



# Poudre School District

## HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Paraprofessional Trainer & Support Coach  
(Early Childhood Special Education-ECSE)** 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 for training, coaching and support to ECSE (ECIS) paraprofessionals in the ECSE programs working with students who have academic and health needs by providing support. Provide expertise and experience to integrate childcare licensing rules, supporting IEP services, and health services.

**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 = <b>D</b> Weekly = <b>W</b> Monthly = <b>M</b> Quarterly = <b>Q</b> Annually = <b>A</b>	On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25%
1. Under direction from Case Manager, teacher or certified support staff (SLP, OT, PT), provide demonstration, coaching and guidance to ECIS paraprofessionals through modeling and/or shadowing of interventions. Provide feedback to ECIS paraprofessionals on the 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.	D	20%
2. Provide feedback to ECIS paraprofessionals on the implementation of daily living supports such as assisting students with personal care, social skills and/or self-awareness, transitions, restrooms, lunchrooms, etc. Support staff in following students' Health Care Action Plan. This also includes for those assisting students with fostering independence with personal health and hygiene, feeding, tube feeding, toileting, catheterization, and diapering. Lift, transfer, or transport students in wheelchairs. 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.	D	15%
3. Engage in activities that promote communication and understanding between the case managers, teachers, ECIS paraprofessionals and other team members including parents. Coach and mentor current ECIS paraprofessionals who may need additional support related to student needs and case manager partnership.	D	15%
4. Promote a positive climate within the team and school by being responsive to the needs of students and teams.	D	10%
5. Travel between multiple sites daily to support where needed.	D	5%
6. Coordinate and access available resources to assist ECIS paraprofessionals in improving the delivery of instructional, behavioral, and health service support to students.	D	5%
7. Attend work and arrive in a timely manner.	D	1%
8. Support orientation and onboarding of new ECIS paraprofessionals and other classified staff.	W	10%



9. Provide coaching, modeling, strategies, and feedback to the school-based ECIS paraprofessionals in assisting teacher in preparing materials, and documenting Medicaid billing. Support ECIS paraprofessionals and classrooms with TS gold data collection.	W	5%
10. Assist with developing, planning, and facilitating professional development for classified staff working collaboratively with the Department of Early Childhood, Departments of Integrated Services, Professional Development and Curriculum. Support of Classified Academy and completion of assigned Learning Plans.	M	10%
11. Attend appropriate trainings as well as Early Childhood and district meetings.	M	1%
12. Assist supervisors and/or administration with special projects. Participate in quarterly leadership retreats to offer para perspective when working on grant documents and program planning.	Q	2%
13. Perform other duties as assigned.	Ongoing	1%
	<b>TOTAL=</b>	<b>100%</b>

**EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor’s degree in education, early childhood education, human services, or related field required
- Equivalent combination of education and experience acceptable
- More than three years of experience as an early childhood paraprofessional in PSD or another school district
- Minimum of a Level I in the Professional Development Information Systems (PDIS) of Colorado Shines
- 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, including additional required for EC licensing
- Crisis Prevention Institute (CPI) required within 3 months of hire
- Valid Colorado driver’s license
- CPR and First Aid certifications within 30 days of hire
- PSD Medication Administration course completed within 30 days of hire
- Valid Early Childhood medical statement completed within 30 days of hire
- Current immunizations statement completed within 30 days of hire

**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
<b>Direct reports:</b>	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 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	