Poudre School District

HUMAN RESOURCES DEPARTMENT

# JOB DESCRIPTION

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|---|---|---|---|
| Job Title: | **Integrated Services Center-Based Floating Support** | FLSA Status: | **Non-Exempt** |
| Job Family: | **Classified – Instructional Support** | Pay Range: | **PT20H** |
| Prepared/Revised Date: | **August 1, 2026** | Job Code: | **41670** |

**SUMMARY:** Responsible for providing center-based level substitute coverage for licensed and classified positions. May include stepping in as an Integrated Services/special education paraprofessional, or licensed teacher in the absence of the teacher or paraprofessional by providing instructional and physical support for students with significant support needs so they may fully participate in class activities. Instruct students, facilitate student learning, provide general assistance and support to center-based programs as directed by building administrators as needed for student supervision and instructional needs.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Provide substitute coverage for center-based programs, provide instruction to students as outlined in lesson plans, and use materials provided to attain lesson goals. Create a classroom environment that is conducive to learning.
2. Provide building level substitute coverage for Integrated Services/special education teachers and paraprofessional positions. Implement instruction and reinforce learning skills in individual or small groups, adapting curriculum to individual student needs, monitoring and enforcing acceptable social and physical behavior, and implementing daily and long-range lessons and activities to meet Individual Education Plans (IEP), behavior plans, and/or health care plans.
3. Assist students with personal care, social skills, and/or self-awareness in getting to and from restrooms, lunchrooms, etc. Assist students with personal health and hygiene, including spoon feeding, tube feeding, toileting, catheterization, and diapering. Lift, transfer, or push students in wheelchairs. Use alternative language techniques such as sign language or voice activated computer systems and adapt classroom materials for use by a student with a hearing or vision disability as needed.
4. Maintain established routine of the school and classroom procedures, maintain a safe and orderly environment, and take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. Maintain reasonable rules of conduct which encourage self-discipline and responsibility.
5. Monitor students in classroom and during breaks, lunch, recess, timeouts, field trips, on and off the bus, etc. Reinforce school-wide discipline procedures.
6. Collaborate with teachers and staff members ahead of time for planned absences and coverage needs. Plan as necessary with staff members to provide coverage within the program. Communicate regularly with school administrators on building coverage needs.

7. Assist staff members and/or administrators with special projects.
8. Attend appropriate in services, building meetings, training, IEP meetings, parent conferences, and/or school functions.
9. Perform other duties as assigned.

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor's degree in education, teaching, or related field strongly preferred
- One to two years of related experience
- Experience working with special needs students preferred
- Equivalent combination of education and experience acceptable
- If assigned to a Title I school, the following Title I requirements apply
  - High school diploma (or equivalent) and one of the following
    - completion of at least two years of higher education
    - an associate's (or higher) degree
    - successful completion of the WorkKeys assessment demonstrating instructional competency within one year of hire

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire
- Colorado Department of Education Substitute Authorization required
- Colorado Department of Education Teaching licenses or Special Services Provider License preferred
- Crisis Prevention Institute (CPI) required within 1 month of hire

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Mathematical skills including basic calculations and application of basic math concepts
- Bilingual oral and written communication skills may be required or preferred
- Ability and desire to work with students with various moderate to severe physical disabilities, emotional disabilities, and special needs, including assisting with personal health and hygiene
- Ability to diffuse volatile student situations
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions, and respond to management direction
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence

- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

| | POSITION TITLE | # of EMPLOYEES |
|---|---|---|
| **Reports to:** | School Administration | |
| **Direct reports:** | This job has no direct supervisory responsibilities. | |

- Responsible for supervising the behavior and well-being of students

**STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS:** *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | X | |
| Walk | | | X | |
| Sit | | | X | |
| Use hands to finger, handle or feed | | | | X |
| Reach with hands and arms | | | X | |
| Climb or balance | | X | | |
| Stoop, kneel, crouch, or crawl | | X | | |
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Smell | X | | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | | X | |
| Up to 25 pounds | | | | X |
| Up to 50 pounds | | | X | |
| Up to 100 pounds | | X | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | X | |
| Analyze | | | | X |
| Communicate | | | | X |
| Copy | | | | X |
| Coordinate | | | X | |
| Instruct | | | | X |
| Compute | | | X | |
| Synthesize | | X | | |
| Evaluate | | X | | |
| Interpersonal Skills | | | | X |
| Compile | | | X | |
| Negotiate | | X | | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | | | X | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---|---|---|---|---|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|---|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | X |
| Depth perception | |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|---|---|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |