

SPECIAL EDUCATION POLICY

Freedom Thinkers Education PBL Society

POLICY STATEMENT

Freedom Thinkers Education PBL Society is committed to providing an inclusive learning environment where every student is valued, respected, and supported to achieve their individual potential. We recognize that students have diverse strengths, abilities, interests, and learning needs, and we believe that every student can make meaningful contributions to our school community.

Consistent with our philosophy of Project-Based Learning (PBL), personalized education, and student ownership of learning, educational programming is designed to support the academic, social, emotional, and personal growth of each student. Students requiring additional supports will receive individualized programming, accommodations, and/or modifications appropriate to their identified needs and in accordance with Ministry of Education requirements.

POLICY RATIONALE

Freedom Thinkers Education believes that inclusive education benefits all students by fostering respect, belonging, collaboration, and personal responsibility. Through individualized planning, collaboration with families, and ongoing monitoring of student progress, the school strives to ensure that every learner has equitable access to meaningful educational opportunities.

Because Freedom Thinkers Education is intentionally designed as a small school, programming decisions must also consider the school's capacity to provide appropriate staffing, facilities, equipment, and specialized services while maintaining the integrity of the educational program.

POLICY AND PROCEDURES

1. Admission

Freedom Thinkers Education welcomes applications from students with diverse learning needs and will make every reasonable effort to determine whether the school can provide an educational program that appropriately supports each applicant.

Admission decisions are based upon:

- the individual educational needs of the student;
- the school's ability to provide an appropriate educational program;
- available staffing, facilities, resources, and equipment;
- the student's ability to participate meaningfully within the Freedom Thinkers Education learning model; and
- the long-term sustainability of the supports required.

Due to the individualized and highly self-directed nature of our educational philosophy, there may be circumstances where the school is unable to meet the educational needs of a student despite supplemental funding that may be available through the Ministry of Education.

Admission decisions are made with the best interests of both the student and the school community in mind.

2. Inclusive Learning Environment

Students with diverse learning needs are encouraged and supported to participate as fully as possible in all aspects of school life.

Whenever appropriate, educational programming will occur alongside peers within the regular learning environment. Accommodations, adaptations, and modifications will be provided according to each student's Individual Education Plan (IEP) while promoting increasing independence, self-advocacy, and student responsibility.

3. Teacher Responsibilities

Teachers are responsible for planning, implementing, monitoring, and evaluating each student's educational program.

Teachers shall:

- collaborate regularly with colleagues regarding student programming;
- implement accommodations and modifications identified within each student's IEP;
- monitor and document student progress;
- communicate with parents or guardians regarding student achievement and development;
- participate in the development, implementation, and review of Individual Education Plans; and
- work collaboratively with educational assistants, therapists, consultants, and other professionals as appropriate.

Freedom Thinkers Education does not distinguish between classroom teachers and learning assistance teachers. All teachers share responsibility for supporting the diverse learning needs of students within their classrooms.

4. Principal Responsibilities

The Principal is responsible for providing leadership for inclusive education throughout the school and ensuring that Ministry requirements are met.

The Principal shall:

- oversee the development, implementation, and annual review of Individual Education Plans (IEPs);
- ensure that IEPs comply with applicable Ministry of Education requirements and reflect the philosophy of Freedom Thinkers Education;
- collaborate with teachers, educational assistants, parents or guardians, and outside professionals, where appropriate, in the development of each student's educational program;
- ensure accommodations, modifications, interventions, and supports identified within each IEP are implemented consistently;
- monitor student progress and ensure IEPs are updated as students' needs change;
- meet with parents or guardians a minimum of two (2) times each school year to review the student's Individual Education Plan, discuss progress toward established goals, consider necessary revisions, and collaboratively plan for continued success;
- coordinate specialized services, assessments, and outside agency involvement where appropriate;
- support teachers in implementing effective instructional practices for students with diverse learning needs; and

- maintain the school's vision of inclusive education while carrying out all other administrative responsibilities, including staffing, budgeting, supervision, facilities, health and safety, and student programming.

INDIVIDUAL EDUCATION PLANS (IEPs)

Students receiving Ministry funding requiring an Individual Education Plan shall have a current IEP developed and maintained in accordance with Ministry requirements.

The IEP serves as a working document that identifies:

- the student's strengths and areas of need;
- learning goals and educational priorities;
- accommodations and/or modifications;
- instructional strategies and interventions;
- responsibilities of those supporting the student; and
- methods for monitoring and evaluating student progress.

The IEP is developed collaboratively and may include:

- the student;
- parents or guardians;
- teachers;
- the principal;
- educational assistants;
- therapists or consultants;
- other professionals involved with the student; and
- other individuals, where appropriate.

Annual IEP Cycle

September–October

- Review student records and previous IEPs.
- Meet with educational team members.
- Gather assessment information and classroom observations.
- Develop or revise Individual Education Plans.
- Meet with parents or guardians to review and finalize the IEP.
- Begin implementation of accommodations, modifications, and support strategies.

November–March

- Monitor implementation of the IEP.
- Review student progress on an ongoing basis.
- Revise goals and supports as necessary.
- Collaborate with the school-based team and outside professionals as appropriate.
- Continue assessments and interventions.

June

- Complete year-end reviews of student progress.
- Meet with parents or guardians for the end of year IEP review.
- Update the IEP to reflect progress and recommendations for the following school year.
- Participate in transition planning, placement decisions, and staffing considerations where appropriate.
- Ensure relevant documentation is completed for the student's educational record.

CONFIDENTIALITY

All information regarding students receiving special education services shall be treated as confidential and managed in accordance with applicable privacy legislation, Ministry requirements, and Freedom Thinkers Education policies.

Student information shall only be shared with individuals who require access in order to support the student's educational program.

POLICY REVIEW

This policy shall be reviewed periodically to ensure continued compliance with Ministry requirements and to reflect current best practices in inclusive education.

Policy Updated: June 2026