3.12 Overview of Designations and Support Binders

The Ministry of Education and Child Care does not require support binders per say. The purpose of the support binder is the provide a means to organize documentation to meet the designation category checklist as described in the Inclusive Education Funding Allocation Category Checklists (2024).

There is not one set way to organize or assemble the information required to meet the audit requirements, but there are some elements that will be consistent across all support binders:

Note that, with the exception of medical reports, there is no need to include information from prior years (i.e. prior years' IEPs, SLP or OT reports, team meeting notes, etc.). IST should clean out and shred or file any documents not required for that year's binder. *Note that Employee Safety Plans and/or Problematic Sexual Behavior documentation are not included in support binders*.

Support binders should be kept audit ready at all times- not just when the binder is being submitted for the first time or audited.

Who Am I? Profile	This is a required element of all support binders and can be found in Inclusive Education Procedures *Section 3.0 Inclusive Support Planning and Audit Preparation*
Consent for Release of Confidential Information	This is a required element of all support binders that gives permission to school and district staff to review confidential information, including medical records. This form must be signed by **both** parent/guardians, unless: • Parents live in the same household • One parent has sole legal custody with legal documentation This form can be found in Inclusive Education Procedures *Section 2.0 Inclusive Education General Procedures*
Evidence of Parent Consultation on IEP	This is a required element of all support binders and documents that the school team has fulfilled the requirement of the School Act that states that school boards *"must offer a parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of an IEP."*

	Note that we are only required to offer one parent the opportunity to be consulted, but teams should make all reasonable efforts to ensure both parents have that opportunity.
IEP	**The IEP is the most important element of the support binder. It is essential that the support binder documents the following:** There is documented evidence that: ❑ A current IEP is in place, dated after September 30, of the previous school year. ❑ The IEP has individualized goals, with adaptations and or modifications where appropriate, and strategies to meet these goals. ❑ The goals correspond to the category in which the student is identified. ❑ The services outlined in the IEP relate to the identified needs of the student. ❑ The student is receiving inclusive education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need. ❑ The student is being offered learning activities in accordance with the IEP. ❑ The IEP outlines methods for measuring progress in relation to the IEP goals. ❑ A parent was offered the opportunity to be consulted about preparation of the IEP. **The support binder is how school teams document that:** - **The school team understand the specific needs of the student (i.e. learning disability, complex behavior, autism).** - **The IEP goals tie to the diagnosis/need/category under which the student is identified** - **The supports identified in the IEP relate to the goals and are being provided/implemented** - **The IEP has means to measure progress and teams are using those means to update/adjust the IEP goals as needed**
Medical and Professional Reports	**According to the audit criteria:** **There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the inclusive education category.** Medical reports indicating diagnosis, including, but not exclusively: - Psychoeducational reports (typically for learning disabilities)

	"IHCAN" reports- referring to an ASD diagnosis and accompanying report completed within the Interior Health Children's Assessment Network (IHCAN) - Other medical diagnostic reports indicating chronic health conditions complex developmental profiles - SLP, OT, and PT reports, especially when they are reflected in the IEP goals and supports Note that all support binders need to include the full version of any medical or professional report. An initial one-page diagnostic report is not sufficient.
SBT notes	This is a required element of all support binders for existing or requested designations A-H and R. SBT tracking for these designations is a requirement as per the district's SBT plan, and the SBT notes provide key documentation that: *The student is receiving inclusive education services to address the needs identified in the assessment documentation that are beyond those offered to the general student population and are proportionate to level of need.* *The student is being offered learning activities in accordance with the IEP.*
SCHEDULES (student, IST, EA, etc.)	Schedules for the student and support staff (IST and EA) document that specific supports are being provided that are beyond those offered to the general student population and correspond to the student's documented needs.
Behavior tracking and current behavior plan	Any student with an H or R designation or a G designation where behavior is the primary are of need require current and accurate behavior tracking and a functional behavior plan. School teams can use the ABC behavior tracking and FAIRS behavior plan template available in Section 8 of the Inclusive Education Procedures
Other documentation	Other documentation may include any student specific evidence of the implementation of the IEP and corresponding supports.

WHO AM I
CONSENT FOR RELEASE
EVIDENCE OF CONSULTATION
IEP
MEDICAL REPORTS
PROFESSIONAL REPORTS
SBT NOTES
BEHAVIOR TRACKING
BEHAVIOR PLAN
SCHEDULES
TEAM MEETING NOTES