

# Leon County Public Schools Classification Specification

Salary Grade 33

## Summary Information:

**Classification Title:** Drafting Mapping Technician

**Date Prepared:** 04/2003

**FLSA Status:** Non-Exempt

## Typical Decisions and Recommendations Provided to Others:

This position requires the regular exercise of independent discretion and judgment within defined policy parameters in area of specialty. Work follows specific procedures, however the incumbent may determine priorities, organize own work and occasionally make exceptions to procedures.

## Activity Identification

### Activity Name

381	Facilities Design	Design new facilities and renovations. Work with architects and users on design issues.
075	Policy Manual Development and Maintenance	Develop and maintain manuals regarding policies, procedures, rules, bylaws, and standards for the district (e.g., personnel, accounting, payroll, purchasing, etc.).
046	Document Review	Review and/or revise reports and documents for accuracy and completeness. This does <u>not</u> include the review of reports and documents covered under subsequent activities.
045	Report Preparation (Non-Board)	Prepare required reports. This does <u>not</u> include analysis and reports covered under subsequent activities, and does <u>not</u> include reports for the Board
999	Assigned Duties	Perform other duties as assigned.

## General Classification Specification Factors:

**Education/Experience:** A.A. Degree with no related experience required; or Vocational training (720 hours) with one year related experience; or High School diploma or equivalent with two years related experience

**Supervisory Responsibility:** None

**Type of Supervision:** N/A

**Effective Date:** 07/01/2003

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**Skill Identification**

<b>Managerial/Supervisory Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Developing Multi-year Strategic and/or Operational Plans</li> <li>• Developing Annual Budgets</li> <li>• Policy Development</li> <li>• Controlling Expenses</li> <li>• Coordinating Resources</li> <li>• Decision making</li> <li>• Delegation</li> <li>• Individual/group leadership</li> <li>• Interpersonal (working with groups)</li> <li>• Knowledge of Business/organizational systems</li> <li>• Negotiating and/or persuading others to take action</li> <li>• Promoting safety</li> <li>• Supervising, coaching and developing employees</li> </ul>		

<b>Office Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Checking grammar/punctuation</li> <li>• Filing</li> <li>• Perceiving detail in checking information/forms</li> <li>• Reading comprehension (high school level)</li> <li>• Operating word processing software</li> <li>• Operating a computer terminal for data entry</li> <li>• Operating automated spreadsheet software</li> <li>• Scheduling appointments and/or travel</li> <li>• Taking and distributing messages</li> <li>• Taking dictation and meeting minutes</li> <li>• General mathematical - adding, subtracting, multiplying, etc.</li> </ul>		

<b>Professional and Technical Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Accounting/finance</li> <li>• Advanced math - algebra, statistics, geometry</li> <li>• Architecture</li> <li>• Bookkeeping</li> <li>• Computer operations</li> <li>• Computer programming</li> <li>• Contract interpretation</li> <li>• Craft skills (electrical, etc.)</li> <li>• Drawing-figures/drafting</li> <li>• Engineering</li> <li>• Graphic arts</li> <li>• Landscaping</li> <li>• Good Judgment</li> <li>• Work standards</li> </ul>		

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**Skill Identification (cont.)**

<b>Communication Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Oral communication--exchanging or expressing ideas by means of the spoken word</li> <li>• Presentations--transmitting information in a formal setting</li> <li>• Foreign communication--using a language other than English to communicate in writing or orally</li> <li>• Written communication--preparation of manuscripts, speeches, detailed plans, letters, policies, etc.</li> <li>• Editing written documents for content</li> <li>• Reading comprehension - understanding technical or scientific blueprints and charts</li> <li>• Public speaking</li> </ul>		

<b>Physical Demands</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Balancing - maintaining body equilibrium to prevent falling when walking, standing, or crouching</li> <li>• Carrying - transporting an object, usually holding it in the hands or arms or on the shoulder</li> <li>• Climbing - ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms</li> <li>• Color - Match or discriminate colors</li> <li>• Fingering - picking, pinching, or other-wise working with the fingers primarily (rather than with the whole hand or arm as in handling)</li> <li>• Feeling - perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of fingertips</li> <li>• Handling - seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved)</li> <li>• Hearing - perceiving the nature of sounds by the ear or receiving detailed information through oral communication, or making fine distinctions in sound</li> <li>• Lifting - raising or lowering an object from one level to another (includes upward pulling)</li> <li>• Pulling - exerting force upon an object so that the object moves toward the force (includes jerking)</li> <li>• Pushing - exerting force upon an object so that the object moves from the force (including slapping, striking, kicking, and treadle actions)</li> <li>• Reaching - extending the hands and arms in any direction</li> <li>• Seeing - obtaining impressions through the eyes of shape, size, distance, motion, color, or other characteristics of objects or people</li> <li>• Sitting - placing your body in a chair, bending at the waist, with your knees bent and back straight</li> </ul>		