



Oakland Unified School District

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Legislation Details

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| File #: | 20-0086 | Version: | 1 | Name: | Community Advisory Committee - Behavior Intervention in the Home Environment |
| Type: | Discussion Item | Status: | | Status: | Committee, New Business |
| File created: | 1/10/2020 | In control: | | In control: | Community Advisory Committee-Programs for Exceptional Children |
| On agenda: | 1/13/2020 | Final action: | | Final action: | |
| Enactment date: | | Enactment #: | | Enactment #: | |
| Title: | <p>Presentation by the District's Psychologists to Community Advisory Committee regarding Behavior Intervention in the Home Environment: Guiding Questions for the Presentation:</p> <ul style="list-style-type: none">• What are dis/ability experiences that we should most understand as we support the behavior-related needs of students with IEPs?• What are your core principles in supporting the behavior-related needs of students with dis/abilities and IEPs?• What do school psychologists do for students with IEPs and for all students? What types of support do you provide?• What insight do/can school psychologists offer to prevent suspensions and other negative school discipline experiences for students with dis/abilities in OUSD?• What is the most important advice that you can offer school communities to foster school environments that positively support the behavior-related needs of students with dis/abilities? How do you support such efforts at schools or how would you like to do so?• What advice do you have for parents to best partner with school staff in supporting the behavior-related needs of their children?• What are some other ways in which parents can help support the behavior-related needs of students (e.g. home-school transition, community resources, etc.) | | | | |
| Sponsors: | | | | | |
| Indexes: | | | | | |
| Code sections: | | | | | |
| Attachments: | 1. 20-0086 Community Advisory Committee - Behavior Intervention in the Home Environment | | | | |
| Contact: | | | | | |

| Date | Ver. | Action By | Action | Result |
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