Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Paraprofessional Trainer & Support Coach (Behavior Support)**	FLSA Status:	**Non-Exempt**
Job Family:	**Classified - Instructional Support**	Pay Range:	**PT27H**
Prepared/Revised Date:	**August 1, 2026**	Job Code:	**41655**

SUMMARY: Responsible for serving as a resource to Integrated Services (IS) paraprofessionals working with students with behavior support needs by providing guidance and strategies that lead to student and staff success in all Integrated Services programs.

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. Under direction from Behavioral Coaches, Assistant Directors, and/or Case Managers, provide demonstration and guidance to IS paraprofessionals through modeling and/or shadowing of interventions. Provide feedback to IS paraprofessionals on implementation of strategies and interventions such as supporting inclusive practices in the general education environment, implementing instruction and reinforcing learning skills, adapting curriculum to individual student needs, monitoring and enforcing acceptable social skills, implementing daily and long-range lessons and activities to meet Individual Education Plans (IEP), behavior plans, and/or health care plans. Assist with implementing specialized occupational therapy and physical therapy programs and activities.
2. Provide feedback to IS paraprofessionals on their implementation of daily living supports such as assisting students with personal care, social skills and/or self-awareness, transitions, restrooms, lunchrooms, etc., including for those assisting students with fostering independence with personal health and hygiene. Use alternative language techniques such as sign language or assistive technology devices and adapt classroom materials for use by a student with a hearing or vision disability as needed.
3. Engage in activities that promote communication and understanding between the case managers and IS paraprofessionals. Coach and mentor current IS paraprofessionals who may need additional support related to student needs and case manager partnership.
4. Promote a positive climate within the team and school by responding to questions and concerns promptly.
5. Coordinate and access available resources to assist IS paraprofessionals in improving the delivery of instructional, behavioral, and health service support to students, including updating resources to the IS website.
6. Travel between multiple sites daily to support where needed.
7. Support orientation and onboarding of new IS paraprofessionals and other classified staff.

8. Provide modeling, strategies, and feedback to the school based IS paraprofessionals in assisting teacher in preparing materials, documenting Medicaid billing, and maintaining data collection systems.
9. Assist with developing, planning, and facilitating professional development for classified staff working collaboratively with the Departments of Student Services, Integrated Services, Teaching and Learning, and Curriculum. Support the Classified Academy and completion of assigned learning plans.
10. Attend appropriate trainings as well as Integrated Services and district meetings.
11. Assist supervisors and/or administration with special projects.
12. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree in education, human services, or related field required
- Equivalent combination of education and experience acceptable
- Three or more years of experience as a paraprofessional in PSD or another school district
- Experience co-planning or co-delivering professional development
- Experience advocating for and addressing the needs of paraprofessionals

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid US driver's license
- CPR and First Aid certifications

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Ability to maintain confidentiality in all aspects of the job
- Interpersonal relations skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Ability to diffuse and manage volatile and stressful situations
- Ability to maintain high levels of professionalism and confidentiality in all aspects of the job with students, parents and staff
- 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:	Behavior Intervention Coach	
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	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X

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

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