

CHILD WELFARE & ATTENDANCE SPECIALIST

DEFINITION:

Under the direction of the Director of Behavior Intervention & Student Services, the Child Welfare and Attendance Specialist plays a pivotal role in ensuring the welfare and attendance of students within the school district. This position involves monitoring student attendance, identifying barriers to attendance, and implementing strategies to promote family engagement and attendance systems at school sites. The Specialist collaborates with school staff, students, families, and external agencies to address attendance concerns and provide support. Additionally, the Specialist serves as the district's SARB (School Attendance Review Board) coordinator and Truancy Court coordinator, ensuring compliance with attendance laws and legal situations and facilitating interventions to support students' educational success. The Child Welfare and Attendance Specialist plans, organizes, develops, recommends, and evaluates attendance and family engagement programs, processes and procedures for the school district.

QUALIFICATIONS:

Experience:

- A minimum of two (2) years of experience working with students and families having a specific focus on attendance improvement or social emotional support.
- Strong understanding of child welfare laws, attendance policies, and educational regulations.

Education:

- Bachelor's degree or higher required.
- Coursework in social sciences or related field preferred.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Behavior Intervention & Student Services, the incumbent:

- Leads District School Attendance Review Board and Truancy Court processes, managing all incoming requests for court and communicating with the Superior Court of California to schedule court requests. Appears in court on behalf of the school district.
- Provides legal triage consulting to sites and coordinates with proper supports (law enforcement, foster, homeless, special education) when it comes to extenuating attendance and/or child welfare issues for families and students.
- Oversees school site and district-wide implementation of attendance initiatives, tiered supports related to attendance, focusing on site and departmental calibration on attendance practices and systems district-wide.
- Develops and facilitates regular attendance training for Certificated and Classified staff on the fiscal and educational importance of student attendance. The Specialist provides at least quarterly and as-needed one-on-one training to clerks overseeing attendance.
- Contributes to district-wide attendance data collection. Participates and uses various data resources to assess school and district-wide problems and situations interfering with students' access to improved attendance.
- Serves as liaison between school district agencies, Sacramento County Office of Education, professional organizations, and other public and private agencies when it comes to Child Welfare and Attendance.
- Monitors, documents, and reports attendance progress of students and local control accountability groups and makes recommendations for proper interventions and systems change at the site and district level.
- Collaborates with school administrators, teachers, and support staff to develop functional attendance systems using Multi-Tiered System of Support (MTSS) at school sites.
- Plans, facilitates, and executes structured annual attendance team site-based training, developing, and addressing attendance policies and solidifying attendance systems with site leadership.
- Conducts home visits and meetings with students and families to understand and resolve attendance barriers when needed.
- Creates training, plans meetings, and provides onboarding materials for the Attendance Specialist team.
- Participates in professional development opportunities to enhance district knowledge related to child welfare and attendance.
- Other duties as assigned related to attendance.

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KNOWLEDGE:

- Applicable federal, state, and local laws, rules, and regulations related to attendance.
- Diverse populations and socioeconomic backgrounds of students.
- Methods to assist in the development of increased attendance and improve student engagement.

ABILITIES AND SKILLS:

- Excellent communication and interpersonal skills, with the ability to effectively engage with students, families, and staff from diverse backgrounds.
- Empathy, patience, and a commitment to supporting the well-being and success of all students.
- Well-versed in conflict mediation and de-escalation strategies.
- Ability to work collaboratively as part of a multidisciplinary team and independently manage multiple responsibilities.
- Proficiency in maintaining accurate records, documentation, and confidentiality.
- Flexibility and adaptability to respond to evolving needs and priorities within the school district.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.