Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Paraprofessional Integrated Services I**	FLSA Status:	**Non-Exempt**
Job Family:	**Classified - Instructional Support**	Pay Range:	**PT12H**
Prepared/Revised Date:	**August 1, 2026**	Job Code:	**41606**

SUMMARY: Responsible for assisting the general classroom or special education teacher by providing instructional, physical and behavioral support for students with mild to moderate physical disabilities, emotional disabilities, other health impairments, and/or special needs so they may fully participate in class activities with access to the general education curriculum. Assist students with classroom work, personal care, social skills, self-determination, and/or self-awareness. Assist both the special education and general education teachers with classroom accommodations, materials and clerical skills. Ensure access to accommodations within the general education setting. Assist in monitoring student progress and tailor assignments to individual student needs, progress, and behaviors.

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 in delivering targeted instruction, reteaching complex concepts, and reinforcing learning skills in individual or small groups. Accommodate instructional materials to support diverse student needs, including those with learning challenges.
2. Independently support students within the general education and special education settings by guiding classroom assignments, assessments, and larger academic projects. Implement behavior intervention strategies to address social, emotional, and academic needs, ensuring student success.
3. Proactively manage student behavior, including de-escalation techniques for physical aggression and self-regulation coaching. Support students in developing appropriate social interactions and emotional coping strategies, often in high-stress situations.
4. Work closely with teachers, caseworkers, mental health professionals, and other staff to implement individualized education plans (IEPs) and behavioral strategies, ensuring seamless support for students with diverse needs.
5. Provide vigilant supervision of students in classrooms, hallways, common areas, and during transitions (e.g., breaks, lunch, recess, arrival/dismissal) including line of sight supervision when necessary. Enforce safety protocols, assist with crisis response, and serve as a second adult during high-risk situations.
6. Assist students with mobility, personal care, hygiene, and health-related needs, including restroom support, feeding, and positioning, as required. Use specialized equipment and techniques to ensure student dignity and independence.

7. Independently adjust instructional materials based on the student's IEP to accommodate students with disabilities, including those with hearing, vision, or cognitive impairments. Utilize assistive technology and alternative communication methods as needed.
8. Take responsibility for tracking and recording student progress, behavior incidents, and intervention outcomes. Assist with instructional planning, grading, attendance, and data collection to support individualized student success plans.
9. Attend and actively participate in high-level training sessions and school-wide initiatives to stay updated on instructional strategies, behavioral interventions, and legal compliance requirements.
10. Adapt quickly to changing student and classroom needs, including working with higher-needs students, filling in for absent staff, and managing multiple priorities under minimal supervision.
11. Support high-stakes initiatives, special projects, and urgent school-wide needs as directed by administration, ensuring a safe and effective learning environment.
12. Perform other duties as assigned.

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 mild to moderate physical disabilities, emotional disabilities and special needs
- 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	

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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			
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 ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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			
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	