



JOB DESCRIPTION

Job Title	Special Education Bilingual Assistant – Visually Impaired
Department	Special Education
Reports To	Building Principal/Assistant Principal
Classification	Hourly Classified
Location	
Salary	On Schedule
Length of Contract	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Special Education Bilingual Assistant – Visually Impaired assists students by providing consistent support to help students gain access to information and communication, and to support the social emotional well-being of the students. In addition, this position supports teachers in the delivery of educational, social/emotional, and behavioral interventions along with supporting the needs of Special Education students. This position provides bilingual, visual and mobility assistance to Limited English Proficient (LEP) students, and their families in a variety of learning environments.

Essential Job Functions

- Provides consistent, access to instruction and environmental information.
- Serves as interpreter, translator, and resource person for students, and school staff.
- Works with the teacher to prepare/adapt learning materials and activities so they are provided in ways that support the student’s specific needs and preferences.
- Supports the student’s orientation and mobility as it relates to safety in the educational environment.
- Delivers educational interventions designed by Special Education teachers to help students meet educational, academic, life skill, behavioral, physical, social and emotional goals.
- Provides small group and tutorial instruction and supervision as directed.
- Provides preventative and follow-up behavior management to students exhibiting disruptive behaviors and documents these situations.
- Assists teachers with Special Education students to enable learning with minimal disruptions to other students.
- Uses knowledge of students’ needs to make necessary modifications to daily activities.
- Introduces and interprets concepts and vocabulary in content areas so that students can understand and work independently.
- May translate documents for staff, students, and families.

- Attends to physical needs of students. May include handling a variety of adaptive equipment.
- Prepares and assists students for standardized testing.
- Communicates effectively with staff, students, and/or parents regarding needs and concerns.
- Use Non-Violent Crisis Intervention (NCI) and de-escalation techniques to assist with behavioral non-compliance and to work with students in crisis to enable their return to the proper academic setting.
- Learn and implement a variety of behavior plans for students.
- Attends conferences, or other meetings with families to assist with communication.
- Assists students with basic dress and grooming self-care.
- Administers medications as trained, assigned, and directed.
- Attends to health care physical needs of students, which may include feeding, toileting, diapering, responding to medical emergencies, and handling equipment.
- Performs healthcare procedures as required. This may include any of the following which qualify for the Bodily Fluid Increment if performed on a regular basis:
 - Special dietary Feeding (includes preparation)
 - Toileting
 - Diapering
 - Catheterization
 - Tube feeding
 - Credeing (physically emptying the bladder for the student by applying pressure in the proper area)
 - Urostomy (changing bag from incision on side of body)
 - Cleaning the trachea tube (a compressor is inserted into the trachea tube and the body substance(s) is removed)
 - Adult hygiene, especially for female care during menstruation
 - Any others which may be assigned

Ancillary Job Functions

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| <ul style="list-style-type: none"> • Assists in preparation of materials needed for classrooms, including duplication, lamination, etc. • Assists in and around the school with recess/lunch/bus duty and general assistance in hallways and classrooms. • Attends staff meetings and trainings as needed. • Takes notes for students and provides to appropriate staff. • Participates in professional learning as directed, which may include learning Braille. • Attends and participates in family/teacher conferences as directed. • Performs other related duties as assigned. |
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<p>Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.</p>
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- High school diploma or GED.
- Demonstrated extensive experience in interpreting and translating fluently in both English and targeted second Language.
- Must meet District standards for language proficiency.
- Possession of or eligibility for Wisconsin Department of Public Instruction Certificate as a Special Education Aide. Must obtain within 30 days of hire.
- NCI Certification. Must obtain as soon as schedule allows.
- Must meet Every Student Succeeds Act standard for certification.

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Experience working with children with special needs.
- Experience and/or training with First Aid and CPR.
- Literacy in both English and the targeted second language.
- Intervener certificate, credential, or applicable experience.
- Experience with Braille.

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to interact and communicate effectively with children with special needs.
- Ability to speak, read, and interpret the English language and school curriculum for those who have English as a second language.
- Knowledge of the linguistic and cultural differences which may affect limited English proficient students and their parents.
- Ability to demonstrate empathy for children and to maintain confidentiality.
- Ability to provide behavior management and crisis intervention.
- Ability to remain calm while working with students in crisis.
- Ability to work as a team member providing services to children with special needs.
- Ability to work as a team member providing support to students with a visual impairment
- Ability to use sound judgment and knowledge of student behaviors and district policies to make decisions.
- Knowledge of the educational process and ability to understand and interpret grade level curriculum.
- Ability to be flexible and adapt to changing situations.
- Excellent communication skills.
- Ability to organize materials and use time effectively.
- Demonstrates an understanding and use of equitable and culturally responsive practices.

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal classroom/school environment.

- May be exposed to inclement outdoor weather conditions.
- May be exposed to potentially hazardous bodily fluids when assisting students with physical needs.
- May be required to work in a physically hazardous setting when a student is in crisis.

Physical Requirements – The physical demands 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 essential functions.

- Frequently required to talk and hear.
- Must be able to sit for extended periods of time and to stand/walk frequently.
- Must be able to have repetitive wrist/hand/finger movement to work on a computer and/or related office equipment.
- Must be able to feel attributes of objects, grasp, push, stand/walk/run, reach, and stoop/kneel/crouch, climb.
- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors to observe students and ensure safety.
- May be required to lift up to 50 pounds.