



McFarland Unified School District

Board of Trustees

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- S. Aaron Resendez – Superintendent

McFarland Unified School District Tiered Re-engagement Plan

Ed Code 43504 outlines that each local educational agency (LEA) shall develop written procedures for tiered re-engagement strategies for all pupils who are absent for more than three (3) schooldays or 60% of the instructional days in a school week.

The following process outlines MUSD re-engagement plan.

Levels of Intervention:

Tier 1

- MUSD Responsible Parties: Attendance Clerks and Classroom Teacher(s)
 - Attendance Clerks will make call(s) to families of absent students each day, as normal.
 - The call will inquire about the absence and/or lack of engagement.
 - Caller will note device or connectivity issues and make necessary calls to Technology.
 - Caller will note parent work schedule issues or need for alternative learning hours of contact for student(s). This situation will require another in-person meeting with site administration for a written/signed plan outlining actions needed and expected deadlines.
 - Students with social emotional issues, caller will contact the Counseling or Student Services department to let them know this student(s) needs support.
- At the end of each week after attendance or Monday for the week prior, Attendance Clerks will identify all students who have 3 or more unverified/unexcused absences or missed 60% of instruction in Aeries.
 - Attendance Clerks will contact the teacher(s) of student(s) so they know to follow up with families.
 - Attendance Clerks will also provide this information to site administrator(s) for review/reference each week as they will be working with families in the next tiers.
 - Attendance Clerks will initiate the **first** Student Attendance Review Board (SARB) letter to parents regarding truancy.

Tier II

- If a student has two instances of missing three (3) days or 60% of the week, administrators will contact the family to offer assistance, support, and/or potentially start a Student Intervention Process (SIP) process.
- Student Affairs Specialist Intervention (SASI) and/or School Resource Officer (SRO) will be deployed for home visit(s) with parent(s) and student(s).



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- All contact documented in our Student Information System, Aeries.
- Attendance Clerk will initiate **second** Student Attendance Review Board (SARB) letter mailed home to family

Tier III

- If a student has three instances of missing three (3) days or 60% of the week, the family and student will be required to appear at the Student Attendance Review Board (SARB).
- Family and students will be provided specific guidance outlining expectation of attendance and failure to comply.

Tier IV

- If a student has four instances of missing three (3) days or 60% of the week, the site administrator will exit the student from the Independent Study (IS) program and transition back to in-person instruction.
- Site administrator(s) will provide the location of an alternate in-person learning environment which could include a placement in a county program.

Ed Code:

Education Code Section 48200 states - Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the schoolday by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the schoolday by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum schoolday established by law.

Education Code Section 43504(f) requires each LEA to develop written procedures for tiered re-engagement strategies for all pupils who are absent from Independent Study/Distance Learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection line with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction.



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Education Code Section 51747.5(c) states LEA's shall document pupil participation in live interaction and synchronous instruction pursuant to section 51747 on each school day, and applicable...Pupils not participating in Independent Study (IS) on a schoolday shall be documented as nonparticipatory for that schoolday.

Guideline minimums by grade level:

- *TK - Grade 3: Daily Synchronous Instruction and asynchronous instruction equivalent to the amount of work to the on-campus classroom each week.*
- *Grade 4 - 8: Weekly synchronous instruction, daily live interaction and asynchronous instruction equivalent to the amount of work to the on-campus classroom each week.*
- *Grade 9 - 12: Weekly synchronous instruction and asynchronous instruction equivalent to the amount of work to the on-campus classroom each week.*