

SECTION I: GENERAL INFORMATION

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| Classification Title: Office Professional-Central Duplicating | Department: Technology | Unit: Office Professionals |
| Immediate Supervisor: Technology Coordinator | Grade Placement: | FLSA Status: Non-exempt |
| Job Summary: Under the direction of the Technology Coordinator, the Copy Room Processor is responsible for providing duplicating and copying print jobs submitted by district personnel; packaging and routing duplicating requests to requestors; maintaining and operating duplication equipment; and for ordering materials and supplies for duplicating equipment. Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification. | | |

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Duplicates, copies and prints a variety of jobs and printing projects for staff, teachers and administrators.
 - Refills copy paper, colored paper, staples and toner, as needed.
 - Empties hole punch and staple catch, as needed.
 - Delivers completed copy requests to the mailroom in the High School.
2. Packs and organizes printed materials into boxes for delivery to each of the district school buildings/departments. Prepares completed copy jobs in bins/boxes for mail route return to requestors.
3. Orders supplies and materials for printing needs. Orders paper, toner, staples and general office supplies.
4. Maintains and troubleshoots duplicating equipment. Contacts service providers for general repairs and maintenance of duplicating equipment.
5. Performs other duties of a comparable level or type, as required.
 - Attends departmental staff meetings.
 - Makes recommendations to improve central service activities or operations.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

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| EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following: | | | | | | | | | |
| REQUIRED EDUCATION/TRAINING (choose one) | | | | | DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) | | | | |
| | less than high school diploma | | | | Major field of study or degree emphasis: | | | | |
| x | High school diploma or GED. | | | | | | | | |
| | 1 year college | | 2 years college | | | | | | |
| | 3 years college | | 4 years college | | | | | | |
| | 1st year graduate level | | | | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of general office procedures and practices. • Operation of general office equipment and duplicating equipment. • Knowledge of business productivity software/applications relevant to position (e.g. word processing, email, internet browsers, etc.). | | | | |
| | 2nd year graduate level | | | | | | | | |
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| Required Work Experience in Addition to Formal Education/Training: Minimum of 1 year related clerical experience. | | | | | | | | | |
| LICENSE/ CERTIFICATION | | | | | Identify licenses/certification required: None required. | | | | |
| ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK | | | | | Skilled in: <ul style="list-style-type: none"> • Operating duplicating equipment, ream cutters, and related office equipment. • Learning to troubleshoot and maintain duplicating equipment. • Prioritizing printing jobs and work priorities and multi-tasking. • Communicating with administrators, staff, and teachers with tact, courtesy, and cooperation primarily for the purposes of providing and exchanging information. • Customer service orientation. | | | | |
| PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities) | | | | | | | | | |
| Amount of Time Spent | | | | | Amount of Time Spent | | | | |
| <u>Physical Activities</u> | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 | <u>Lifting/Forcing Exerting</u> | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 |
| Stand | | | | x | Up to 10 lbs | | x | | |
| Walk | | | x | | Up to 25 lbs | | x | | |
| Sit | | x | | | Up to 50 lbs | | x | | |
| Use hands to finger, handle or feel | | | | x | Up to 100 lbs | x | | | |
| Reach with hands and arms | | | | x | Over 100 lbs. | x | | | |
| Climb or balance | x | | | | | | | | |
| Stoop, kneel, crouch or crawl | | | x | | | | | | |
| Talk or hear | | | | x | | | | | |
| Taste or smell | x | | | | | | | | |



PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Medium Work:

Exerting up to 50 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:

Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.

SECTION IV: DISTRICT MISSION AND CORE VALUES

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| OUR MISSION | <i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i> |
| CORE VALUES | We believe that: <ul style="list-style-type: none">• Trust and respect are fundamental for thriving relationships.• Our community flourishes when individuals, families and organizations collaborate.• Every person matters and has value.• Responsibility and accountability are essential for personal growth, organizational improvement and community engagement.• Commitment to high expectations is essential to help achieve full individual and collective potential. |
| MISSION OUTCOMES | By 2020, all students will... <ul style="list-style-type: none">• Develop a personalized education path they can articulate and use to progress toward their evolving dreams.• Identify and choose positive ways they can take active ownership in their community while recognizing its diversity. |
| STRATEGIES | We will... <ul style="list-style-type: none">• Ensure that every employee understands, supports and promotes our core values and mission.• Build trust and facilitate engagement with all ISD 15 stakeholders.• Align and support all educational programs and services to achieve our mission and mission outcomes. |
| STRATEGIC DELIMITERS | We will NOT... <ul style="list-style-type: none">• Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources• Make decisions without the use of relevant data provided by the appropriate personnel.• Allow past experiences to interfere with the consideration of new ideas. |

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

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| This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position. | |
| _____ | _____ |
| Department Head's Signature | Date |
| Classification History: Created classification description 4/2016 BCC | |

