



Position Description

Title - Attendance Officer/Student Intervention Specialist

Reports To: Building Principals, Director of Education, and Director of Special Education

Job Summary

The Attendance Officer is responsible for maintaining accurate attendance records and promoting a culture of punctuality and accountability within the organization. This role involves meticulous record-keeping, effective communication with students, parents, and staff, and collaborating with the administration to address attendance-related issues. The Student Intervention Specialist provides the Check in/Check out (CICO) program which is an important part of our School Wide Positive Behavior Support and is closely connected to the behavior expectations that set the framework for a positive learning environment. CICO is an individualized behavior program tailored to meet the specific needs of the student. When students are struggling to meet behavior expectations, they are referred for this process which monitors and records components of their behavior on a daily basis. This helps to identify patterns and record data that could ultimately help to change the way in which they behave. The Attendance Officer/Student Intervention Specialist plays a crucial role in fostering a positive and productive learning environment. Additionally, the Student Intervention Specialist helps coordinate Behavior Intervention Plans that address students' inappropriate behaviors and provide a means to help the students become more academically successful. This includes leadership and direction at the school level, working to design, implement, coordinate, and evaluate a comprehensive behavior support program.

Key Responsibilities

1. Attendance Monitoring:
 - a. Record daily attendance for students and staff.
 - b. Track and document tardiness and early departures.
 - c. Utilize attendance software/systems to maintain up-to-date and accurate records.
2. Communication:
 - a. Communicate with parents/guardians regarding student absences.
 - b. Collaborate with teachers to obtain accurate attendance information.
 - c. Provide regular reports to administration regarding attendance trends and concerns.

3. Enforcement of Attendance Policies:
 - a. Enforce school attendance policies and procedures.
 - b. Work closely with school administrators to address chronic absenteeism and truancy.
 - c. Implement strategies to improve attendance and punctuality.
 - d. Creation, monitoring, and oversight of Student Attendance Improvement Plans (SAIP)
 - e. Provide oversight and leadership in the monitoring of student attendance at Vo-Tech
4. Data Analysis:
 - a. Analyze attendance data to identify patterns and trends.
 - b. Prepare and present reports on attendance metrics to aid decision-making.
5. Documentation and Reporting:
 - a. Maintain accurate and confidential attendance records.
 - b. Prepare reports for state and district reporting requirements.
 - c. Document and report instances of non-compliance with attendance policies. This includes the creation of Student Attendance Improvement Plans and monthly reporting to administrators of attendance data and areas/students of concern.
6. Training and Education:
 - a. Conduct training sessions for staff, students, and parents on the importance of regular attendance.
 - b. Provide information on attendance policies and procedures.
7. Collaboration:
 - a. Collaborate with school counselors and social workers to address attendance-related issues affecting students.
 - b. Work with administrators to develop and implement attendance improvement initiatives.
8. Check-In/Check-Out:
 - a. Provide daily CICO support to identified students. Check-in with the student/s at the start of the school day with their individualized sheet for a discussion of the day's goals and some positive encouragement.
 - b. Checks out with the student/s and the sheet is reviewed for discussion. The scores from each day are recorded by the SIS to keep track of student progress.
 - c. Provides rewards for meeting their goals.
 - d. Collaborate with school administrators and counselors to identify students who will qualify for CICO.
 - e. Attend bi-weekly meetings that are conducted by the team to evaluate the student's progress, adjust goals, and/or review new referrals.
9. Behavioral Supports

- a. Assist staff in defining and measuring behavior, understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behaviors, and identifying antecedents.
- b. Facilitate team meetings with the identified student's teachers and parents
- c. Facilitate team meetings that design Intervention Plans; School-wide Positive Behavioral Support; and factors that affect effectiveness including social validity and treatment integrity.
- d. Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated, and provides ample practice.
- e. Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- f. Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- g. Conduct conflict resolution and peer mediation sessions.
- h. Review behavior referrals and SWPBIS data.
- i. Participate in building-level team and/or grade-level meetings, as appropriate.

10. Flexibility:

- a. Perform all other duties assigned by the administration up to and including summer programming and meetings.

Physical Demands

While performing the duties of this job, the employee is regularly required to use hands (to handle or feel objects, tools, or controls) and talk and hear. The employee frequently is required to reach with hands and arms. The employee is frequently required to sit, stand, and walk; and sometimes stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 50 pounds. Special vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Work Environment

The noise level in the work environment varies between quiet and moderate, depending on the activity taking place.

Minimum Requirements

- High school diploma or equivalent (some college education preferred).
- Proficient use of technology skills is advantageous.
- Previous experience in a similar role is advantageous.
- Proficient in using attendance tracking software/systems.
- Excellent organizational and communication skills.
- Ability to handle sensitive and confidential information with discretion.

- Ability to connect with families and students.
- Organization and management of data are advantageous.
- Knowledge of techniques needed to complete Behavior Intervention Plans.
- Expert knowledge of School-Wide Positive Behavior Strategies, Techniques, and operational planning.
- Experience in Check in-Check Out

Terms of Employment

- Twelve (12) months a year
- Salary negotiable

Board Approved: March 19, 2024