

Specialist III-Attendance

The Specialist III - Attendance plays a critical leadership role in advancing Baltimore City Schools' efforts to improve student attendance, reduce chronic absenteeism, and ensure equitable access to educational opportunities for all students. Under the direction of the Director, Office of Student Conduct and Attendance, the Specialist III collaborates with central office departments, school-based leaders, attendance leads, students, families, community organizations, and external agencies to develop, implement, and monitor comprehensive attendance strategies that promote student engagement and academic success. The Specialist III provides leadership in the development, implementation, and continuous improvement of districtwide attendance policies, procedures, guidance documents, and best practices. Using attendance data, early warning indicators, and trend analyses, the Specialist III identifies barriers to student attendance and works collaboratively with schools to implement evidence-based interventions that improve attendance outcomes. The position requires a comprehensive understanding of the complex social, economic, behavioral, and health-related factors that influence student attendance and achievement.

The Specialist III ensures compliance with all federal, state, and local laws, regulations, Board policies, and court mandates related to attendance, including those governing students with disabilities, students experiencing homelessness, foster care students, and other vulnerable populations. The position oversees the collection, maintenance, and analysis of accurate documentation and records to ensure accountability, regulatory compliance, and effective service delivery. The Specialist III serves as a liaison between schools, families, community partners, and district offices to coordinate attendance initiatives, provide technical assistance, facilitate professional learning, and support school leaders in implementing multi-tiered attendance improvement strategies. The Specialist III also monitors district attendance performance, prepares reports for executive leadership, and recommends systemic improvements that strengthen attendance practices across the district.

Essential Functions

- Utilizes quantitative and qualitative data to identify districtwide trends, evaluate program effectiveness, monitor school performance, and recommend strategic improvements that increase student attendance.
- Monitors attendance, chronic absenteeism, and truancy trends; coordinates appropriate interventions; and collaborates with schools,

families, and legal partners regarding truancy prevention, court referrals, and court-ordered interventions when necessary.

- Provides ongoing onsite coaching, consultation, and technical assistance to school leaders and school-based attendance teams in the areas of attendance improvement planning, data analysis, root cause analysis, continuous improvement (PDSA Cycles), and evidence-based attendance interventions.
- Develops, implements, and continuously refines a comprehensive districtwide attendance strategy that integrates student wholeness, family engagement, community partnerships, restorative practices, and multi-tiered systems of support.
- Provides regular in-person support to schools by reviewing attendance data, monitoring attendance improvement efforts, identifying barriers to attendance, and assisting school teams with implementing targeted interventions.
- Provides intensive case management for students experiencing significant attendance challenges by:
 - Collaborating with school staff to identify students requiring individualized interventions.
 - Meeting with students and families to determine root causes of chronic absenteeism and develop individualized attendance success plans.
 - Maintaining regular communication with students, families, and school personnel to monitor progress and adjust interventions as needed.
 - Conducting student check-ins, when appropriate, to strengthen relationships and identify additional supports.
- Develops and maintains collaborative partnerships with community-based organizations, universities, government agencies, health providers, and other external stakeholders to increase access to resources that improve student attendance and engagement.
- Maintains a comprehensive understanding of current research, state guidance, district initiatives, and best practices related to attendance improvement and ensures effective dissemination and implementation across the district.
- Designs and delivers professional learning, technical assistance, coaching, and implementation tools that build the capacity of principals, assistant principals, attendance teams, social workers, community

school coordinators, and other school-based personnel to implement effective attendance improvement strategies and incentive programs.

- Establishes and maintains productive professional relationships with principals, assistant principals, district administrators, community organizations, local government agencies, universities, families, and other stakeholders to support district attendance goals and student success.
- Ensures compliance with all applicable federal and state laws, Maryland State Department of Education regulations, Board of School Commissioners policies, district procedures, court mandates, and professional standards, including those related to students with disabilities, students experiencing homelessness, foster care, confidentiality, and educational equity.
- Performs other duties as assigned by the Director, Office of Student Conduct and Attendance, in support of the mission and strategic priorities of Baltimore City Public Schools.

Maximum Salary\$129933.00

Minimum Salary\$85709.00

Desired Qualifications

- Bachelor's degree in education, social work, psychology, or related field. Master's degree preferred. Degree must be from an accredited college or institution.
- A valid Maryland State Department of Education (MSDE) Advanced Professional Certificate (APC).
- Three years' experience working in a public-school system, preferably in an urban setting in a related capacity.
- Experience working with students in a multicultural urban school system.
- Excellent oral and written communications skills, including the ability to make effective professional presentations and trainings.
- Able to take initiative, efficiently handle multiple priorities, work independently, be flexible and be a collaborative team player.
- Demonstrates the highest standards of integrity, professionalism, and respect for others.
- Proficient in the knowledge and use of technical computer applications including Microsoft Office applications: Word, Excel, and PowerPoint.

Full time

Additional Details

Qualified candidates for the above position must submit the following:

- Completed online application
- Resume that clearly demonstrates the above minimum qualifications. It is important that you include all experiences and education related to the position to which you are applying.
- Upload copies of all transcripts -undergraduate, graduate and all MSDE Certifications
- Must provide three (3) professional references to include: name, title, business address, e-mail address and phone number
- All documentation/certification necessary (scanned copies accepted) to substantiate minimum qualifications; must be uploaded into application
- All documentation must be scanned and uploaded to application

Benefits -- This position is eligible for benefits. To review the available options please see the information relevant to the union for this position by viewing the following link: <http://www.baltimorecityschools.org>

Baltimore City Public Schools ("City Schools") does not discriminate in its employment, programs, and activities based on race, ethnicity, color, ancestry, national origin, nationality, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy or parenting status, family structure, ability (cognitive, social/emotional, and physical), veteran status, genetic information, age, immigration or citizenship status, socioeconomic status, language, or any other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity and inclusion for all. Some examples of discrimination include acts of hate, violence, harassment, bullying, or retaliation. For more information, see Baltimore City Board of School Commissioners Policies [JBA \(Nondiscrimination - Students\)](#), [JBB \(Sex-Based Discrimination - Students\)](#), [JICK \(Bullying, Harassment, or Intimidation of Students\)](#), [ACA \(Nondiscrimination - Employees and Third Parties\)](#), [ACB \(Sexual Harassment - Employees and Third Parties\)](#), [ACD \(ADA Reasonable Accommodations\)](#), and [ADA \(Equity\)](#), and the accompanying City Schools Administrative Regulations. City Schools also provides equal access to the Boy and Girl Scouts and other designated youth groups. [Link to Full Nondiscrimination Notice.](#)

This position is affiliated with the Paraprofessional and School-Related Personnel (PSRP) bargaining union.

This position is affiliated with the City Retirement Plan.

In accordance with Maryland law, City School is required to share the position salary ranges in its entirety. Please note, this is not the hiring range. The hiring range for this position is (\$85,709- \$102,003).