



## Bespoke Learning Support Programming

### **What is Bespoke Learning Support Programming?**

Bespoke learning support programs are offered to students who require layered adaptive and intensive services to facilitate their successful inclusion in our school. They are offered to provide a personalized environment and program based on the learning profile and learning behaviors of the student to ensure maximum academic, social-emotional, behavioral, and adaptive skills growth.

An Individualized Education Plan (IEP) is developed annually by our multidisciplinary team of specialists, in collaboration with parents and any outside practitioners working with the team, to outline goals and interventions and to monitor progress.

### **Based on individual needs, Bespoke Learning Support Programming may include a combination of the following:**

- Interventions for academic skills, including core literacy and mathematics
- Social, emotional and behavioral interventions
- Inclusion in curricular programming (academic or specials/electives) based on areas of strength or particular interest
- Speech & Language Therapy
- Occupational Therapy
- Adaptive Skills Development
- Development of Self-determination, and self-advocacy, and independence
- Life Skills Assessments and explicit teaching
- Support for home and futures language planning
- Futures Planning for best matched post-secondary opportunities, beginning more formally in secondary school
- Collaboration with external practitioners supporting the student and/or family

For each student, a model is informed by research for the highest impact practices, and to develop a sense of belonging in our school community. Groups of students may be multiage in nature within a developmentally appropriate range, and align with the best practice models for interventions, including individual, small group, or collaboratively taught within their grade level cohort, and/or specialized courses designed for them within the curriculum. Each student's day will have a customized schedule balanced to provide both interventions and integration into academic, social, and co-curricular opportunities at ZIS.

The staffing ratio for this programming is 2 or 3 students to one adult, depending on age range, class composition, safety & security considerations, and the span of grade levels the programming covers.

Bespoke programming is offered to students at the discretion of the school based on a thorough evaluation of developmental needs. Placement and follow-through with recommendations for any outside services that are not available within the ZIS multidisciplinary team are conditions of enrollment to ensure that the student is receiving everything they need to be successful and safe.



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### Programming Guidelines for Age & Placement

Programming may be multiage in nature and the model design and program content is adapted to meet the evolving nature of the group as new community members join.

- This programming is offered in English with home and future language support as appropriate
- Students are age-placed as a default practice unless there are extenuating circumstances that indicate other options may be more beneficial.
- Any change of placement decisions are considered through the SST process collaboratively.
- Students can be served at ZIS up to age 19 (or determined in alignment with their future planning for post-secondary opportunities)

### Profile Guidelines

Students served with bespoke programming models and courses have neurodivergent profiles that are intensive in nature and generally fall in 1-3% of the population requiring a range of curricular modifications and/or specialized programming.

Profiles will also generally include some or all of the following needs in the adaptive behavior domain:

- Conceptual skills support for academics,
- Functional communication: (e.g. expressive/receptive language, AAC use, conversational skills),
- Executive Functions: Self-direction (following routines, organization, task completion, problem-solving)
- Social and Emotional Skills: Interpersonal skills (greeting, sharing, turn-taking, perspective-taking), Social reciprocity (initiating, responding, maintaining interactions), Understanding social rules and boundaries, Emotional regulation and coping strategies, Safety awareness, including stranger awareness and personal space
- Practical/Daily Living Skills: Personal self-care  
Home living (cooking, cleaning, chores, laundry),  
Community participation (transport routines, shopping, using services),  
Health & safety (medication routines, responding to emergencies),
- Work skills (following schedules, completing tasks, communicating with supervisors)



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In Secondary School, students will engage in an assessment process for Futures Planning to include adaptive life skills, interest and aptitude to inform post secondary opportunities. Backwards design toward future goals will be a driver for secondary school programming.

To ensure protection of vulnerability and safety, profiles that fall outside the scope for admission at ZIS at present include:

- intellectual disabilities with additional complex medical needs (such as tube feeding), or psychiatric conditions that fall in the range of requiring therapeutic or residential settings
- significant unregulated behaviors that cannot be safely supported within the school and may result in harm to themselves or others.
- suicidal ideation,
- conduct disorders or major psychiatric disorders,
- predatory behavior reported previously.

**Bespoke Learning Support Programming Annual Fees as of August, 2026:** includes yearly tuition, Speech and Language Assessments and Therapy and/or Occupational Therapy Assessments and therapy costs as required. Annual costs are double the tuition fee.