

# OUSD Newcomer Wellness Initiative

## Goals, Objectives, Strategies, and Success Metrics

Last Updated August 2020



### Theory of Action

If we work towards accomplishing the objectives outlined below, we will achieve the following goals:

- Improved attendance. (Chronic absence rate of newcomer will improve by 10% over previous year)
- Increased retention of non-graduating newcomer students. (Goal is 90%, 84% in 2017-18)
- Improved overall connectedness to school as measured by annual engagement survey.

Objective	Key Strategies
#1 - Wrap around clinical case management for students with Tier 2 and Tier 3 needs.	<ul style="list-style-type: none"><li>• Provide case management (from occasional to intensive), connecting students to basic needs, medical care, mental health services, legal providers, school support, extracurricular activities, benefits, etc. Coordinate with on- and off-site providers to ensure continuity of care, providing "warm hand-offs" as needed.</li><li>• Provide supportive brief counseling which may include up to roughly 4-6 individualized sessions. (<i>In-depth, long term therapy and diagnosis is not something Newcomer Wellness Team members have the capacity to provide, in most instances, students will be referred out for these services.</i>)</li><li>• Clinical group counseling (topics such as acculturation, healthy relationships, grief/loss and self esteem) and non-clinical groups (topics such as leadership development, lunch bunches, culture groups, etc.)</li><li>• Crisis response including but not limited to threat assessments (threat of harm to self or others).</li><li>• Home visits where necessary.</li></ul>
#2 - Strengthen Tier 1 practices that create a safe, inclusive, and positive environment for newcomers and all students.	<ul style="list-style-type: none"><li>• Contribute to Sanctuary District work at assigned school sites to foster inclusive spaces for immigrant students and families.</li><li>• Support and facilitate school celebrations and recognitions, as well as celebrations within newcomer programs.</li><li>• Support access where appropriate to student leadership, restorative justice, extracurricular activities, after school programming, and summer opportunities.</li><li>• Implementation of systematized intake and orientation system including student basic needs assessment, tour and possible use of peer buddies to support in welcoming new students.</li></ul>
#3 - Strengthen school and community systems to support 6th-12th grade newcomers.	<ul style="list-style-type: none"><li>• Full participation of social workers in site COST teams to support effective triaging and tracking of interventions.</li><li>• Contribute to ongoing development of systematic school intake and orientation processes aligned with best practices.</li><li>• Advocate for equitable newcomer access to school- and community-based services and resources.</li><li>• Seek out and leverage opportunities to get student voice and engagement in the ongoing development of supports.</li><li>• Support newcomer students, families, and school staff in ensuring equitable access to the Options/Enrollment process.</li><li>• Provide or identify professional development for teachers and other staff around addressing the needs of newcomer students and consult with teachers/staff to collaboratively develop best approaches for supporting newcomer students.</li></ul>

In addition to the work buckets above, the program manager for the Newcomer Wellness Initiative works to:

- Identify and leverage existing and future opportunities to support secondary newcomer employment.
- Expand equitable supports for newcomers across the district and community, including in elementary schools.
- Strengthen supports for pregnant and parenting newcomer youth.
- Advance OUSD Sanctuary District work to promote safety and inclusion for immigrant students and families.