

STAFF FAQ

Reasonable Accommodations in OUSD

Expanded Learning Programs

Q. What are reasonable accommodations?

Reasonable accommodations refer to shifts in practice or adjustments that can be made to help a student participate more meaningfully and safely. Refer to this guide to understand [Reasonable Accommodations](#).

Q. Are expanded learning programs required to provide reasonable accommodations?

YES. Most programs have already been providing reasonable accommodations to many students. Students who need breaks or reminders to transition or a sticker chart are some common examples of accommodations that can and have been easily made.

Q. Who is responsible for determining and providing reasonable accommodations?

The program reviewing the student application should be in communication with the family about their child's needs in this setting, as these needs may be different than during the school day. If the needed accommodations can be reasonably met within the program, the program should provide the accommodations.

Q. How can I get more information to understand a student's needs?

Talking to families is a great way to explain your program structure and find out more about a child's needs. Providing families with the [Family FAQ](#) and asking them to return the [Family Questionnaire & Release of Information Form](#) will allow the program to have access to IEP or 504 documents, consult with school day staff and school COST teams to better understand student needs.

Q. What if the accommodations needed for the student are not reasonable?

If a student requires support that is beyond what the program deems reasonable or if you are unsure how to support a student, the site coordinator should submit a [Need Support Form](#). The ExL and SpEd team will then meet with the site coordinator to talk through the issues and determine if the program requires additional support.

***Remember, accommodations must be attempted diligently before removing a child from the program.**

Q. What kind of additional support can programs receive?

Additional support can include adaptive tools and materials for students (by request), training and coaching on behavioral strategies, health-related supports, and consultation on student-specific problem-solving.

Q. Who is responsible for determining what kind of additional support is required?

The Expanded Learning team, consulting with Special Education and Health Services as needed will make recommendations as to what kind of support can be provided or if the requested supports are not within OUSD's ability to sustainably provide.

Q. Who is responsible for communicating with families and programs during this process?

Programs should communicate directly with families and reach out to ExLO if there are any questions about the process or a need for clarification. Expanded Learning is responsible for communicating with programs in a timely manner.

Q. Who can provide training and coaching to Expanded Learning staff?

The Disability Access team of the Special Education Department is happy to provide training and coaching to build the capacity of programs and providers in meeting the needs of all their students, as well as problem-solving around individual student needs.

Q. Will additional adult support be provided?

The Expanded Learning Leadership team is responsible for obtaining additional staffing for their programs. Any additional adult support will be group level support and should be used as such. ExL is not able to provide 1:1 aides for students in most cases.

Q. How do we respond if families say their child needs a 1:1 aide?

IEP supports and services do not transfer to after-school settings, as these services are meant to give students access to their educational program. Not all students who have 1:1 aides during the day will require the same level of support in the after-school program. Programs may suggest that the student attend as a trial so they can observe them in the program. Families can be invited to observe the program to see if it is a good fit for their child. Programs should make sure to review the questionnaire with the family, getting as much information as possible to help plan for their child. Work with the family to see if it can work - in the event that the student is unable to be accommodated in the program, the relationship built with families will make the news easier to take.

Q. What are some ways to be inclusive of students who need more extensive support to participate?

If supporting students for the entire duration of the program is not possible, it is recommended that staff engage in creative problem-solving with the family. Students may be offered a modified schedule to attend after school programming - shortened hours or certain days. A trial period may be suggested to evaluate whether an adjustment period is needed before determining required supports. Providers who specialize in programs geared toward students with disabilities could be invited to hold classes that students are invited to specifically. Communicate with the family to decide together what will work best for each child.

OAL Athletics and OUSD Sports Programs

Under Construction - coming soon!

