Renton School District Job Description
Vision Braillist

This job description is subject to change at any time at the sole discretion of the District and does not establish a contract for employment.

Reports to: Director of Special Education
Bargaining Unit: Renton Professional Technical Association (RPTA) **Level:** RPTA 3
FLSA Status: Hourly, Non-exempt **Revised Date:** 8/6/26
Calendar: 181

PRIMARY PURPOSE:

The primary purpose of this position is to work under the direction of a certificated teacher to provide assistance to visually impaired students. The incumbent of this position must hold a current Washington State Braille Certificate.

The primary areas of responsibility include supporting instruction planned by the vision teacher through braille instruction, braille materials creation, visual accommodations, collecting and recording data, assisting students in completion of assignments and other instructional supports as defined by the district. The Vision Braillist reports to the Director of Special Education and is directed on a daily basis by the certificated classroom Teacher of the Visually Impaired (TVI).

Additional responsibilities may include tutoring students, providing small group instruction, implementing behavior management systems, recording student progress data, assisting with personal hygiene, correcting assignments, administering tests, and performing clerical duties.

MINIMUM QUALIFICATIONS

1. High school diploma or equivalent
2. Washington State Braille Certificate
3. Associate degree or higher in education, vision impairment, or a related field preferred; college coursework in education and experience working with visually impaired, blind, and multi-disabled youth strongly preferred
4. Braille Qualification Requirement:
   Candidates must possess, or be able to obtain, a recognized Braille certification or demonstrate Braille competency through one of the following:
   - National Certification in Unified English Braille (NCUEB) through the National Blindness Professional Certification Board (NBPCB)
   - Library of Congress Certification in Braille Transcription
   - Washington State School for the Blind Braille Competency Test
   - Another Braille competency assessment approved by the Professional Educator Standards Board (PESB)
5. Background check through Washington State Patrol, as required by RCW 43.43.830. Fees apply.

6. Valid Washington State driver's license (required for driving to student placements to provide services and deliver materials).
7. Successful completion of UEB recertification exam every five years as required by WAC 181-82-130.

ESSENTIAL FUNCTIONS

1. Prepare adaptive instructional materials for visually impaired students in a variety of media including Braille, tape, large print and tactile diagrams; produced materials include tests, worksheets, classroom handouts, and portions of textbooks. Transcribe materials, including student work, from Braille to print and print to Braille using transcribing equipment and computer.
2. Support instruction of blindness-specific technology and assist students with adaptive equipment; set up computer applications for students; and tutor students in use of technology and equipment, including screen readers, refreshable Braille displays, and note-taking devices.
3. Utilize and maintain a transcribing process used to transcribe district-adopted learning materials using the Perkins Brailler (or other district-defined) and computer-assisted technology, including Braille translation software (e.g., Duxbury, BrailleBlaster).
4. Communicate with classroom teacher or assigned supervisor and other district staff concerning student activities, goals and progress; assist in planning and adapting instructional materials and activities for use with special education students.
5. Tutor students individually or instruct small groups in assigned learning activity under the direction of the classroom teacher; present and explain lessons applying training in specific presentation skills unique to the classroom or program; ensure student understanding of material; monitor student progress, implementing reinforcement techniques.
6. Assist classroom teachers in the general education program in techniques of instructional programming and adapting materials for students with visual impairments where appropriate.
7. Use technology to provide challenging instruction to students of all learning levels. Collect, review, and transcribe assignments; administer tests; return assignments and tests for grading. Collect and analyze student learning data in order to make appropriate adjustments to the student learning program and instruction.
8. Prepare classroom or resource area for instructional or therapy activities.
9. Accompany mainstreamed students to regular education classroom; tutor students and provide general classroom assistance to teacher. Work with students in specialized learning activities including basic living skills.
10. Facilitate safe and effective travel within school environment for visually impaired students. Monitor student use of long cane as a mobility tool as directed by a Certified Orientation and Mobility Specialist; monitor use of cane for safety of student and others; monitor student transitions up and down stairs.
11. Plan, develop, and contribute to appropriate IEP paperwork as required for each assigned student with a disability to ensure compliance with federal, state, and district procedures.
12. Interact with students and maintain awareness of individual student emotional and physical needs; discuss observations with appropriate staff. Observe students for possible illegal drug use or signs of abuse; report situations requiring action to supervisor.

13. Oversee student behavior in a classroom, resource center or other learning area, implementing classroom behavior management system; serve as a model to demonstrate appropriate behavior; reinforce desired behaviors, discipline students as authorized under the guidance and direction of the TVI.
14. Collect and analyze student learning data in order to make appropriate adjustments to the student learning program and instruction. Enter student data into appropriate database.
15. Assist with monitoring occupational therapy objectives for lunch and snack time.
16. Assist with monitoring physical therapy toileting habits.
17. Maintain regular attendance.
18. Establish and maintain effective working relationships with colleagues, students, parents and community members.
19. Comply with all Board policies, rules, procedures and collective bargaining agreements.
20. Provide technical information to paraeducators and other staff regarding accommodations and materials used by students with visual impairments.
21. Other duties as assigned.

REQUIRED WITHIN 60 DAYS OF EMPLOYMENT

1. Valid and current first aid/CPR/AED card
2. Washington State Paraeducator Core Competencies for those working in Special Education classrooms
3. Online workplace training
4. Specialized training as required by the specific position.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

1. Demonstrated ability to learn and apply new skills.
2. Demonstrated skills in organization and time management.
3. Demonstrated ability to show flexibility and good judgment.
4. Demonstrated ability to interact positively and confidentially with individuals from diverse linguistic, cultural and ethnic backgrounds.
5. Demonstrated ability to maintain accurate records.
6. Demonstrated ability to evaluate multiple demands and assign priority for each to maximize production and accuracy.
7. Demonstrated ability to use excellent written and oral communication and interpersonal skills to work effectively with others. Demonstrated ability to work effectively as a member of a team. Demonstrate positive relationship skills with students, parents and district staff, maintaining ongoing and open communication.
8. Demonstrated skills in problem-solving, decision making and conflict resolution.
9. Demonstrated skills in customer service.
10. Demonstrated knowledge of visual impairment and other disabling conditions.
11. Demonstrated knowledge of assigned subject areas.

12. Demonstrated ability to use Braille translation equipment and software, including but not limited to Duxbury, BrailleBlaster, and Perkins Brailler.
13. Demonstrated ability to use adapted equipment such as BrailleNote and JAWS.
14. Demonstrated ability to participate in training in the special education needs of students with visual impairments as recommended by the Renton School District. Continue to improve classroom methods and techniques by attending workshops, summer school, professional meetings or conferences, and keep abreast of current special education innovations through professional literature.
15. Demonstrated ability to learn effective instructional methods for special needs students.
16. Demonstrated ability to use and reinforce behavior modification techniques.
17. Demonstrated ability to remain flexible to changes in assignments or situations.
18. Demonstrated ability to lift and position students.
19. Demonstrated ability to follow instructions and work with teacher as a team.
20. Knowledge and awareness of own cultural identity and how this influences behavior; desire to learn about the cultural identity of others.
21. Ability to establish and nurture an environment that promotes cultural competence and equitable treatment of students, staff, and families.
22. Ability to recognize that each person is a unique individual while honoring and respecting their cultural heritage and lived experience.

WORKING RELATIONSHIPS:

Reports to Director of Special Education. Interacts regularly with certificated program staff, other certificated staff, program and building administrators and classified staff, including transportation staff. Contacts with parents/guardians may occur.

WORKING CONDITIONS:

The daily work is performed in a classroom setting and if needed, at various sites within the district. The employee will regularly stand, walk, bend neck and back, and use hands for repetitive grasping and pushing/pulling; occasional squatting, kneeling, and fine manipulation required. Position requires driving to student placements to provide services and to deliver materials and equipment. The noise level in the work environment is usually moderate. Job activities may vary.

EMPLOYMENT INFORMATION

Benefits: Consistent with Professional -Technical Agreement.