



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Paraprofessional Integrated Services II**
Job Family: **Classified - Instructional Support**
Prepared/Revised Date: **August 1, 2026**

FLSA Status: **Non-Exempt**
Pay Range: **PT17H**
Job Code: **41625**

SUMMARY: Responsible for assisting the general classroom or special education teacher by providing instructional and physical support for students with significant support needs so that they may fully participate in class activities with access to the general education curriculum. Assist students with personal care, social skills and/or self-awareness. Assist both the special education and general education teachers with classroom accommodations, materials, clerical skills, and the monitoring of students.

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. Assist the general classroom or special education teacher by implementing instruction, reteaching concepts, and reinforcing learning skills for students with significant support needs. Adapt instructional materials to meet individual learning goals.
2. Implement behavior intervention strategies, de-escalate crises, and support students in managing emotional dysregulation. Respond to aggressive behaviors, self-harm risks, and other escalations with appropriate interventions to ensure student and staff safety.
3. Monitor students in classrooms, hallways, common areas, and during transitions (e.g., lunch, recess, field trips, arrival/dismissal). Enforce safety procedures, provide one-on-one supervision when needed, and assist in crisis situations, including physical interventions when required.
4. Provide hands-on support with hygiene, toileting, feeding (including spoon and tube feeding), catheterization, lifting, transferring, and mobility assistance. Follow individualized health care plans and collaborate with nursing staff for medical needs.
5. Independently accommodate students with significant disabilities, including those with communication, sensory, and cognitive impairments. Use assistive technology, augmentative communication devices, and alternative language techniques as needed.
6. Maintain detailed records on student behavior, interventions, and academic progress. Collect and input Medicaid and other required data, track individualized student goals, and assist with documentation for IEP meetings.
7. Work closely with teachers, mental health providers, case managers, and other staff to implement behavior intervention plans, IEP goals, and crisis response strategies. Participate in problem-solving meetings and adjust support based on student needs.
8. Assist students in developing self-regulation, social interaction, and daily living skills. Encourage self-advocacy and facilitate structured learning opportunities to promote independence.



9. Attend specialized training, including de-escalation techniques (e.g., CPI), behavior management, and medical delegation training. Participate in staff meetings and professional development opportunities to enhance job skills.
10. Adjust quickly to student needs and situations, managing unpredictable behavior escalations, and responding to safety concerns. Work with students across multiple settings, including general education, special education, and community-based instruction. May cover schedules for paras pulled away for an urgent student situation.
11. Support school-wide safety protocols, participate in emergency response situations, and take on other responsibilities as required to ensure a safe and supportive learning environment.

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent
- One year of related experience
- Experience working with special needs students preferred
- Equivalent combination of education and experience acceptable
- If assigned to a Title I school, at least one of the following criteria is required
 - 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
- Crisis Prevention Institute (CPI) required within 3 months of hire
- Special Education Paraprofessional Academy classes (5 in first 2 years 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 lift and transfer students, provide behavior supports including de-escalation and physical assistance, and follow health care procedures that could include feeding, personal care, etc.



- Ability to participate and work in a team environment
- 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 in the classroom, getting on and off the bus, on recess

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	



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
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	



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
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	