

Auburn School District

Job Title: Targeted Academic and Behavior Support

Reports To: Building Administrator

Union Classification: Prof- Tech

Essential Duties and Responsibilities:

- Targets support of at-risk, off-track students.
- Daily attendance and record keeping.
- Commitment to improve targeted student attendance and academics.
- Establishes & maintains ongoing database and shares reports with admin monthly.
- Reschedules lunch assignments and extended days as needed.
- Monitors academic and behavior support.
- Liaison with teachers and attendance in support of students.
- Schedules classroom learning support with teachers of targeted students.
- Monitor SIP success indicators and work closely with the Dean of Students to improve attendance for all students.
- Participate in parent teacher conferences as needed.
- Endeavors to keep students connected to school.
- Facilitates study skills through the use of academic success curriculum & extended day.
- Help students reflect, discuss and strategize ways to improve and successfully engage in positive behaviors, and contribute to a positive learning community.
- Tier II Academic/Behavior intervention to improve student achievement, efficacy.
- Learn and execute check-n-connect supports as a Tier 2 check-in intended to reduce punitive discipline.
- Reports to principal or designee.
- Other related duties and responsibilities as assigned.

Requirements:

- Ability to identify, connect with, and sustain relationships with students not meeting academic standards.
- Evidence of a strong and professional character.
- Maintain highest levels of confidentiality in all matters pertaining to students, parents, staff, and program.
- Ability to work effectively with little supervision, plan and prioritize tasks.
- Ability to develop a system of communications for assigning targeted students with after school homework/tutoring supports offered at school.
- Ability to communicate effectively with staff and administrators, work as a team member and creatively problem solve using input from staff and parents.
- Organized to maintain timely, accurate records.
- Maintain highest levels of confidentiality in all matters pertaining to students, parents, staff, and program.
- Computer experience utilizing word processing and spreadsheets.
- Effective oral and written communication.

Education Requirements:

- Minimum requirement: High School Graduate.
- Prefer Associate or Bachelor degree and/or five years in the field of education.

Required Knowledge, Skills, and Abilities Related to Cultural Competence and Equity:

- Ability to recognize and demonstrate awareness of own cultural identity as well as accepting and respecting the cultural identity of others.
- Commitment to establishing and supporting an environment that promotes cultural competence and equitable treatment of all staff, students, and families of the district.
- Ability to support and promote the Auburn School District's commitment to "Engage. Educate. Empower With Equity and Excellence".

Working Conditions

Physical Requirements:

This position requires the ability to be mobile throughout the school campus, including walking between

classrooms and attending meetings across different school spaces. The role frequently involves standing, sitting, and occasional lifting of materials weighing up to 20 pounds. The employee must be able to engage with students in a variety of settings, including classrooms, hallways, and common areas, and may need to support students in emotionally or behaviorally escalated situations using calm, non-physical interventions. The position may also require prolonged periods working on a computer for data entry, communication, and record keeping.

Work Environment:

Work is primarily performed in a school setting, including classrooms, offices, and common areas. The environment can be fast-paced and requires flexibility in handling multiple priorities throughout the day. The noise level may vary from quiet (in an office or during small group sessions) to moderate or high (in hallways or larger group settings). The position involves regular interaction with students who may exhibit challenging behaviors or require emotional support. There may be occasional exposure to emotionally charged situations or crises. Collaboration with teachers, counselors, administrators, families, and students is essential to the role, and the employee must be able to maintain professionalism, confidentiality, and a student-centered approach at all times.