Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Paraprofessional Integrated Services II – Transition Pathways (18-21)**	FLSA Status:	**Non-Exempt**
Job Family:	**Classified - Instructional Support**	Pay Range:	**PT17H**
Prepared/Revised Date:	**August 1, 2026**	Job Code:	**41607**

SUMMARY: The Transition Pathways Academy offers students valuable work experience, related classroom instruction, and vocational transition planning. This position will provide instructional, vocational, and physical support to students, ages 18-21, with a wide range of support needs, including students with significant needs, while assisting the Transition Specialist in facilitating student participation in community activities and the Alternative Cooperative Education (ACE) program. Responsible for supporting social skills, self-awareness and personal care development; arranging internship opportunities and interviews; job coaching; providing transportation to and from work sites; evaluating student progress and needs; and helping implement classroom accommodations, preparing materials, and performing clerical tasks. This position also supports transportation logistics and ensures clear communication with all stakeholders to help students develop independence and achieve their post-secondary goals.

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 individualized and small group job coaching for students at community internship sites. Teach soft skills and job-specific tasks.
2. Support behavioral needs by implementing strategies and behavior intervention plans.
3. Provide support with daily living skills including 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.
4. Observe and evaluate student performance on job sites. Adjust based on behavior, progress, and feedback.
5. Transport students to and from work in district vehicle or assist with public transportation.
6. Assist in developing and coordinating job sites and community partnerships. Support student interviews and employer engagement.
7. Support planning and learning experiences in coordination with the ACE/Transition Pathways Teacher.
8. Maintain accurate documentation of student progress, goals, and quarterly evaluations. Communicate observations to ACE Coordinator and staff.
9. Attend appropriate in-service meetings, building meetings, training, IEP meetings, parent conferences and/or school functions.
10. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma, completion of G.E.D., or equivalent
- One year of related experience
- Experience working with special needs students preferred
- Equivalent combination of experience and education accepted
- 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
- Valid US driver's license
- District Small Vehicle Permit required after hire
- Must meet District driver insurability requirements
- Crisis Prevention Institute (CPI) required within 1 month 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 to mediate interpersonal conflicts
- Ability and desire to work with special needs students
- 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:	Asst Director Integrated Services/Transition Coordinator	
Direct reports:	This job has no direct supervisory responsibilities.	

- Responsible for supervising the behavior and well-being of students at both school and employment sites

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			
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			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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			
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)	X
Peripheral vision	X

VISION DEMANDS:	Required
Depth perception	X
Ability to adjust focus	X

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