



# District Brailist

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## OVERVIEW

The District Brailist, under the general direction of the teacher of students who are visually impaired (TSVI), classroom teacher, and the supervision of the Principal, directly supports the specific needs of students with visual impairments who use braille and/or alternate format and are on a Dogwood path. These needs include providing adapted materials in an accessible format (braille/tactile) or completely altered print material and digital files, academic assistance related to access of classroom materials to the student, supporting specific goals related to the visual impairment, and facilitating the inclusion of the student in the school setting.

Students learning Braille, and/or requiring alternate format will have very different support needs depending on their age. A student in elementary school who is just learning to read and write braille will require more direct support from their District Brailist than a student in middle or secondary school who will require the District Brailist to be spending most of their time preparing and adapting learning materials. This is an itinerant position.

## POSITION DESCRIPTION District Brailist

### **DBR – 1**

Facilitates the learning strategies of the student with visual impairment in an individual, small group and classroom setting towards becoming an independent learner as well as a member of the school community.

### **DBR – 2**

Participates in Individual Education Plan (IEP) and consultative meeting with teachers, parents and other specialists as required.

### **DBR – 3**

Communicates information to teacher, TSVI and school-based team members (when appropriate) related to student success with pre-teaching, braille learning, goals specific with visual impairment, and adapted materials.

**DBR - 4**

Supports student with visual impairment in a wide variety of educational assistive technology programs and equipment in consultation with TSVI

**DBR – 5**

Ensures the student is able to maintain and organize specific classroom items such as materials, supplies and equipment, including materials and equipment on loan, used by and for the student with visual impairment in consultation with classroom teacher and TSVI

**DBR – 6**

Supervises and supports student with visual impairment, when necessary, to foster independence during recess, noon-hour or during the temporary absence of the teacher. This is for safety initially (ie. primary grades) and this will fade as soon as the student is independent.

**DBR - 7**

Prepares, supports, and may supervise student on field trips, PE activities, work experience and other special events to ensure safety and foster independence and peer interactions. This is for safety initially (ie. primary grades) and this will fade as soon as the student is independent.

**DBR – 8**

Provides assistance to the visually impaired student in the case of injury or illness; performs assigned duties during fire/earthquake/lockdown drills and other emergent situations including supporting the safe travel and orientation of the student with a visual impairment.

**DBR - 9**

Transcribes printed material into formatted UEB Braille and/or alternative formats including, but not limited to, worksheets, tests and supplementary reading; prepares tactile graphics of maps, diagrams and graphs for use by students who are blind in accordance with Braille standards (BANA).

**DBR - 10**

Edits and proofreads all braille materials in accordance to braille standards (BANA) to ensure accuracy.

**DBR - 11**

Interlines (writes print above the braille) all braille materials used in classroom (i.e., student copy, teacher worksheets, student work that needs to be read/marked by the teacher) for use by sighted teachers, peers and other members of the school community.

**DBR – 12**

Produces tactile diagrams and maps through manual and/computerized means using CorelDRAW, OmniPage or specialized software that is age appropriate in accordance to braille standards (BANA). In the primary grades, producing tactile supports using tactile materials such as foam, felt, textured paper, glue and string.

**DBR - 13**

Duplicates, binds and labels copies of braille books or e-text as required, uses braille embossers, PIAF machine, tactile image enhancer.

**DBR - 14**

Reports to TSVI and directly consults and collaborates with TSVI and classroom teacher regarding materials production and needs of student.

**DBR - 15**

Reinforces the reading and writing instruction from the TSVI and classroom teacher in specialized skills such as using braille codes, braille writing equipment and tactile graphics.

**DBR - 16**

Reinforces the orientation and mobility instruction from the O&M instructor including skills such as sighted guide technique and white cane use.

**DBR – 17**

Performs other assigned comparable or transient duties, which are within the area of knowledge and skills required by this job description.

## **QUALIFICATIONS**

### **District Brailist**

<b>EDUCATION</b>	Grade 12 or equivalent,  And,  Successful completion of the Unified English Braille (UEB) Literary Braille Transcriber's certification and the UEB Technical Extension certification by CNIB (equivalent to one year certificate)  Current Level One First Aid
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<b>EXPERIENCE</b>	One (1) year experience working with people who have a visual impairment.
<b>KNOWLEDGE</b>	<p>Knowledge of Braille codes including Unified English Braille (UEB) Code including use of Duxbury (braille translation and braille embosser and adheres to the codes and guidelines set by Braille Formats Principles of Print-to-Braille Transcription, UEB Guidelines for Technical Material, Guidelines and Standards for Tactile Graphics</p> <p>Knowledge of production of Tactile Graphics and using braille standards (BANA) using PIAF, CorelDRAW, Word, Adobe Pro, SWIFT and Google Docs and Slides, Omnipage, or specialized software</p> <p>Knowledge of braille proofreading</p> <p>Knowledge of digital technology, adaptive equipment and related educational applications, e.g. Duxbury, Corel Draw, JAWS, Magic, Zoomtext, Windows and iOS, etc.</p> <p>Knowledge of learning styles and support requirements for learning to adapt materials for students</p> <p>Knowledge of non-conflict resolution methods</p> <p>Knowledge of inclusion principles</p> <p>Knowledge of school systems, District policies and procedures, as they relate to the position</p>
<b>SKILLS AND ABILITIES</b>	<p><b>JOB SPECIFIC REQUIREMENTS</b></p> <p>Ability to work with students in the implementation of his/her IEP. Ability to work with students with social, communication and behaviour challenges</p> <p>Ability to maintain the confidentiality of sensitive information</p> <p>Ability to understand and work with core curriculum at the appropriate grade level</p>

Ability to be flexible to meet the varying academic, social, emotional, and behavioural needs of students

### **INTERPERSONAL REQUIREMENTS**

Ability and willingness to learn new technology and maintain up to date professional development related to technology used by the student

Effective written and oral communication skills including the ability to relate to students, staff, parents, professionals, and other members of the public and to request and convey information in an appropriate manner

Patience

Ability to maintain an effective professional working relationship within a collaborative school team

Ability to work independently with minimal supervision

### **PROBLEM SOLVING REQUIREMENTS**

Ability to supervise students who are visually impaired in instructional and non-instructional activities

Ability to determine and select an appropriate course of action within established methods, procedures, and policies

Ability to provide guidance, instructions, and directions to students

Creative/Innovative

Organization skills

Ability to prioritize workload and manage time appropriately

Ability to document and summarize information/data in an accurate manner

Ability to pay close attention to detail

<b>WORKING CONDITIONS</b>	<b>OCCUPATIONAL REQUIREMENTS</b>  Sufficient vision and hearing to perform related job duties  Desk-top self-sufficiency in order to communicate through digital technology  Physically able to work with students at their level, (squatting, kneeling and sitting on the floor)  Physically able to lift up to 22 kgs (50 lbs) and operate related equipment, on an occasional basis  Able to perform related physical and mental activities  Able to work in a highly active physical environment
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Reviewed: June 2025