



PLUM BOROUGH SCHOOL DISTRICT

Exceptionally Prepared for Success

JOB DESCRIPTION

POSITION:	Paraprofessional
DEPARTMENT:	Instruction
REPORTS TO:	Principal Assistant Principal Director of Special Education and Student Services Assistant Director of Special Education and Student Services
SUPERVISES:	N/A
FLSA STATUS:	Non-Exempt (7.0 hours daily)
WORK SCHEDULE:	183 School Days + Twenty (20) Hours of Professional Learning
COMPENSATION PLAN:	PB Educational Support Paraprofessionals

General Description:

The Paraprofessional plays a vital role in supporting the inclusive educational environment within the Plum Borough School District. Working under the direct supervision of certified general and special education teachers, this role provides instructional and non-instructional assistance to students, fostering an environment that promotes independence, academic success, and social-emotional development. Paraprofessionals collaborate with educators and the broader school community to ensure that students with diverse needs receive high-quality and equitable support.

Education and Experience:

- Minimum Education: High school diploma or equivalent.
Completion of at least 48 college credits or an Associate's degree is preferred.
- Minimum Experience: Experience working with children or in an educational setting is desirable.

Licensing Requirements:

- Heartsaver® CPR AED Training is required, with ongoing maintenance of certification to ensure compliance and readiness.
- Complete the Pennsylvania State Mandated Paraprofessional Training Module within six (6) months of hire.

INTEGRITY

CARING

RELENTLESS

COMMITTED

Key Responsibilities:

- **Instructional Support:**
 - Assist in implementing Individualized Education Programs (IEPs) by providing academic support tailored to students' needs.
 - Facilitate small group or one-on-one instructional activities under teacher direction.
 - Utilize assistive technology, adaptive devices, and other tools to support student learning.
- **Classroom Support:**
 - Prepare and organize instructional materials and classroom resources.
 - Supervise students during transitions, lunch, recess, and other non-instructional times to ensure safety and engagement.
 - Assist with data collection and progress monitoring as directed by teachers.
- **Behavioral Support:**
 - Implement positive behavioral interventions and supports (PBIS) as part of a team approach.
 - Monitor and record student behavior to assist in developing effective strategies.
 - Encourage independence, self-regulation, and social interactions among students.
- **Physical and Personal Care Support:**
 - Assist students with mobility, transitions, or adaptive equipment as needed.
 - According to their needs, students shall be supported with personal care tasks, such as toileting, feeding, and hygiene.
- **Collaboration:**
 - Partner with teachers and school staff to support curriculum goals and student needs.
 - Participate in professional development sessions to enhance skills and knowledge.
 - Communicate effectively, maintaining confidentiality and professionalism.
- **Support Independence:**
 - Promote students' independence by gradually fading support as skills develop.
 - Assist students in mastering daily living activities and building self-advocacy skills.

Core Knowledge:

- Demonstrate an understanding of child and adolescent development.
- Exhibit familiarity with inclusive educational practices and supports.
- Possess a basic knowledge of special education regulations, IEPs, and functional behavior assessments (FBAs).

Essential Skills:

- Employ strong interpersonal skills to engage with students, faculty, and staff.
- Use effective communication abilities, both verbal and written.
- Adaptability to meet diverse and changing student needs.
- Ability to capture a written summary of a student's need, the support provided, and any follow-up actions required, ensuring compliance with confidentiality guidelines.

Critical Abilities:

- Maintain confidentiality regarding student and school information.
- Exhibit patience, empathy, and a supportive demeanor in challenging situations.
- Demonstrate flexibility and a collaborative mindset.

Working Conditions:

- Work is performed primarily in classroom settings with occasional supervision during community outings.
- Occasional lifting or physical support of up to 50 pounds may be required. Additionally, staff may be required to assist students with toileting or mobility, including lifting or supporting students who weigh more than 50 pounds. Appropriate training will be provided.
- Regularly engage in physical activities such as standing, walking, bending, and sitting.

Temperament Requirements:

- The Paraprofessional should be approachable, patient, and resilient.
- They must demonstrate a positive attitude and a commitment to fostering student growth and independence.

Physical/Environmental Requirements:

- Use adequate visual and auditory capabilities to monitor and assist students effectively.
- Exhibit capacity to work in a dynamic and occasionally noisy environment.

The information in this job description is provided to comply with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position may perform additional duties.

Required Clearances:

- Act 114 (Federal Criminal History Background Check)
- Act 34 (PA State Criminal History Clearance)
- Act 151 (PA Child Abuse History Clearance)
- Act 126 (Mandated Reporter Training)
- Act 168 (Sexual Misconduct/Abuse Disclosure)
- Act 24 (Arrest & Conviction Statement)
- Current School Personnel Health Record
- Tuberculosis Test Result

Clearances and the School Personnel Health Record must be current within 1 year from the hire date, accompanied by a Tuberculosis Test Result within 3 months of the hire date.

Travel Requirements:

- A minimal amount of workday travel is required for this position.
- Must have reliable transportation

Employee signature

Date