

Article 21.22
Newcomer Supports

- 21.22.1. Beginning with the 2024-2025 school year, for every 20 newcomer students at an elementary school, there shall be at least .25 FTE elementary newcomer teacher to support newcomer students.
- 21.22.2. Beginning with the 2024-25 school year, for every 25 newcomer students at a secondary school, ~~there shall be at least 1.25 FTE additional newcomer support staff allocated to that school, with~~ there shall be at least .25 FTE newcomer social worker being certificated staff. Beginning with the 2024-25 school year, there shall be 5.0 FTE Newcomer TSAs assigned to work in secondary schools in order to provide direct student and teacher support.
- 21.22.3. Site newcomer enrollment counts should be based on either the 3 year averages of newcomer students who have attended school at the site at any point during each school year, ~~or the number of newcomer students who have attended school at the site at any point during the current year (counted in February of each year),~~ or OUSD's projections, whichever is highest.
- 21.22.4. **Pilot elementary newcomer social workers**
During the 2024-2025 school year, there shall be ~~4.0~~ 5.0 FTE newcomer social worker positions assigned to the ~~5~~ 8 elementary schools with the most newcomer students based on enrollment counts in March 2024.
- 21.22.5. OUSD and OEA shall establish a committee with equal membership from both parties, effective August 15th, 2023 to jointly review how to best support Newcomers and study the effectiveness of the current caseload model and make recommendations by December 23rd, 2023 to develop a sustainable workload model or changed caseloads for Newcomer support teachers and prioritize resource equity in Newcomer programs throughout the district. Input will be solicited from ENTLS, SEI classroom teachers, social workers, ELLMA TSAs, and school counselors. Beginning in the 2024-2025 school year, the committee shall meet monthly.
- 21.22.6. Additional Newcomer support teachers will be available for 80% of their FTE to provide direct student support services and engage in classroom teacher collaboration, to the extent feasible and with exceptions allowed within reason.