter #4

Name: _____

Position: _____

Phone: _____

Email: _____

Preferred Contact Communications ☐ Call ☐ Text ☐ Email

School Supporter #5

Name: _____

Position: _____

Phone: _____

Email: _____

Preferred Contact Communications ☐ Call ☐ Text ☐ Email



Section 2

Student Support Profile & Snapshots

Every student experiences the world differently. This section captures practical supports, preferences, strategies, and observations that may help others better understand and support the student across school, community, recreational, and other shared settings.

The goal is to promote consistency by helping supporters recognize what works, what may create challenges, and what approaches may help the student participate more successfully.

Note: Student Support Passport is school-focused, but the support information itself is often useful beyond school walls.

Keeping Information Current

This section is typically completed by the parent/guardian with input from school staff when appropriate.

Updates should be made whenever support needs, accommodations, preferences, or successful strategies change.

Regular review helps ensure supports remain consistent across settings and school supporters.

Important Note

This section provides a practical overview of accommodations, strategies, supports, and preferences that may help the student be successful throughout the school day.

It is intended to complement, not replace, formal educational plans, behavior support plans, health plans, accommodation plans, or district records.



Who May Find This Section Helpful

- Classroom Teachers
- Substitute Teachers
- Special Education Staff
- Paraprofessionals & Aides
- Therapists & Related Service Providers
- Coaches & Activity Leaders
- Transportation Staff
- Community Program Staff
- Extracurricular Staff
- Other Supporters Working With The Student

These snapshots are designed to capture real-world supports that can be applied consistently across classrooms, services, and school activities.

Student Support Profile

For each section, circle all that apply. If none apply in a section, circle that section's 'No major ... needs' option if applicable.



SAFETY NEEDS TYPE

- Limited safety awareness
- No major safety needs
- Wandering/elopement risk

SENSORY NEEDS TYPE

- Sensory sensitivities:
Needs less input; easily overwhelmed
- No major sensory needs
- Sensory seeking:
Needs more input to feel regulated

CALM (REGULATION NEEDS)

- Occasionally needs regulation support
- No major regulation needs (self-regulated)
- Often needs regulation support

COMMUNICATION STYLE

- Uses AAC/visuals
- Uses speech (words/phrases)
- Non-speaking/limited speech

MOBILITY/PHYSICAL

- Needs hands-on assistance
- No hands-on support needed (independent)
- Uses mobility equipment

Safety Snapshot

This page summarizes safety considerations and support strategies that may help keep the student safe. In urgent situations, follow district procedures, emergency protocols, and any applicable student safety plans. Refer to the Important Contacts page when additional guidance is needed.

Safety risks

(check all that apply):

- ☐ Needs close supervision near water
- ☐ May run/elopement risk
- ☐ Choking/aspiration risk
- ☐ Self harm
- ☐ Risk of falls
- ☐ Joint instability/fragile bones
- ☐ Seizure risk
- ☐ Other:

Student's awareness of danger:**Effective safety supports and supervision strategies:****Other safety notes (optional):**

Communication Snapshot

This page summarizes how the student communicate and what helps the student understand others. Use it to support clear, respectful communication.

Communication Methods (Check all that apply)	Preferred Approach (Check all that apply)	Important to Understand (Check all that apply)
☐ Spoken words/phrases ☐ Single words ☐ Gestures ☐ AAC device/app ☐ Pictures/visuals ☐ Leading/pulling ☐ Sounds ☐ Pointing/showing ☐ Echolalia/scripting ☐ Other: _____	☐ Say my name/get my attention first ☐ Approach from the front ☐ Speak slowly and give extra time ☐ Use simple, concrete language ☐ Show visuals or demonstrate ☐ Offer choices ☐ Ask before touching/helping ☐ Use "First/Then" ☐ Other: _____	☐ Not responding ≠ not understanding ☐ Behavior is communication ☐ I may need time to process ☐ Eye contact is not required ☐ I may communicate differently under stress ☐ Other: _____
Signs of Overwhelm (Check all that apply)		Communication Supports (Check all that apply)
☐ Covering ears ☐ Crying ☐ Running away ☐ Shutting down ☐ Yelling ☐ Hitting/kicking ☐ Repeating words/actions ☐ Other: _____		☐ One-step directions ☐ Two-step directions ☐ Visuals ☐ Modeling ☐ Repetition ☐ Extra processing time ☐ First/Then ☐ Written directions ☐ "This or that" choice ☐ Other: _____

Understanding the Student Better

If I do _____ it usually means _____

If I say/sign/type/select _____ it usually means _____

Other communication notes (optional):

Sensory Snapshot

This page is an overview of what helps the student feel comfortable in their environment.

Sensory Sensitivities (Check all that apply)

- ☐ Loud/unexpected noise
- ☐ Strong odors
- ☐ Crowds/busy spaces
- ☐ Bright lighting
- ☐ Certain textures/tags
- ☐ Unexpected touch
- ☐ Temperature changes
- ☐ Water/hair washing
- ☐ Movement (swings, elevators, car rides)
- ☐ Other: _____

Sensory Seeking Preferences (Check all that apply)

- ☐ Movement seeking
- ☐ Vestibular input seeking (swinging, spinning, rocking)
- ☐ Proprioceptive input seeking (crashing, jumping, pushing)
- ☐ Oral sensory seeking
- ☐ Visual sensory seeking
- ☐ Tactile sensory seeking
- ☐ Reduced body awareness (proprioception)
- ☐ Limited environmental awareness
- ☐ Other: _____

Signs of Sensory Overload (Check all that apply)

- ☐ Covering ears/avoiding sound
- ☐ Moving away/trying to escape
- ☐ Pacing/restless movement
- ☐ Freezing/shutting down
- ☐ Crying/yelling
- ☐ Repeating words/sounds/movements
- ☐ Hitting/kicking/throwing
- ☐ Running/unsafe wandering
- ☐ Other: _____

Helpful Sensory Supports (Check all that apply)

- ☐ Headphones/ear protection
- ☐ Sunglasses/hat/dim lights
- ☐ Quiet space/break area
- ☐ Deep pressure (hug, squeeze, weighted item)
- ☐ Fidget/sensory toy
- ☐ Movement break (walk, swing, bounce)
- ☐ Chew/oral support (gum, chew necklace, crunchy snack)
- ☐ Water/drink/snack
- ☐ Visual schedule/"First-Then"
- ☐ Other: _____

Other sensory notes (optional):

Calm Snapshot

This page is an overview of what helps the student stay regulated and what to do during escalation.

Signs of Dysregulation (Check all that apply)	Calm Supports (Check all that apply)	Calm Triggers (avoid) (Check all that apply)
☐ Quieter/withdrawing ☐ Increased movement/pacing ☐ Repeating sounds/words ☐ Refusing/pushing away ☐ Crying/yelling ☐ Unsafe wandering/leaving the area ☐ Other: _____	☐ Slow down and reduce demands ☐ Speak less/softer voice ☐ Give me space ☐ Offer water/snack ☐ Offer a break/quiet area ☐ Use visuals/"First-Then" ☐ Offer a calming item ☐ Breathing exercises/counting ☐ Redirect/distraction ☐ Music/white noise (if calming) ☐ Other: _____	☐ Too much talking/lots of questions ☐ Ignoring/silent treatment ☐ Arguing/correcting ☐ Sudden touch/holding me ☐ Surprises ☐ Sudden transitions ☐ Corner me/block my movement ☐ Taking items away abruptly ☐ Raising voice/showing frustration ☐ Other: _____

Effective regulation supports
(tools/methods that work):

If I'm escalating, my support plan is
(steps to follow/actions to take):

Other calm notes (optional):

Mobility/Physical Snapshot

This page is an overview of how the student moves through spaces and what physical support helps keep the student safe and comfortable.

Student mobility profile

(check all that apply):

- ☐ Walk independently
- ☐ Walk with support (hand-hold/arm support)
- ☐ Uses mobility aid (cane/walker/crutches)
- ☐ Uses wheelchair (manual/power)
- ☐ Uses stroller/transport chair/mobility scooter
- ☐ Uses braces/orthotics/splints
- ☐ Needs help standing up/sitting down
- ☐ Needs to be carried/transferred
- ☐ Tires easily/low stamina/needs breaks
- ☐ Balance challenges/fall risk/frequent falls
- ☐ Other: _____

Helpful mobility supports:

Signs of pain/tiredness:

Other mobility/physical notes (optional):

Helpful mobility/physical supports

(check all that apply):

- ☐ Stay close (spotting)
- ☐ Offer an arm/steady support
- ☐ Hold hands (if I accept)
- ☐ Walk slower/allow extra time
- ☐ Clear path/reduce clutter
- ☐ Use simple directions (one step at a time)
- ☐ Visual cues/modeling
- ☐ Encourage breaks/seated rest
- ☐ Other: _____

Transfers/lifting (if applicable)

(check all that apply):

- ☐ Needs help getting up/down (chair/bed/floor)
- ☐ Needs help into/out of car seat or wheelchair
- ☐ Requires two-person assist
- ☐ Uses gait belt: ☐ Yes ☐ No ☐ N/A
- ☐ Uses transfer board/mechanical lift:
 - ☐ Yes ☐ No ☐ N/A
- ☐ Special instructions: _____

Stairs, curbs, uneven ground (if applicable)

(check all that apply):

- ☐ Avoid stairs if possible
- ☐ Uses a handrail/needs a handrail
- ☐ Needs support on stairs
- ☐ Needs help with curbs/uneven ground
- ☐ Other: _____

Section 3

Learning Support Profile & Snapshots

The Learning Support Profile and Snapshots provide a practical overview of how the student learns, participates, and engages in school settings.

These pages are designed to help teachers, substitutes, support staff, therapists, and other school team members quickly understand the supports that may be helpful throughout the school day. The goal is to provide a clear, easy-to-reference guide that promotes consistency between home and school.

Keeping Information Current

This section is typically completed collaboratively by the parent/guardian and school team.

Teacher, therapist, and support staff input is encouraged because many learning patterns, accommodations, and classroom supports are observed within the school environment.

Updates may be made throughout the school year as supports are adjusted and new strategies are identified.

Important Note

This section is intended to supplement classroom, intervention, and support planning documents by providing practical information about how the student learns and participates in school settings.

It is not intended to replace Individualized Education Programs (IEPs), 504 Plans, intervention plans, progress monitoring systems, or district records.



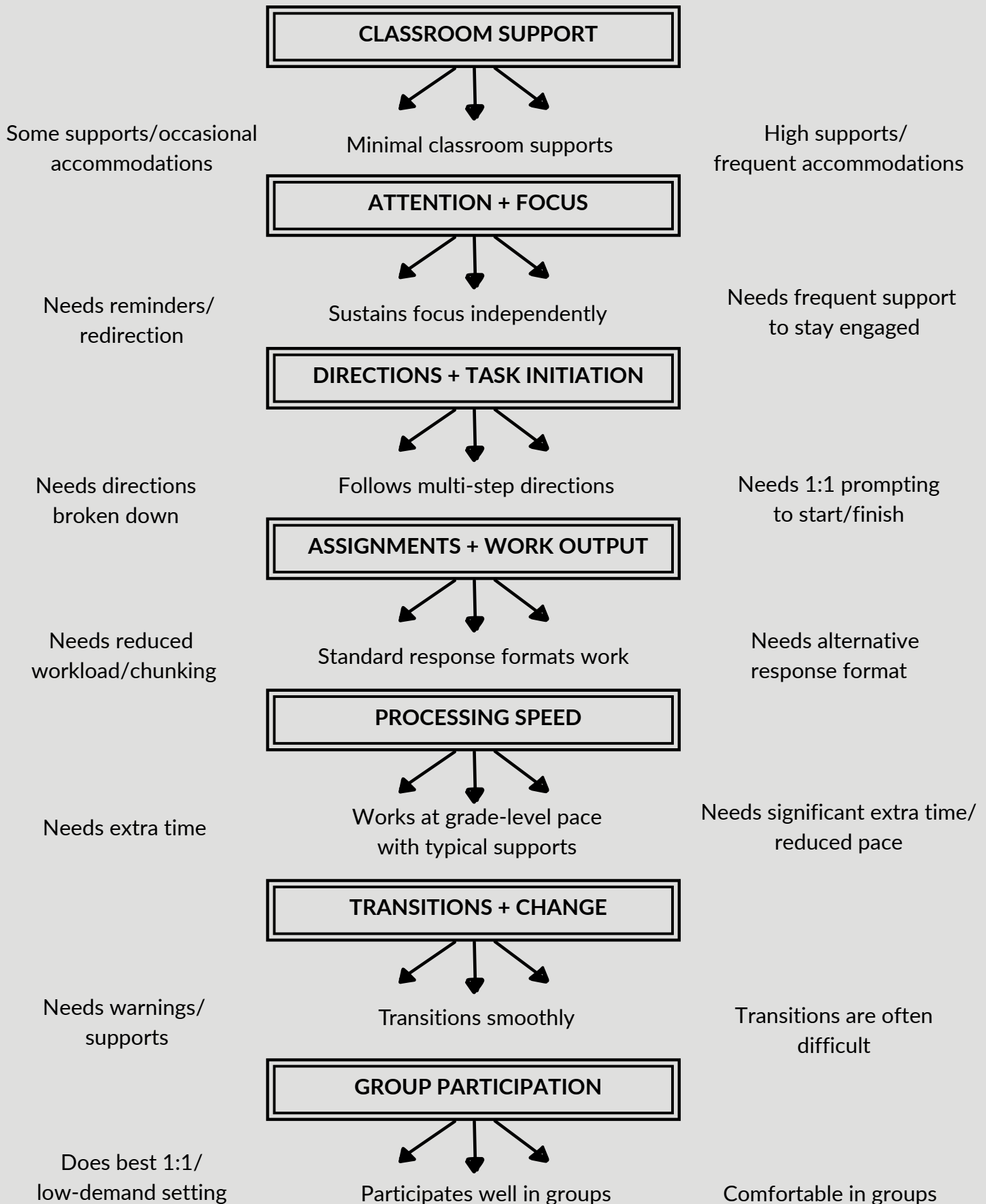
Who May Find This Section Helpful

- Classroom Teachers
- Substitute Teachers
- Special Education Staff
- Paraprofessionals & Classroom Aides
- Therapists & Related Service Providers
- School Administrators
- Extracurricular & Activity Staff

These snapshots are designed to capture real-world supports that can be applied consistently across classrooms, services, and school activities.

Learning Support Profile

For each area, circle the description that most closely matches the student's typical support needs.



Learning & Instruction Snapshot

This page summarizes how the student receives information, stays engaged, and stays organized throughout learning activities.

For each area, check the descriptions that most closely matches the student's typical support needs and help.



May Need Support With (Check all that apply)

Supports That May Help (Check all that apply)

Instruction & Task Access

- ☐ Following multi-step directions
- ☐ Understanding new concepts
- ☐ Listening to verbal instructions only
- ☐ Completing multi-step tasks
- ☐ Remembering task expectations
- ☐ Processing information quickly
- ☐ Knowing when to ask for help
- ☐ Working independently after instruction
- ☐ Other:

Instruction & Task Access

- ☐ Directions broken into smaller steps
- ☐ Directions given verbally + visually
- ☐ Model/example completed first
- ☐ Written checklist provided
- ☐ Pre-teach vocabulary or concepts
- ☐ Extra processing time
- ☐ Simplified/rephrased language
- ☐ Check for understanding
- ☐ Visual reminders/reference sheet
- ☐ Prompt to ask questions
- ☐ Opportunities to check understanding
- ☐ Other:

Attention & Engagement

- ☐ Sustaining attention during instruction
- ☐ Returning attention after distractions
- ☐ Staying engaged during seated activities
- ☐ Participating in lessons
- ☐ Avoiding distractions in the environment
- ☐ Beginning work after directions
- ☐ Staying engaged during longer tasks
- ☐ Other:

Attention & Engagement

- ☐ Preferred seating
- ☐ Movement breaks
- ☐ Frequent check-ins
- ☐ Nonverbal prompts/cues
- ☐ First-Then reminders
- ☐ Fidget or sensory tool
- ☐ Clear start/end expectations
- ☐ Short work periods with breaks
- ☐ Positive reinforcement/encouragement
- ☐ Other:

Organization & Independence

- ☐ Starting assignments independently
- ☐ Prioritizing tasks
- ☐ Organizing materials
- ☐ Keeping track of belongings
- ☐ Following routines
- ☐ Managing time
- ☐ Completing assignments
- ☐ Transitioning between activities
- ☐ Remembering what to do next
- ☐ Other:

Organization & Independence

- ☐ Visual schedule
- ☐ Daily planner/agenda support
- ☐ Color-coded folders/materials
- ☐ Transition countdowns/warnings
- ☐ "What do I do next?" support
- ☐ Assignment chunking
- ☐ Adult check-ins
- ☐ Task initiation prompts
- ☐ Visual task completion checklist
- ☐ Example of finished work provided
- ☐ Other:

Testing & Assignments Snapshot

This page summarizes how the student demonstrates knowledge, completes assignments, participates in assessments, and re-engages when learning becomes challenging.

For each area, check the descriptions that most closely matches the student's typical support needs and help.



May Need Support With (Check all that apply)

Supports That May Help (Check all that apply)

Assignments & Work Completion

- ☐ Completing assignments independently
- ☐ Getting started on assignments
- ☐ Writing lengthy responses
- ☐ Organizing thoughts before writing
- ☐ Managing large assignments/projects
- ☐ Finishing work within allotted time
- ☐ Demonstrating understanding in traditional formats
- ☐ Maintaining quality as workload increases
- ☐ Other:

Assignments & Work Completion

- ☐ Reduced number of problems (same skill)
- ☐ Assignment chunking
- ☐ Graphic organizer provided
- ☐ Sentence starters/word bank
- ☐ Choice of response format
- ☐ Extended time
- ☐ Show work requirements modified
- ☐ Frequent progress checks
- ☐ Break long tasks into smaller segments
- ☐ Example of completed work provided
- ☐ Other:

Testing & Assessments

- ☐ Demonstrating knowledge under time pressure
- ☐ Demonstrating knowledge in written formats
- ☐ Processing questions within expected timeframes
- ☐ Maintaining focus during tests
- ☐ Managing testing anxiety
- ☐ Reading lengthy questions/passages
- ☐ Understanding test directions
- ☐ Completing assessments independently
- ☐ Other:

Testing & Assessments

- ☐ Small group setting
- ☐ Quiet testing environment
- ☐ Extended time
- ☐ Read-aloud support
- ☐ Text-to-speech
- ☐ Directions repeated/clarified
- ☐ Reduced distractions
- ☐ Frequent breaks
- ☐ Alternate assessment format
- ☐ Scribe/recorded responses when needed
- ☐ Other:

When Learning Becomes Difficult

- ☐ Continuing when work becomes difficult
- ☐ Managing mistakes or corrections
- ☐ Adjusting to changes in expectations
- ☐ Sustaining effort during longer tasks
- ☐ Managing feelings of overwhelm
- ☐ Other:

When Learning Becomes Difficult

- ☐ Break opportunity
- ☐ Water/walk reset
- ☐ Quiet workspace
- ☐ Reduced verbal demands
- ☐ Encouragement/reassurance
- ☐ Preferred regulation strategy
- ☐ Adult check-in
- ☐ Task broken into smaller steps
- ☐ Choice of task order
- ☐ Other:

Classroom & School Environment Snapshot

This page summarizes the student participates in classroom activities and responds to different school environments.

For each area, check the descriptions that most closely matches the student's typical support needs and help.

May Need Support With (Check all that apply)



Supports That May Help (Check all that apply)

Classroom Participation

- ☐ Participating in group discussions
- ☐ Raising hand before speaking
- ☐ Asking for help when needed
- ☐ Advocating for needs/preferences
- ☐ Joining classroom activities
- ☐ Understanding group expectations
- ☐ Working with assigned partners/groups
- ☐ Waiting for a turn to participate
- ☐ Remaining engaged during whole-group instruction
- ☐ Participating in unfamiliar activities
- ☐ Speaking in front of peers
- ☐ Other:

Classroom Participation

- ☐ Participation prompts
- ☐ Wait time before responding
- ☐ Partner or small-group opportunities
- ☐ Visual reminders of expectations
- ☐ Adult check-ins
- ☐ Visual participation expectations
- ☐ Assigned classroom role/job
- ☐ Opportunities to observe before joining
- ☐ Positive reinforcement/ encouragement
- ☐ Choice in participation methods when appropriate
- ☐ Other:

School Environment

- ☐ Classroom noise
- ☐ Hallway traffic
- ☐ Crowded spaces
- ☐ Cafeteria environment
- ☐ Assemblies or large gatherings
- ☐ Bell/chime sounds
- ☐ Busy arrival/dismissal areas
- ☐ Lighting conditions
- ☐ Strong smells
- ☐ Unexpected environmental changes
- ☐ Other:

School Environment

- ☐ Quiet workspace option
- ☐ Noise-reduction headphones
- ☐ Preferred seating/location
- ☐ Reduced environmental distractions
- ☐ Access to break area
- ☐ Adult check-ins during challenging settings
- ☐ Preview of upcoming events/ environments
- ☐ Smaller group participation when possible
- ☐ Sensory supports as needed
- ☐ Transition warnings before environmental changes
- ☐ Other:

School Day Navigation Snapshot

This page summarizes how the student navigates transitions, schedule changes, and less structured parts of the school day.

For each area, check the descriptions that most closely matches the student's typical support needs and help.

May Need Support With (Check all that apply)



Supports That May Help (Check all that apply)

Transitions

- ☐ Transitioning between activities
- ☐ Ending preferred activities
- ☐ Changes to routine or schedule
- ☐ Moving between classrooms
- ☐ Following hallway expectations
- ☐ Lining up and waiting
- ☐ Knowing what comes next
- ☐ Unexpected schedule changes
- ☐ Other:

Transitions

- ☐ Advance warning before transitions
- ☐ Visual schedule
- ☐ Countdown/timer
- ☐ First-Then reminders
- ☐ Transition buddy/peer support
- ☐ Adult guidance during transitions
- ☐ Designated route/location support
- ☐ Consistent transition routines
- ☐ Visual cue card/reminder
- ☐ Other:

Unstructured Times

- ☐ Recess activities
- ☐ Lunchroom expectations
- ☐ Free-choice activities
- ☐ Waiting without a specific task
- ☐ Initiating peer interactions
- ☐ Joining ongoing activities/games
- ☐ Managing disagreements with peers
- ☐ Following less structured expectations
- ☐ Other:

Unstructured Times

- ☐ Structured choices/options
- ☐ Peer buddy or lunch buddy
- ☐ Adult supervision/check-ins
- ☐ Clear expectations before activity
- ☐ Organized activity options
- ☐ Conversation starters/social supports
- ☐ Access to quiet area if needed
- ☐ Preferred activity identified in advance
- ☐ Visual reminders of expectations
- ☐ Other:

Peer Interaction & Group Learning Snapshot

This page summarizes how the student interact with peers and function in group work.

For each area, check the descriptions that most closely matches the student's typical support needs and help.

May Need Support With

(Check all that apply)



Supports That May Help

(Check all that apply)

Starting & Maintaining Interactions

- ☐ Joining conversations
- ☐ Starting interactions with peers
- ☐ Maintaining conversations
- ☐ Taking turns in conversation
- ☐ Sharing materials or activities
- ☐ Advocating for needs with peers
- ☐ Other:

Social Participation Supports

- ☐ Conversation starters/prompts
- ☐ Peer buddy or peer mentor
- ☐ Preferred peer partnerships
- ☐ Structured opportunities to interact
- ☐ Small-group social opportunities
- ☐ Adult support during conflicts
- ☐ Other:

Social Understanding & Communication

- ☐ Understanding social cues
- ☐ Understanding unwritten social rules
- ☐ Understanding others' perspectives
- ☐ Understanding peer humor
- ☐ Understanding figurative language
- ☐ Understanding personal space
- ☐ Responding during conversations
- ☐ Communicating with unfamiliar peers
- ☐ Using AAC with peers
- ☐ Other:

Communication Supports

- ☐ Extra processing time
- ☐ Visual social reminders
- ☐ Peer modeling
- ☐ Role-playing/practice beforehand
- ☐ Explicit teaching of social expectations
- ☐ Visual communication supports
- ☐ Adult coaching before activities
- ☐ Other:

Participating in Group Activities

- ☐ Working in groups
- ☐ Participating in discussions
- ☐ Sharing responsibilities
- ☐ Completing group projects
- ☐ Staying engaged during group work
- ☐ Listening to others' ideas
- ☐ Other:

Group Participation Supports

- ☐ Assigned group roles
- ☐ Clear expectations for participation
- ☐ Teacher-selected groups
- ☐ Working with familiar peers
- ☐ Small-group settings
- ☐ Adult check-ins during activities
- ☐ Other:

Collaboration & Flexibility

- ☐ Following group expectations
- ☐ Waiting for a turn to contribute
- ☐ Compromising with peers
- ☐ Accepting changes to plans
- ☐ Managing disagreements during group work
- ☐ Other:

Collaboration Supports

- ☐ Turn-taking prompts
- ☐ Visual reminders of responsibilities
- ☐ Structured cooperative activities
- ☐ Conflict-resolution support
- ☐ Graphic organizer for shared projects
- ☐ Other:

School Events & Field Trips Snapshot

This page summarizes how the student participates in school events, assemblies, field trips, and other special activities outside of the typical school routine.

For each area, check the descriptions that most closely matches the student's typical support needs and help.

May Need Support With (Check all that apply)



Supports That May Help (Check all that apply)

Assemblies, Performance & Large Gatherings

- ☐ Large crowds
- ☐ Loud environments
- ☐ Waiting for long periods
- ☐ Unexpected schedule changes
- ☐ Sitting with large groups
- ☐ Loud applause or sudden noise
- ☐ Participating in school-wide events
- ☐ Entering or leaving crowded spaces
- ☐ Other:

Assemblies, Performance & Large Gatherings

- ☐ Advance notice/preparation
- ☐ Visual schedule or event agenda
- ☐ Preferred seating location
- ☐ Noise-reduction tools
- ☐ Trusted adult check-in
- ☐ Break opportunities available
- ☐ Transition warnings/reminders
- ☐ Early entry or exit option
- ☐ Option to observe before participating
- ☐ Other:

Field Trips

- ☐ Transportation changes
- ☐ New or unfamiliar environments
- ☐ Following group expectations
- ☐ Changes to routine
- ☐ Waiting in lines
- ☐ Staying with the group
- ☐ Walking long distances
- ☐ Navigating unfamiliar locations
- ☐ Following multi-step trip schedules
- ☐ Other:

Field Trips

- ☐ Visual schedule
- ☐ Advance notice
- ☐ Familiar adult support
- ☐ Preferred peer buddy
- ☐ Frequent check-ins
- ☐ Transition warnings
- ☐ Break opportunities
- ☐ Clear expectations before trip
- ☐ Preview photos or videos of destination
- ☐ Other:

School Celebrations & Special Events

- ☐ Unexpected activities
- ☐ Spirit days/costume days/themed activities
- ☐ Preparation beforehand
- ☐ Changes in classroom appearance
- ☐ Participation in celebrations
- ☐ Changes to daily schedule
- ☐ Sensory aspects of events
- ☐ Large group participation
- ☐ New activities or traditions
- ☐ Other:

School Celebrations & Special Events

- ☐ Preparation beforehand
- ☐ Alternative participation options
- ☐ Social stories/examples
- ☐ Clear expectations
- ☐ Choice to participate or observe
- ☐ Quiet space available
- ☐ Familiar support person
- ☐ Modified participation options
- ☐ Other:

Section 4

Student Strengths, Interests, & Extracurricular Activities

This section highlights who the student is beyond academics, accommodations, and support needs.

These pages help teachers, support staff, therapists, coaches, and activity leaders better understand the student's strengths, interests, motivations, and involvement in school and community activities.

By understanding what a student enjoys, what they excel at, and how they engage with the world around them, school teams can build stronger relationships, increase participation, and create more meaningful learning experiences.



Keeping Information Current

This section is typically completed by the parent/guardian and may be updated throughout the school year as interests, activities, strengths, and participation evolve.

Input from teachers, coaches, therapists, and activity leaders may help provide a more complete picture of the student.

Important Note

This section highlights student strengths, interests, motivations, and extracurricular involvement.

The information is intended to provide additional context that may help school supporters build relationships, increase engagement, and better understand the student as a whole person.

Who May Find This Section Helpful

- Classroom Teachers
- Substitute Teachers
- Special Education Staff
- Paraprofessionals & Classroom Aides
- Therapists & Related Service Providers
- Coaches & Activity Sponsors
- School Administrators
- Extracurricular Staff

These pages help school supporters discover what motivates, engages, and helps the student thrive.

Student Strengths & Interests

This page highlights the student strengths and interests.

Student Strengths (Check all that apply)



Student Interests (Check all that apply)

- ☐ Problem-solving
- ☐ Memory-recall
- ☐ Attention to detail
- ☐ Creativity/imagination
- ☐ Humor/playfulness
- ☐ Persistence/determination
- ☐ Following routines/structure
- ☐ Learning quickly
- ☐ Leadership/initiative
- ☐ Independence/self-advocacy
- ☐ Helpful/being thoughtful
- ☐ Music/rhythm
- ☐ Art/creating
- ☐ Numbers/math
- ☐ Reading/words
- ☐ Building/making
- ☐ Movement/gross motor
- ☐ Fine motor/hands-on tasks
- ☐ Communication (in my way)
- ☐ Social connection (in my way)
- ☐ Other: _____

- ☐ Music (listening/singing/humming)
- ☐ Quiet time/alone time
- ☐ Routines/familiar activities
- ☐ Movement (walking/bouncing/swinging)
- ☐ Sensory activities (water, textures, etc.)
- ☐ Outdoor time
- ☐ Shows/videos
- ☐ Games/puzzles
- ☐ Reading/books
- ☐ Drawing/coloring
- ☐ Building/stacking
- ☐ Cooking/baking
- ☐ Animals/pets
- ☐ People-watching/being nearby others
- ☐ Talking/sharing (in my way)
- ☐ Collecting/sorting/organizing
- ☐ Other: _____



Student Extracurricular Activities



This page highlights the student extracurricular activities.

Sports (Check all that apply)	Location (Check all that apply)	Frequency/Season (Notate)
☐ Soccer	☐ School ☐ Recreational	☐
☐ Basketball	☐ School ☐ Recreational	☐
☐ Baseball/Softball	☐ School ☐ Recreational	☐
☐ Football	☐ School ☐ Recreational	☐
☐ Volleyball	☐ School ☐ Recreational	☐
☐ Tennis	☐ School ☐ Recreational	☐
☐ Golf	☐ School ☐ Recreational	☐
☐ Pickleball	☐ School ☐ Recreational	☐
☐ Track & Field	☐ School ☐ Recreational	☐
☐ Cross Country	☐ School ☐ Recreational	☐
☐ Swimming	☐ School ☐ Recreational	☐
☐ Gymnastics	☐ School ☐ Recreational	☐
☐ Cheer	☐ School ☐ Recreational	☐
☐ Dance	☐ School ☐ Recreational	☐
☐ Martial Arts	☐ School ☐ Recreational	☐
☐ Wrestling	☐ School ☐ Recreational	☐
☐ Lacrosse	☐ School ☐ Recreational	☐
☐ Other: _____	☐ School ☐ Recreational	☐

Clubs/Activities (Check all that apply)	Location (Check all that apply)	Frequency/Season (Notate)
☐ Student Council	☐ School ☐ Recreational	☐
☐ Yearbook	☐ School ☐ Recreational	☐
☐ Debate	☐ School ☐ Recreational	☐
☐ Robotics/STEM	☐ School ☐ Recreational	☐
☐ Chess Club	☐ School ☐ Recreational	☐
☐ Art Club	☐ School ☐ Recreational	☐
☐ Theater/Drama	☐ School ☐ Recreational	☐
☐ Choir	☐ School ☐ Recreational	☐
☐ Band/Orchestra	☐ School ☐ Recreational	☐
☐ Scouts	☐ School ☐ Recreational	☐
☐ Academic Team	☐ School ☐ Recreational	☐
☐ Esports/Gaming Club	☐ School ☐ Recreational	☐
☐ Youth Group	☐ School ☐ Recreational	☐
☐ Volunteer Activities	☐ School ☐ Recreational	☐
☐ Other: _____	☐ School ☐ Recreational	☐

Building Connection & Understanding



Cheat Sheet



The fastest way to connect with the student is:

If you only remember one thing, remember this:

What is most important for school supporters to know?

What school supporters often misunderstand about the student?

What helps the student feel safe and comfortable?

What motivates or helps the student engage?

Section 5

Student Reflection, Planning & Transition Notes

This section provides space to reflect on the school year, celebrate growth, identify successful supports, and plan for future success.

These pages help parents, educators, therapists, and support staff document lessons learned, identify emerging needs, and preserve valuable information that may benefit future school teams.

The goal is to capture insights that might otherwise be forgotten and create a smoother transition from one school year to the next.

Keeping Information Current

This section is typically reviewed and completed toward the end of the school year.

Parents, educators, therapists, and support staff may contribute insights about successful supports, progress, challenges, and future goals.

The information may also be revisited whenever significant changes, new goals, or transition planning needs arise.

Important Note

This section serves as a reflection, planning, and transition resource designed to capture insights that may be helpful for future school teams.

It is intended to complement progress reports, educational planning discussions, transition planning efforts, and other school documentation when appropriate.



Who May Find This Section Helpful

- Parents & Guardians
- Classroom Teachers
- Special Education Staff
- Therapists & Related Service Providers
- School Administrators
- Transition Teams
- Future Teachers & Support Staff

These pages help preserve valuable knowledge, celebrate progress, and guide future support planning.

End of 2026–2027 School Year Reflection

This page helps look back on what helped the student thrive this year so what works can be kept
what doesn't can be adjusted.

What improved most this year?

What supports worked best (and where)?

What new patterns were noticed?

What helped the most during hard moments?

Biggest wins to celebrate:

2027-2028 School Year Goals

This page helps set next-year support goals which includes what's being built, what to try, and what would make the school year feel successful.

Top goals for 2027:

Skills/supports to build next:

What would make this year feel like a success?

Anything new to try or adjust (tools, routines, accommodations):

What might get in the way and what's the plan if it does?

Ideas & Things to Explore

Use this page to track accommodations, supports, tools, or ideas that may be helpful to try in the future.

Notes for Future Supporters

Information, strategies, and reminders that may help future teachers, therapists, and support staff.

About the Creator

Hi, I'm **Brittany Miller**, creator of **My Support Passport (MSP)**.

I built this because I know what it feels like to carry a whole world of important details in your head and still worry you'll forget something in the moment it matters most. MSP helps bridge the gap between the person being supported and the people supporting them, using clear, respectful, easy-to-share pages.

Our passports are built for real support: communication, sensory needs, calming strategies, safety, mobility, and more whether at school or with a family member. It isn't meant to capture every detail. It's meant to capture the right details; the ones that help supporters respond with more safety, more calm, and more confidence.

MSP was born from real life from the moments. It started in the moments where I realized explaining my child's needs in the moment, under pressure, wasn't sustainable. I needed one place where what matters most was already written down clearly, respectfully, and in a format that travels.

As families began using My Support Passport, a common challenge emerged: important support information wasn't always reaching the people working most closely with the individual. While schools often have formal records, plans, and documentation in place, practical day-to-day information that helps a student be successful isn't always easily accessible to every educator, substitute, therapist, coach, or support staff member interacting with that student.

That experience led to the creation of Student Support Passport—a school-focused companion designed to help families and educators share important support information in a clear, practical, and easy-to-reference format.

Over time, I realized this wasn't only helping the person being supported. It was helping the people supporting them feel more confident, and helping me feel less pressure to remember and explain everything from scratch every time a new person entered our lives.

That's the goal of MSP: less guessing, more confident support, and greater peace of mind for everyone involved.

With care,
Brittany Miller
Creator, My Support Passport
Founder & Publisher, Quiet Compass Publishing



Less guessing. More confident support. Greater peace of mind.

Support that travels.

Important support information is often shared through conversations, emails, notes, and memory. Student Support Passport brings that information together in one place so it can move with the student across classrooms, services, activities, and other shared settings.

Families complete the passport with information about the student's strengths, preferences, support needs, and successful strategies. The passport can then be shared, updated as needs change, and used as a practical reference throughout the year.

When supporters have a clearer understanding of the student, families can feel more confident that important information isn't being lost when care, supervision, or responsibility is shared with others.

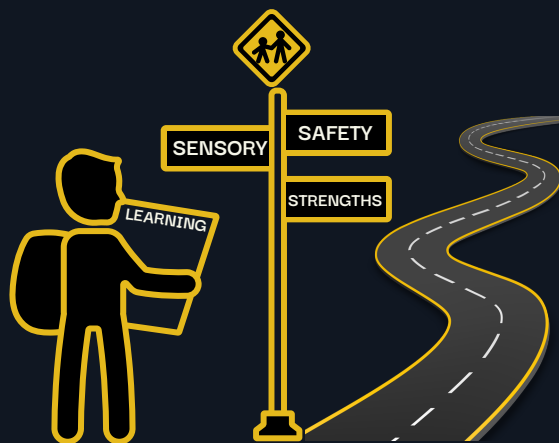
How It Works

- ✓ Fill it in
- ✓ Share
- ✓ Update

Support information changes over time. Student Support Passport is designed to be updated as the student's needs, strengths, and successful strategies evolve.

Inside parents/guardians with the assistance of relevant supporters document:

- Essential student and support team information
- Student Quick Reference Guide
- Services & Outside Support
- Learning Support Profile & Snapshots
- Student Support Profile & Snapshots
- Strengths, Interests, and Extracurricular Activities
- Year-End Reflection & Next-Year Goals



Every student experiences the world differently.

Learning support may be specific to school, but many successful strategies extend beyond the classroom. Student Support Passport helps capture practical supports, preferences, strategies, and observations that may help others better understand and support the student across school, community, recreational, and other shared settings.

Student Support Passport is school-focused, but the support information itself is often useful beyond school walls.

2026-2027 School Year (Digital)

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