



### 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.

<b>Who Am I? Profile</b>	<p>This is a required element of all support binders and can be found in <a href="#">Inclusive Education Procedures</a></p> <ul style="list-style-type: none"> <li>• Section 3.0 Inclusive Support Planning and Audit Preparation <ul style="list-style-type: none"> <li>○ 3.8 Who Am I? Profile</li> </ul> </li> </ul>
<b>Consent for Release of Confidential Information</b>	<p>This is a required element of all support binders that gives permission, as per <a href="#">FIPPA</a>, to school and district staff to review confidential information, including medical records. This form must be signed by <b>both</b> parent/guardians, unless:</p> <ul style="list-style-type: none"> <li>• Parents live in the same household</li> <li>• One parent has sole legal custody with legal documentation</li> </ul> <p>This form can be found in <a href="#">Inclusive Education Procedures</a></p> <ul style="list-style-type: none"> <li>• Section 2.0 Inclusive Education General Procedures <ul style="list-style-type: none"> <li>○ 2.2.1 Consent for Release of Confidential Information</li> </ul> </li> </ul>

<p><b>Evidence of Parent Consultation on IEP</b></p>	<p>This is a required element of all support binders that documents we have fulfilled the requirement of the <a href="#">School Act</a> to “offer a parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of an IEP.”</p> <p>This form can be found in <a href="#">Inclusive Education Procedures</a></p> <ul style="list-style-type: none"> <li>• Section 2.0 Inclusive Education General Procedures             <ul style="list-style-type: none"> <li>○ 2.2.2 Evidence of Parent Consultation on IEP</li> </ul> </li> </ul>
<p><b>IEP</b></p>	<p><b>The IEP is the most important element of the support binder. It is essential that the support binder documents the following:</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>There is documented evidence that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A current IEP is in place, dated after September 30, of the previous school year.</li> <li><input type="checkbox"/> The IEP has individualized goals, with adaptations and or modifications where appropriate, and strategies to meet these goals.</li> <li><input type="checkbox"/> The goals correspond to the category in which the student is identified.</li> <li><input type="checkbox"/> The services outlined in the IEP relate to the identified needs of the student.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> The student is being offered learning activities in accordance with the IEP.</li> <li><input type="checkbox"/> The IEP outlines methods for measuring progress in relation to the IEP goals.</li> <li><input type="checkbox"/> A parent was offered the opportunity to be consulted about preparation of the IEP.</li> </ul> </div> <p><b>The support binder is how school teams document that:</b></p> <ul style="list-style-type: none"> <li>• The school team understand the specific needs of the student (i.e. learning disability, complex behavior, autism).</li> <li>• The IEP goals tie to the diagnosis/need/category under which the student is identified</li> <li>• The supports identified in the IEP relate to the goals and are being provided/implemented</li> <li>• The IEP has means to measure progress and teams are using those means to update/adjust the IEP goals as needed</li> </ul>

<p><b>Medical and Professional Reports</b></p>	<p>According to the <a href="#">Inclusive Education Funding Allocation Category Checklists</a>, there must be documentation to support that the student has been <i>appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the inclusive education category</i>.</p> <p>Medical reports indicating diagnosis, including, but not exclusively:</p> <ul style="list-style-type: none"> <li>• Psychoeducational reports (typically for learning disabilities)</li> <li>• “IHCAN” reports- referring to an ASD diagnosis and accompanying report completed within the Interior Health Children's Assessment Network (IHCAN)</li> <li>• Other medical diagnostic reports indicating chronic health conditions complex developmental profiles</li> <li>• SLP, OT, and PT reports, especially when they are reflected in the IEP goals and supports</li> <li>• In the case of H or R binders, detailed behavior tracking and a functional behavior analysis and plan. Guidance and templates for behavior tracking and plans can be found in <a href="#">Inclusive Education Procedures</a> 8.0 Behaviour and Safety Planning</li> <li>• 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.</li> </ul>
<p><b>SCHEDULES</b> (<i>student, IST, EA, etc.</i>)</p>	<p>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.</p>
<p><b>Other documentation</b></p>	<p>Other documentation may include any student specific evidence of the implementation of the IEP and corresponding supports.</p>
<p><b>SBT Notes</b></p>	<p>SBT notes need to be included for all students A-H and R. SBT notes are also key to document the implementation of the IEP.</p>

