

SECTION I: GENERAL INFORMATION

Position Title: Attendance and Engagement Specialist	Department: Student Services
Immediate Supervisor's Position Title: Building Principal	FLSA Status Exempt
Salary Range: \$46,744 to \$107,076 Annually	

General Summary of Purpose of Job:

The Attendance & Student Engagement Specialist (Teacher on Special Assignment) is responsible for supporting student attendance and engagement through direct interventions, data analysis, and collaboration with families and school staff at the Secondary building. This role involves working one-on-one and in small groups with students in grades 6-12 to identify and address attendance barriers, develop individualized attendance improvement plans, and implement strategies such as restorative practices, social-emotional learning (SEL), and executive functioning support. The Specialist will serve as a liaison between students, families, and community resources, conduct home visits, and facilitate family meetings to improve attendance and student success. Additionally, the position requires monitoring attendance data, ensuring compliance with truancy laws, and providing professional development to staff on best practices for attendance interventions. This role demands strong communication, problem-solving, and leadership skills, with a commitment to equity and culturally responsive practices.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duty No.	Essential Duties
1.	Knowledge of attendance laws, policies, and interventions
2.	Experience with multi-tiered systems of support (MTSS) for attendance
3.	Ability to conduct one-on-one and small group interventions with students to address barriers to attendance
4.	Skills in developing and implementing individualized attendance improvement plans for at-risk students
5.	Experience in restorative practices, motivational interviewing, and trauma-informed care to re-engage students
6.	Ability to collaborate with teachers, counselors, administrators, and social workers to support student engagement
7.	Experience leading family meetings and student conferences to discuss attendance concerns and action plans
8.	Provide professional development and implementation support on evidence-based and promising practices related to attendance embedded within MTSS
9.	Ability to track, analyze, and interpret attendance data

10.	Experience with student information systems (SIS) for attendance monitoring
11.	Understanding of legal requirements for truancy and reporting procedures, including assisting when questions arise regarding requirements and policies
12.	Conduct home visits to address barriers to attendance
13.	Knowledge of community programs that support student attendance and engagement
14.	Commitment to equity and culturally responsive practices
15.	Leadership skills to provide training and support for school staff
16.	Other duties as assigned.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/EXPERIENCE REQUIREMENTS: Minimum education and experience required to perform adequately in position could reasonably be attained only by completing the following:	
X	Bachelor's Degree from an accredited college or university in the fields of education, psychology, counseling, social work, health or related field
X	Valid Minnesota teaching license issued by the Professional Educator Licensing and Standards Board (PELSB)
PREFERRED EDUCATION/EXPERIENCE REQUIREMENTS:	
<ul style="list-style-type: none"> • Five years of successful teaching experience • Two years experience working with at-risk youth at a middle or high school age • Two years successful experience in coordinating and facilitating group interactions, meetings, and/or training. • Demonstrated successful experience working with educational or social service programs and/or services • 	

LICENSE/CERTIFICATION: (Identify licenses/certification required upon hiring:	
<ul style="list-style-type: none"> • Valid Minnesota Teaching License or five (5) or more years of teaching experience 	
Licensure Requirement (State Law):	
In accordance with Minnesota Statutes, section 122A.261, educators working in public preschool, School Readiness, and Voluntary Prekindergarten (VPK) programs within school districts and charter schools are required to hold a valid Minnesota teaching license by July 1, 2028.	
Educators with five (5) or more years of relevant teaching experience prior to September 2028 may qualify for an exemption under this law.	

ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO PERFORM THE WORK	
Knowledge	
<ul style="list-style-type: none"> • Appropriate Minnesota teaching licensure for subject area and level taught. 	

Skills

- Effective written and verbal communication skills
- Strong organizational and presentation skills
- Strong skills in differentiated instruction
- Skills in behavior management and classroom management
- Skills in data-driven decision making
- Skills in technology integration
- Demonstrated leadership skills

Abilities

- Ability to work collaboratively and cooperatively with administrators, teachers, staff, and students
- Ability to meet the instructional needs of a diverse group of students
- Ability to promote strong student learning outcomes
- Ability to develop and maintain positive professional relationships
- Ability to analyze, prioritize, and implement plans in a timely and professional manner
- Commitment to professional development and continuous growth
- Demonstrated prompt, regular, and reliable attendance

PHYSICAL REQUIREMENTS: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk			√	
Sit		√		
Use hands dexterously (use fingers to handle, feel)				√
Reach with hands and arms			√	
Climb or balance	√			
Stoop/kneel/crouch or crawl			√	
Talk and hear				√
Taste and smell	√			
Lift & Carry: Up to 10 lbs.			√	
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
Vision Requirements:	Yes	No		
No special vision requirements	√			
Close Vision (20 in. of less)		√		
Distance Vision (20 ft. of more)		√		
Color Vision		√		
Depth Perception		√		
Peripheral Vision		√		

General Environmental Conditions:

Work is performed under normal classroom conditions and there are minimal environmental risks or disagreeable conditions associated with the work. The typical noise level is considered to be moderate.

General Physical Conditions:**Work can be generally characterized as:**

Work is generally characterized as **Light to Medium Work**, requiring frequent standing, walking, bending, reaching, and kneeling. The position involves occasional lifting, carrying, pushing, or pulling of materials and equipment, and may include lifting children or assisting with mobility, generally up to 30–40 pounds. The role requires active

engagement in classroom, play, and care routines throughout the day.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:

N/A

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Human Resources

Date

Job Classification History:

Prepared by AT 3/4/26

Reviewed/updated:

Reviewed/updated: