



Poudre School District

HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Paraprofessional Trainer & Support Coach
(Center-Based Autism-CBA)** FLSA Status: **Non-Exempt**
 Job Family: **Instructional Support** Pay Range: **PT27H**
 Prepared/Revised Date: **July 12, 2023** Job Code: **41655**

SUMMARY: Responsible for serving as a resource to Integrated Services (IS) Paraprofessionals and other classified staff by providing support with interventions and strategies for pre-k through secondary 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Frequency of duties, percent of time and work year may vary based on department or building assignment.*

Description of Job Tasks	Frequency	% of Time
	Daily = D Weekly = W Monthly = M Quarterly = Q Annually = A	On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25%
1. Under direction from certified staff, provides demonstration and guidance to IS paraprofessionals through modeling and/or shadowing of interventions. Provides feedback to IS paraprofessionals on the implementation of strategies and interventions such as assisting the General Classroom or Special Education Teacher with implementing instruction and reinforcing learning skills in individual or small groups, adapting curriculum to individual student needs, monitoring and enforcing acceptable social and physical behavior, 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 speech-language therapy programs and activities.	D	19%
2. 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.	D	15%
3. Provide feedback to IS paraprofessionals on the implementation of strategies and interventions such as assisting students with personal care, social skills and/or self-awareness and in getting to and from bus stops, restrooms, lunchrooms, etc. Use alternative language techniques such as sign language or assistive technology devices	D	14%
4. Promote a positive climate within the department and school by responding to questions and concerns promptly.	D	10%
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.	D	5%
6. Travel between multiple sites daily to support where needed.	D	5%
7. Attend work and arrive in a timely manner.	D	1%
8. Support orientation and onboarding of new IS paraprofessionals and other classified staff.	W	10%
9. Provide modeling, strategies, and feedback to the IS paraprofessionals in assisting teacher in preparing materials and collecting data for behavior/language/social skills/ etc.	W	5%
10. 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 of Classified Academy and completion of assigned Learning Plans.	M	10%



11. Develop a biweekly/monthly communication newsletter for the Integrated Services paraprofessionals to provide tips, tools, and updates.	M	2%
12. Attend appropriate in-services, building meetings, comprehensive trainings, and/or school functions.	M	1%
13. Assist supervisors and/or administration with curriculum development and potential special projects.	Q	2%
14. Perform other duties as assigned.	Ongoing	1%
	TOTAL=	100%

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
- Registered Behavior Technician preferred
- Experience in center-based autism programs preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid Colorado 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 Word, Outlook, and/or other department software packages
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.



REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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	
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			



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