



**BERKELEY UNIFIED SCHOOL DISTRICT**  
**Human Resources Department**

**CLASSIFICATION AND  
POSITION DESCRIPTION**

TITLE:	<b>Braille Transcriber</b>	REPORTS TO:	<b>Assigned Supervisor</b>
DEPARTMENT/SCHOOL:	<b>As assigned</b>	CLASSIFICATION:	<b>Non-Administrative Classified Technical</b>
FAIR LABOR STANDARDS ACT CLASSIFICATION:	<b>Non-Exempt</b>	WORK YEAR: HOURS:	<b>10 months/Calendar 5002 Hours as assigned</b>
APPROVED: Board Commission	<b>April 22, 2020 May 7, 2020</b>	SALARY GRADE:	<b>Schedule: 56 Range: 42</b>

**BASIC FUNCTION:**

Under the direction of an Administrator, assist in reinforcing instruction to individual or small groups of students who are visually impaired, in a classroom or other learning environment by performing a variety of alternate media translation and transcription functions and activities; implementing a standardized procedure for alternate media production; make appropriate compliance and copyright decisions based on AB 422 for the production of alternative media; perform routine clerical and supportive tasks for instructional personnel; locate, order and receive alternate media and other instructional materials; acquisition and distribution of E-text, Braille transcription, large print, and/or alternative media of instructional materials to students who are visually impaired.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

- Assist and interact with students using Braille and related materials including assistive technologies for the Blind; perform Braille translation and transcription of printed material and oral instructions; determine appropriate format and prepare a variety of instructional support materials using established National Federation of the Blind Braille Translation Guidelines; translate print using Braille translation software and hardware; format and edit Braille transcription; produce tactile graphics; and supervise embossing and binding tasks to complete final product; utilize a Braille code form to transcribe Braille material using a computer, hand stylus and Braille typewriter; foster independence of students who are visually impaired
- Assist Teacher of the Visually Impaired and/or other service providers in reinforcing instruction to the individual student or small groups of visually impaired students in a classroom or other learning environment; monitor and reinforce student drills, practices and assignments in various subjects; assist Teacher of the Visually Impaired, classroom teacher and/or other service providers with the implementation of IEP goals.
- Confer with the instructional staff of the visually impaired, classroom teacher, and/or other service providers concerning adapting lesson plans and materials to meet student needs. Troubleshooting problems with technology, formatting issues when translating print to Braille, adapting math, science, music, board work and other spatial materials to a tactile format, and strategies for intervention.

- Perform routine clerical duties in support of educational activities such as preparing, keyboarding, duplicating, enlarging and ordering materials designed for students who are visually impaired; assist in filing, organizing and maintaining inventory of materials related to visually impaired instructional activities; maintain routine records and student files as assigned; distribute and collect adapted student assignments, documents and various forms as assigned
- Prepare copies of tests, study materials, textbooks, charts and others for students who are visually impaired; operate specialized equipment to enlarge, copy and record instructional materials, computer enhance instructional materials to alternate media; provide print interlining of student Braille material.
- Assist students with meeting individual education goals and objectives; report progress regarding student performance and behavior.
- Help student access information from the board/overhead by copying onto paper or whiteboard, making a Braille copy, reading to the student, pairing with peers.)
- Supervise correct use of specialized equipment and assistive technology, such as computer and iPad with voice-output, manual and electronic Braille writing and reading devices, abacus, magnification devices and software applications.
- Support visually impaired student, but promote independence by facilitating problem-solving, stepping back and allowing student to act with indirect prompting.
- Monitor and interact with students during outdoor, physical education and other recreational activities as directed, to insure safety and independence.
- Escort students during the regular duty day to and from designated locations; accompany students on field trips, recreational functions, social events and during outdoor activities **as directed when necessary.**
- Assist in maintaining the health and safety of students by following the health and safety practices and procedures
- Assist in maintaining a learning environment in a safe, orderly and clean manner; provide classroom support by setting up adaptive equipment in work areas and distributing and collecting adaptive paper, supplies and materials.
- Receive and distribute a variety of books and instructional materials from local or national sources utilized for students who are visually impaired ; ensure materials are received and returned as necessary; maintain appropriate inventory of books, supplies and materials applicable to the program; locate, order and received Braille and other instructional materials for students who are visually impaired
- Work with Teachers of the Visually Impaired, librarians, and online publishers to obtain E- text or alternative media for students' use; catalog E-text, maintain a database of holdings, maintain and upload E-text into server for future use by eligible students
- Maintain confidentiality of student information in accordance with state and federal mandates
- Operate a variety of office and classroom equipment including a copier, bookbinder, Braille embosser, computer and software, as appropriate; ensure visually impaired tools are accessible to students, including CCTV, slant boards, monocular, abacus, iPad, Braille technology, and other materials

- Respond to student medical emergencies according to District protocol and prepare related paperwork as appropriate

**OTHER DUTIES:**

Perform related duties as assigned

**KNOWLEDGE AND ABILITIES:**

Basic Unified English Braille code, Nemeth Braille Code of Mathematics, Braille textbook format code and foreign language Braille code

Methods of preparing tactile aids such as maps, graphs, and charts

Perkins Braillewriter, specialized Braille software, and Braille embosser

Filing methods and record maintenance systems

Braille transcription techniques:

- Ability to read and write basic literary Braille (Gr. 1) = alphabet and numerals only.
- Ability to use a Braille "contraction chart" for Gr. 2 literary Braille = 2nd level of Braille using 100+ contractions.
- Ability to interline Braille student work, using Braille contraction chart as needed.
- Knowledge of Basic Elementary Arithmetic Level Braille (Nemeth Code)
- Create simple tactile graphics (raised lines for drawings, charts, tables)
- Basic knowledge of accessible technology for the visually impaired
- (For example: Operating screen-reader software on a Windows computer; knowledge of accessibility options on classroom computers, refreshable Braille display)

**Braille Translation Software Skills:**

(Using Windows computer with software such as Duxbury)

- Ability to use 6-key input on a computer to produce math
- Willingness to receive training in basic functions of Braille translation software for simple literary materials.

Proper operation and use of Braille and large print transcription equipment and machines

Concerns and challenges of students who are visually impaired

Guidance principles and practices related to students who are visually impaired

Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading

Basic instructional methods and techniques

Correct English usage, grammar, spelling, punctuation and vocabulary

Classroom procedures and appropriate student conduct

Safe practices in classroom and playground activities

Operation of standard office and classroom equipment including a computer

Oral and written communication skills

Interpersonal skills using tact, patience and professionalism

Basic record-keeping

**ABILITY TO:**

Perform a variety of Braille translation and transcription functions and activities

Assist with instruction and related activities in a classroom or assigned learning environment

Reinforce instruction to individual or small groups of students with special needs as directed by the teachers and/or other service providers

Assist in the preparation of instructional materials and implementation of lesson plans

Perform routine clerical duties including keyboarding, filing and duplicating materials

Understand and relate to students with special needs and respect individual differences

- Establish and maintain cooperative and effective working relationships with others
- Communicate effectively both orally and in writing
- Demonstrate an understanding, patient and receptive attitude toward visually impaired students
- Read books to students and assist with reading and writing activities
- Understand and follow oral and written instructions
- Operate standard office and classroom equipment including a computer,
- Observe health and safety regulations

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: graduation from high school; two year demonstrated experience in Braille translation, large print and other alternate media translation, and varied clerical experience; and completion of a minimum of ten modules leading towards Literary Braille Certification issued by the Library of Congress.

**LICENSES AND OTHER REQUIREMENTS:**

- Valid First Aid and CPR certificates issued by an authorized agency preferred
- Valid California Driver's license preferred
- Incumbents must meet requirements specified under the No Child Left Behind Act
- Some incumbents in this classification may be required to speak, read and write in a designated second language

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Classroom and other indoor and outdoor learning environments

**PHYSICAL DEMANDS:**

- Dexterity of hands and fingers to operate standard office and classroom equipment
- Sitting or standing for extended periods of time
- Bending at the waist and/or kneeling to assist students
- Seeing to read a variety of materials and monitor student activities
- Hearing and speaking to exchange information

**HAZARDS:**

- Contact with dissatisfied, assaultive or abusive individuals
- Potential physical hazards involved in intervening in fights and other anti-social, and violent behaviors
- Exposure to blood borne pathogens and infectious diseases