Lawndale Elementary School District
LESD
Building Brighter Futures

Southwest SELPA

Southwest Special Education Local Plan Area (SELPA)

BRAILLE TRANSCRIBER I

Department/Division:	**SELPA**
Reports To:	**SELPA Executive Director / Designee**
Provides Support To:	**Designated students**
Classification Status:	**Non-Represented Classified**
Date Prepared:	**September 2024**
Board Adopted:	**October 17, 2024**

POSITION DESCRIPTION

Under the supervision of the Executive Director for the Southwest Special Education Local Plan Area (SELPA) or designee, the Braille Transcriber prepares braille transcriptions and large print required by elementary and secondary students with visual impairments who need to access educational materials in alternative formats.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Assist student with Braille and Braille technology in the classroom for the purpose of providing classroom support.
- Assist teacher in preparing classroom materials for the purpose of accessing current curriculum including issuing books and materials.
- Transcribe student classroom material (worksheets, study guides, and books) into Braille
- Enlarge student classroom materials (worksheets, study guides, and books)
- Maintains Braille, large print, and books on tape for the purpose of providing students with comparable classroom materials.
- Maintains inventory of materials on loan from the state
- With support, orders Braille, large print books, and books on tape
- Reproduces maps, drawings and diagrams needed for access and participation in the classroom.
- Respond to phone and in-person inquiries
- Perform other duties, as assigned
- Attend workshops, conferences, and other meetings as required

SKILLS/KNOWLEDGE AND/OR ABILITIES REQUIRED

Skills to:

- Operate a computer to input data
- Operate a scanner
- Operate electronic equipment
- Operate a Braille writer, Braille embosser and Thermoform machine
- Prepare a variety of tactile aids
- Maintain routine records.

Knowledge of:

- Braille codes
- Elementary and Secondary level subject matter
- Sources where books already brailed or enlarged may be obtained
- Inventory methods
- Methods, materials and techniques used in Braille transcription as prescribed by the Library of Congress
- Methods of preparing tactile aids such as maps, models and diagrams.
- Nemeth Code of Mathematics and/or UEB with Math
- Literary Braille Code
- Library of Congress
- Braille Authority of North America (BANA)

Abilities to:

- Write clearly and legibly
- Complete state reports and inventories
- Work under time constraints to complete assignments
- Perform general office work
- Work independently without direct supervision.
- Attention to detail – Achieving thoroughness and accuracy when accomplishing a task
- Fact Finding – Obtaining facts and data pertaining to an issue or question
- Customer Focus – Attending to the needs and expectation of customers
- Using Technology – Working with electronic hardware and software applications
- Self-Management – Showing personal organization, self-discipline, and dependability
- Teamwork – Collaborating with others to achieve shared goals
- Oral Communication – Engaging effectively in dialogue
- Manual Dexterity – Using senses, hands, and fingers in manipulating objects quickly and efficiently
- Valuing Diversity – Appreciating the benefits of varied backgrounds and cultures in the workplace

EDUCATION/TRAINING/EXPERIENCE:

Education:

Graduation from high school, GED or higher degree.

Experience:
One year of paid or volunteer experience producing and formatting into Braille Literary and Nemeth Code of Mathematics. Equivalency Provision: One year experience as a Paraeducator–Braille Transcriber will meet the above experience requirement.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Office and/or school environment

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and reach with hands and arms. The employee is occasionally required to stand; walk; sit; climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, and depth perception. Generally, the job requires 34% sitting, 33% walking, and 33% standing.

Mental Demands:

While performing the duties of this classification, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, managers, staff, parents, school administrators, the public, and others encountered in the course of work.

***Board Policy 4030**: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.*