

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

POSITION PROFILE – PERSONAL CARE ASSISTANT

QUALIFICATIONS

Possession of an Associate's degree or higher or possession of a high school diploma or its equivalent and the Pennsylvania Department of Education's Credential of Competency.

SKILL PREPARATION

Adequate verbal communication skills and the ability to follow directions.

Ability to work independently, use sound judgment, and make decisions in the absence of supervisor.

Ability to relate in a courteous and tactful way with all District personnel, students, and parents.

Ability to lift and/or assist in lifting pupils of various sizes and their assistive devices (considerable bending, stooping, and squatting must be tolerated as well as the ability to physically restrain students who are an immediate danger to themselves or others).

DUTIES AND RESPONSIBILITIES

Be responsible to the Special Education Teacher for carrying out the plans for a student as outlined in his/her IEP and for the completion of all assigned duties with accuracy, professionalism, and confidentiality. The Supervisor of Special Education monitors the Personal Care Assistant's annual scheduled hours and work assignment. The Building Principal supervises the Personal Care Assistant's job performance and adherence to building policies and procedures. The Special Education Teacher designates the Personal Care Assistant's daily schedule.

Obtain 20 hours of professional development each school year, with the support and guidance of the teacher, Building Principal, and Supervisor of Special Education.

Through District trainers, obtain certification from the Crisis Prevention Institute and maintain that certification by completing refresher courses every two years.

Provide instructional assistance to student under the direction of the teacher. This may include, but is not limited to:

- a. Reinforcing previously taught concepts or skills.
- b. Guiding independent work.
- c. Assisting with note-taking demands in the general education environment.
- d. Assisting with academic demands in the general education environment, which are above the independent level of the student.
- e. Conducting notebook checks and organizational assistance.
- f. Assisting with work completion and study preparation.
- g. Monitoring the student's agenda planner for accuracy and legibility.

Provide behavioral support for the student under the direction of the teacher. This may include the use of positive behavioral supports as outlined in a behavior plan, charting behavioral data, and providing reinforcement. As appropriate and outlined in the student's IEP, this may also require assisting in the use of restraints in compliance with the Pennsylvania Department of Education.

Employ strategies to increase independence and improve student engagement.

Administer and score assessment probes under the direction of the teacher.

Perform progress monitoring duties under the supervision of the teacher.

Assist in completion of daily and/or weekly home notes, under the direction of the teacher.

Attend student therapy sessions, and assist in reinforcing programs developed by speech, occupational, and physical therapists, under the supervision of the teacher.

Escort student to and from bus loading areas, cafeteria, lavatories, assemblies, and other classrooms, under the direction of the teacher. It may be necessary to remain in the cafeteria with the student, in which case a separate duty free lunch time will be provided.

Assist student in tasks and activities under the direction of the teacher and outlined in the IEP. These tasks may include, but are not limited to:

- a. Wheelchair transfers.
- b. Toileting assistance, which may include diaper changes.
- c. Personal hygiene assistance.
- d. Feeding assistance.
- e. Operation of medical equipment, under the direction of the school nurse and/or physical therapist.
- f. Programming assistive communication devices, under the direction of the teacher and/or speech and language therapist.

Adapt to the student's mode of communication as necessary for instructional and assessment purposes.

Act as a liaison between the special education teacher and regular education staff, helping to ensure specially designed instruction and program modifications are implemented, as outlined in the student's IEP and with integrity.

Maintain confidentiality of records and information about students.

Discharge all other assignments delegated by the Building Principal and/or Supervisor of Special Education.

EVALUATION

Evaluation will be conducted annually by the Building Principal in the areas of core competencies and position performance.