

WASHINGTON SCHOOL DISTRICT  
311 Allison Avenue, Washington, PA 15301  
**POSTING**  
August 12, 2025

**POSITION:** 3 Full-time Personal Care Assistants (PCAs)– Special Education (Grades K-12)

**LOCATION:** Washington School District- Building pending case working

**TERM OF EMPLOYMENT:** 186 days – 7.5 hours/day  
Monday – Friday

**HOURLY RATE:** Contractual

**DEADLINE:** Internally: August 18, 2025  
Externally: Until positions are filled

**QUALIFICATION REQUIREMENTS:**

- Must be at least 18 years old
- High School Diploma or General Equivalency Diploma (GED)
- Act 34, Act 151, FBI clearances, ACT 126, ACT 24, ACT 168
- CPR/AED/First Aid Certifications (Preferred, but not required)

**JOB DESCRIPTION**

The Personal Care Assistant (PCA) provides individualized, one-to-one non-instructional support to students with disabilities in grades K–12, as determined by the student’s Individualized Education Program (IEP) or Section 504 Service Agreement. This support is designed to address behavioral, medical, physical, and functional needs that go beyond the educational services typically provided by teachers or classroom paraprofessionals. PCAs assist with activities of daily living such as toileting, feeding, hygiene, dressing, mobility, and positioning; support the use of medical and assistive equipment (e.g., augmentative communication devices); monitor designated health concerns such as seizure activity or fatigue; and implement behavior support strategies under the direction of certified staff. PCAs escort students throughout the school day, including during transitions, therapies, meals, and transportation, and participate in co-curricular or extracurricular activities when assigned. They are expected to maintain confidentiality, follow safety protocols, complete required documentation (e.g., Medicaid ACCESS logs), and uphold professionalism in all interactions. While a PCA may support more than one student, support must be provided individually and may not include instructional or academic assistance. The need for personal care support must be determined by the IEP team, and once identified, the district is responsible for providing the service without delay to ensure the student’s meaningful progress in the least restrictive environment. ***Assignment is subject to change at any time, and PCAs are expected to accept alternate assignments as directed by the Special Education Office.***

**PERFORMANCE RESPONSIBILITIES:**

The following duties represent examples of responsibilities typically assigned to Personal Care Assistants (PCAs). This list is not exhaustive, and duties may be modified or assigned at the discretion of the Special Education Office, building administrator, or designee to meet the needs of students and the school community.

- **Complete Annual Training:** Successfully complete 20 hours of Pennsylvania Department of Education (PDE)-mandated training annually.
- **Demonstrate Professionalism:** Arrive on time, maintain consistent attendance, and follow school procedures and expectations for conduct and dress. Exhibit reliability, a strong work ethic, and a positive attitude.
- **Maintain Professional Working Relationships:** Establish and maintain positive, respectful, and collaborative relationships with students, staff, supervisors, and families.
- **Adhere to Attendance Expectations:** Report to work as scheduled and follow district procedures for absences or schedule changes.
- **Follow District Dress Guidelines:** Dress in a clean, neat, and appropriate manner for physical student support duties. Refrain from wearing hats, earbuds, headphones, or Bluetooth devices while in the school building or on duty, unless medically required or approved.

- **Use Technology Responsibly:** Do not use personal electronic devices (e.g., cell phones, smartwatches, tablets) while directly supporting students unless specified in the student's IEP. Technology should be used only for student-related purposes as directed by professional staff.
- **Maintain Confidentiality:** Adhere to confidentiality requirements in accordance with FERPA, HIPAA, Chapter 14, and district policy. Do not share student information outside of the professional setting.
- **Complete Annual Training:** Successfully complete required annual training hours as mandated by the Pennsylvania Department of Education (PDE), including topics related to student support, behavior, health, and safety.
- **Communicate Professionally:** Interact appropriately with students, families, staff, and supervisors. Follow professional norms when sharing observations, concerns, or updates related to student support.
- **Ensure Student Safety:** Follow all district and building safety protocols to protect the well-being of the student throughout the school day.
- **Follow Individualized Education Programs (IEPs):** Provide one-on-one support aligned with the student's IEP or Chapter 15 Service Agreement, including assistance with behavior, communication, physical needs, and functional goals.
- **Support IEP Implementation:** Carry out accommodations, modifications, and specially designed instruction (SDI) strategies to promote the student's independence and progress toward annual goals.
- **Reinforce Therapy Goals:** Collaborate with related service providers (e.g., OT, PT, SLP) to support and carry over therapy-based strategies under the provider's direction.
- **Escort Students Throughout the Day:** Accompany and assist the assigned student during transitions to/from classrooms, restrooms, cafeteria, gym, playground, auditorium, therapy sessions, and community-based activities.
- **Promote Participation and Engagement:** Remain in proximity to the student as needed; cue, prompt, redirect, model, and encourage participation, attention, and task completion during instructional and non-instructional activities.
- **Utilize Assistive Technology and Communication Supports:** Support the student in using and maintaining augmentative communication devices and assistive technology in accordance with the IEP.
- **Implement Behavior Supports:** Follow Positive Behavior Support Plans (PBSPs), Behavior Intervention Plans, and/or Individual Crisis Plans. Reinforce appropriate behavior, apply de-escalation techniques, and support emotional regulation strategies.
- **Provide Crisis Support When Needed:** Assist in safely and appropriately responding to student behavioral or emotional escalations, following district-approved training and individual crisis plans.
- **Support Functional Skill Building:** Help students build independence in life skills, self-care routines, transitions, and daily organization aligned with their IEP goals.
- **Monitor Health Conditions:** Observe and report changes in the student's health status (e.g., seizure activity, fatigue) and respond appropriately in accordance with medical alerts and school protocols.
- **Support Daily Routines:** Assist the student with consistency in routines such as snack, lunch, hygiene, transitions, and other functional tasks during the school day.
- **Maintain Documentation:** Accurately complete daily Medicaid ACCESS logs in IEPWriter in accordance with the Pennsylvania Department of Human Services guidelines.
- **Participate in Extracurricular Involvement:** Accompany and assist the student during school-sponsored extracurricular or co-curricular activities when directed by staff or administrators.
- **Adapt to Changing Assignments:** Accept changes in assignment, location, or student needs as directed by school or district administration. Maintain flexibility in supporting various educational settings.
- **Assist with Activities of Daily Living (ADLs):** Support the student with toileting, dressing, feeding, hygiene, handwashing, and other personal care tasks. Provide assistance with mobility, range of motion, positioning, and use of adaptive equipment as required.
- **Support Transportation Needs:** Accompany or monitor the student on district-arranged transportation. Assist with safe boarding and exiting of school vehicles at designated locations.
- **Serve Students with Disabilities:** Provide individualized support to students with a range of disabilities including, but not limited to, Autism, Intellectual Disability, Traumatic Brain Injury, Learning Disabilities, Speech/Language Impairments, Hearing or Vision Impairments, Other Health Impairments, and Multiple Disabilities.
- **Refer Parent Communication Appropriately:** Do not initiate or manage discussions with parents regarding IEP content or services. Refer all parent inquiries to the student's Special Education or General Education teacher or related service provider. PCAs should not provide personal contact information to families but may share staffing agency contact information if appropriate. Notify professional staff of any parent communication that may impact the student's school experience.
- **Follow District Policies and Procedures:** Ensure compliance with all district guidelines, school board policies, and procedural expectations related to personal care support services.

- **Fulfill Additional Duties:** Perform other related tasks and responsibilities as assigned by classroom teachers, case managers, school administrators, or the Pupil Services Department to support student success and program effectiveness.

**SUPERVISION RECEIVED:**

Works within the prescribed policies and regulations under the immediate supervision of the Classroom Teacher and Administration.

**SUBMIT LETTER OF INTEREST TO:**

Lisa Coffield, Executive Assistant to the Superintendent  
Washington School District  
311 Allison Avenue, Washington, PA 15301  
**OR** [lcoffield@prexie.us](mailto:lcoffield@prexie.us)

**The Washington School District is an equal opportunity employer.**