

Benton County Solid Waste District

Job Description: Environmental Educator

Department: Administration

Supervisor's Title: Director

Salary Range \$24.00 to \$36.00 per hour

Status: Hourly, 40 hours/week

SUMMARY

Responsible for planning, developing, coordinating, delivering, and evaluating environmental education and public outreach programs for citizens of Benton County, with emphasis on recycling, waste reduction, reuse, proper disposal, and resource conservation. Serves as the District's primary education and outreach contact; works with all school districts in Benton County; manages District social media; produces a monthly public newsletter; develops educational materials and campaigns; participates in community events; and builds partnerships that increase awareness and participation in District programs and services. Requires regular travel throughout Benton County and occasional evening or weekend work.

ESSENTIAL DUTIES

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily and in full compliance with established procedures, manuals, and policies. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- **Develop, implement, and continuously improve a comprehensive environmental education and public outreach program aligned with the District mission, solid waste management plan, programs, and priorities.**
- **Build and maintain working relationships with all public school districts in Benton County and, as appropriate, private schools, charter schools, colleges, homeschool organizations, youth groups, libraries, and other educational partners.**
- **Coordinate and deliver classroom presentations, assemblies, demonstrations, facility tours, teacher resources, school recycling support, and age-appropriate lessons related to recycling, waste reduction, reuse, composting, household hazardous waste, electronics, waste tires, proper disposal, litter prevention, and resource conservation.**
- **Develop a consistent school outreach schedule and maintain records of participating schools, grade levels, presentations, student contacts, educator contacts, materials distributed, and program outcomes.**
- **Manage the District's social media accounts and content calendar; create, schedule, publish, and monitor accurate and engaging public information; and maintain a professional, nonpartisan public voice.**
- **Produce and distribute a monthly public newsletter featuring District services, program updates, upcoming events, recycling guidance, waste reduction tips, seasonal information, success stories, and other approved educational content.**
- **Create and maintain brochures, flyers, handouts, signage, presentations, web content, graphics, short-form videos, educational displays, and other outreach materials using consistent District branding and accurate program information.**
- **Plan and coordinate public education campaigns related to District collection programs, rural recycling locations, household hazardous waste, electronics, waste tires, bulky waste, school/nonprofit recycling, special events, and other District services.**
- **Represent the District at community, municipal, and school events, fairs, workshops, cleanups, civic meetings, and other outreach opportunities; set up and staff educational booths and displays as needed.**

- Proactively seek opportunities for collaboration with municipalities, county departments, schools, businesses, nonprofit organizations, civic groups, libraries, and community organizations.
- Coordinate with District management and operations staff to ensure public-facing information accurately reflects current services, schedules, fees, procedures, accepted materials, and operational changes.
- Maintain the District's education and outreach calendar and provide advance notice when events, tours, presentations, or campaigns may affect staffing or operations.
- Track outreach performance measures, including presentations, events, contacts, newsletter distribution, social media engagement, school participation, campaign reach, and other measures established by management; prepare periodic reports and recommendations.
- Gather feedback from residents, educators, students, community partners, and staff and use findings to improve educational programs and public communication.
- Assist with grant-funded education and outreach projects, including implementation, documentation, tracking deliverables, collecting performance data, and supporting grant reporting.
- Maintain organized outreach records, including educational materials, photographs, media releases, school contacts, event records, and program statistics, in accordance with District recordkeeping requirements.
- Ensure photographs, student information, and other public communication content are handled in accordance with applicable District procedures and permissions.
- Maintain current knowledge of solid waste, recycling, waste reduction, resource conservation, and public education practices and translate technical information into clear, practical guidance.
- Provide courteous and accurate information to citizens. When unsure of an answer, refer the inquiry to the appropriate District employee rather than provide inaccurate information.
- Operate District vehicles as authorized for travel to schools, meetings, events, and outreach locations; transport educational materials, displays, and supplies.
- Other duties as assigned.

SKILL REQUIREMENTS

GENERAL KNOWLEDGE & EXPERIENCE

- ☐ **Level 1:** Ability to understand basic instructions and follow simple and structured procedural guidelines. Ability to use fractions, basic grammar and spelling. Basic understanding of operational mandate and knowledge of the immediate work unit or department. Skills and knowledge requirements are normally acquired by: Having completed high school AND limited to no related work experience; OR An equivalent level of related work experience in lieu of high school may also be considered.
- ☐ **Level 2:** General knowledge of standardized work methods, processes and approaches. Ability to apply job related techniques or procedures to the completion of tasks and/or activities. Proficiency in job-related techniques or procedures is required. Knowledge and skills are normally acquired by: Having completed high school AND up to six months of related experience.
- ☐ **Level 3:** Specific knowledge of standardized work methods, processes and approaches, and some knowledge and proficiency in an administrative, business or operational technical discipline. An incumbent may need to demonstrate a general awareness of other processes that are closely linked to their own scope of responsibility and begin to consider impacts of their work on the work of others. Knowledge and skills are normally acquired by: Having completed up to 1 year of a related post-secondary program AND up to one year of related experience; OR an equivalent level of related work experience in lieu of post-secondary education. Courses may be in formats such as seminars, workshops, evening classes or correspondence; OR having achieved a journeyperson designation or equivalent based on a two-year program.
- ☒ **Level 4:** Specific knowledge in a technical discipline and specialized knowledge of standardized work methods processes and approaches. An ability to apply technical concepts and applications to tasks or activities where known or theoretical precedents exist. The ability to adapt work processes and/or industry knowledge. Knowledge and skills are normally acquired by: Having completed a two year specialized post-secondary diploma and having up to one year of related experience; OR Certificate program in a related discipline AND having up to two years of related experience; OR Having an equivalent level of related work experience in lieu of post-secondary education; OR Having achieved a journeyperson designation or equivalent based on a three year program.

MANAGEMENT EXPERIENCE

- ☒ **Level 1:** No prior management experience required.
- ☐ **Level 2:** Minimum 1 year prior management experience required.
- ☐ **Level 3:** Minimum 5 years prior management experience required.

EDUCATION

Note: Equivalent combination of education and experience which provides the required knowledge, skills and ability will also be accepted

- ☐ **Level 1:** Requires at least a 10th grade education.
- ☐ **Level 2:** Requires a high school diploma or equivalent.
- ☒ **Level 3:** Requires a high school diploma or equivalent and up to one year (30 credit hours) of technical training, certification, and/or vocational classes or course work in a specialized area.
- ☐ **Level 4:** Requires a high school diploma or equivalent and more than one and up to two years (more than 30 but less than 60 credit hours) of college in specific and/or specialized courses or equivalent vocational training or certification.
- ☐ **Level 5:** Requires a high school diploma or equivalent and an Associate's degree (60 credit hours or more) or equivalent vocational training or certification.
- ☐ **Level 6:** Requires a four-year college degree in a non-technical area or non-specific area.
- ☐ **Level 7:** Requires a college degree in a business or technical area and/or a four-year degree with specific classes in a specialized or technical area.

LICENSES, CERTIFICATIONS, PERMITS AND REGISTRATIONS

REQUIRED LICENSES, CERTIFICATIONS, PERMITS AND REGISTRATIONS

- Pre-employment drug test required.
- Must possess and maintain a valid current driver's license.
- Any other exams, certificates, licenses or registrations which may at any time be required by federal, state or local law.

PREFERRED LICENSES, CERTIFICATIONS, PERMITS AND REGISTRATIONS

- Teaching license, environmental education certification, recycling/solid waste certification, or related professional credential.

PREFERRED SPECIAL ABILITIES

- Strong public speaking and presentation skills with the ability to adapt content for children, adults, educators, elected officials, and community groups.
- Experience developing educational programs, lesson plans, outreach campaigns, or community engagement initiatives.
- Experience managing organizational social media accounts and developing digital content.
- Strong writing, editing, proofreading, and visual communication skills.
- Proficient in Microsoft Office suite and common digital communication/design tools.
- Ability to create simple graphics, photographs, short videos, newsletters, and presentation materials.
- Knowledge of recycling, waste reduction, resource conservation, sustainability, composting, or solid waste management preferred.
- Ability to work independently, organize multiple projects, meet recurring publication deadlines, and maintain a flexible schedule for occasional evening and weekend events.

INITIATIVE AND INGENUITY

- ☐ **Level 1:** Requires some judgment in response to simple instructions with little freedom from supervision and only slight need for adjustment.
- ☐ **Level 2:** Requires moderate judgement, occasional adaptability and making of elementary decisions under limited supervision in the performance of a variety of tasks.
- ☒ **Level 3:** Requires considerable ability to adjust to changing situations and calls for frequent exercise of judgment covering intermediate technical matters, permitting exercise of considerable initiative and ingenuity and substantial freedom from supervision.
- ☐ **Level 4:** Demands a high degree of judgment in rendering broad final decisions covering complex and varied factors, with reliance on total knowledge of principles and procedures underlying the activity or enterprise. Requires use of great creative ability, initiative and ingenuity.

MENTAL DEMAND

- ☐ **Level 1:** Work involves some alertness and concentration to complete job tasks. There are no unusual sensory demands or job requirements for vigilance. Team members control their own work pace, and usually there are no significant time pressures to finish specific job tasks. The effect of interruptions on job results is minor. The need for detailed or precision work is low.
- ☒ **Level 2:** Work involves a moderate degree of alertness and concentration to complete job tasks. There are some sensory demands or job requirements for unusual vigilance or attentiveness. Incumbents usually control their own work pace; however, there are some time pressures to finish specific job tasks. The effect of interruptions on job results is moderate. The need for detailed or precision work is moderate.
- ☐ **Level 3:** Work involves a high degree of alertness and concentration to complete job tasks. There are significant sensory demands or job requirements for vigilance and attentiveness. Incumbents may not always control their own work pace, and there are tight time pressures to finish specific job tasks. The effect of interruptions on job results is significant. The need for detailed or precision work is high.
- ☐ **Level 4:** Work involves a high degree of alertness and concentration to complete job tasks. There are extremely significant sensory demands or job requirements for vigilance and attentiveness. Incumbents do not always control their own work pace, and there are very tight time pressures to finish specific job tasks. The effect of on-going interruptions on job results is very critical. The need for detailed or precision work is very high.

ANALYTICAL ABILITY / PROBLEM SOLVING

- ☐ **Level 1:** Work requires understanding the nature of the problem and following repetitive, well defined and clear-cut specific instructions, procedures, processes or pre-determined routines to address it.
- ☐ **Level 2:** Work requires understanding the nature of the problem and following clear instructions, procedures, processes or pre-determined routines to address it. The work may involve different but related processes and methods.
- ☐ **Level 3:** Work requires understanding the nature of the problem and some interpretation to select from a number of possible and prescribed solutions the most appropriate course of action to suit the circumstances of the problem. The work may involve different but related processes and methods.
- ☐ **Level 4:** Work requires understanding the nature of the problem and some interpretation to select from a number of possible and prescribed solutions the most appropriate course of action to suit the circumstances of the problem. The work involves a variety of different but related processes and methods, and some unrelated existing processes and methods. While, work related problems have known solutions, they may require some contextual cause and effect analysis, and can be resolved by using established methods and procedures.
- ☒ **Level 5:** Work requires a moderate degree of analysis to adapt to a variety of duties that involve unrelated processes and methods. Situations may be broad in scope with limited opportunity for standardized solutions and may require the recognition and consideration of variables, and selecting or developing solutions to address the situation.
- ☐ **Level 6:** Work often requires analysis and assessment of problems that are broad in nature. Analyzing the causes of the problem and the interrelationships of its components, and adapting existing practices or precedents to develop solutions or series of possible solutions.
- ☐ **Level 7:** Work requires a very high degree of complex analysis and reasoning to develop new approaches in order to solve a wide range of problems. Work requires considering a wide range of unrelated factors/issues and their interdependencies. Situations are often unique and typically require a high degree of mental challenge to deal with job demands of a highly strategic, innovative or technical/scientific nature.

RESPONSIBILITIES

RESPONSIBILITY FOR WORK OF OTHERS

ACCOUNTABILITY FOR:

- ☒ **Individual:** Accountable for own actions only.
- ☐ **Team:** Accountable for one of more individuals within assigned work area.
- ☐ **Department:** Accountable for all individuals within assigned department or group of employees.
- ☐ **Company:** Individually accountable for overall performance of company.

TYPE OF LEADERSHIP EXERCISED:

- ☒ **Level 1:** Minimal to no responsibility for the work of others.
- ☐ **Level 2:** Assigns tasks, sets the pace of work, work shows other workers how to perform assigned tasks, and checks work; and performs same work as those supervised, or closely related.
- ☐ **Level 3:** Directs staff through face to face meetings or through intermediate leads; recommends subordinates' performance ratings; participates in staff interviews and recommends who should be hired; recommends the amount

of subordinate merit increases and whom will be selected for promotional opportunities; has independent authority to formally coach and issue documented verbal warnings; recommends written warnings and disciplinary action.

- ☐ **Level 4:** Directs staff through two or more subordinate supervisory levels; independently selects subordinates; independently determines subordinates' performance ratings; independently decides, within budgetary limitations, the amount of subordinate merit increases and whom will be selected for promotional opportunities; determines what discipline should be imposed upon a subordinate; has independent authority to issue written warnings and disciplinary action; and formulates and recommends a resolution to grievances or complaints.

EMPLOYEES DIRECTLY SUPERVISED:

- ☒ Not applicable.
- ☐ Supervises 5 employees on a/n continuous basis.

OTHERS DIRECTLY SUPERVISED:

- ☐ Not applicable.
- ☒ May coordinate volunteers, interns, students, teachers, event participants, or community partners on an occasional basis

RESOURCE MANAGEMENT

MANAGEMENT OF FINANCIAL RESOURCES:

- ☐ **Level 1:** Limited responsibility for expenses, purchases or inventory. Monetary responsibilities limited to small amounts (less than \$500.00).
- ☒ **Level 2:** Limited responsibility for expenses, purchases or inventory. Regularly handling moderate amounts of cash (up to \$1,000.00) during structured transactions.
- ☐ **Level 3:** Tracking budgeted spending, limited purchasing authority and tracking inventory. Regularly handling moderate amounts of cash (up to \$1,000.00) during structured transactions.
- ☐ **Level 4:** Limited responsibility for expenses, purchases or inventory. Regularly handling large amounts of cash (up to \$100,000.00) during structured transactions.
- ☐ **Level 5:** Substantial responsibility for budget development, as well as financial control and purchasing responsibilities. Responsibility for handling large amounts of money (up to \$500,000.00).
- ☐ **Level 6:** Responsibility for the budgeting process, budgetary and inventory control, purchasing and regulatory compliance.

MANAGEMENT OF MATERIAL RESOURCES (INVENTORY, EQUIPMENT & PROPERTY):

- ☐ **Level 1:** Limited levels of responsibility for facilities, tools and/or equipment, such as: use of common office machines and/or hand tools where consequences of operator error might involve minor damage to tools or equipment but would be unlikely to cause injury to employee or the public or significant property damage; little or no responsibility for public safety or security; limited building access and keys only to a private office, office suite, storage area, tool room and/or similar area.
- ☒ **Level 2:** Requires frequent but routine responsibility for facility security, public safety, equipment such as: access to multiple buildings or offices; opening/closing of buildings; the personal operation and security of expensive equipment; handling equipment or machinery for which the consequences of operator error would likely include moderate damage to facilities and/or equipment, and/or injury to other employees or the public.
- ☐ **Level 3:** Has considerable ongoing responsibility for building security and public safety such as: required to assume the responsibility for dealing with facility emergencies; operation of equipment or machines for which the consequences of operator error include significant property damage and/or threat of serious injury to the public or other workers.
- ☐ **Level 4:** Primary responsibility for the: security of one or more facilities and the safety of the public within the facility; the security and operation of expensive equipment used by others for which the consequences of error would likely result in high risk of injury or death to self, other employees or the public, and/or major damage to assets.

ACCURACY

- ☐ **Level 1:** Work involves performing specific, routine operations that include a few separate tasks or procedures in order to facilitate the work of others but accuracy has limited impact beyond immediate organizational unit or beyond the timely provision of limited services to others.
- ☐ **Level 2:** Work involves executing specific tasks following established rules, procedures or regulations .and individual accuracy may affect the accuracy, reliability or acceptability of further processes or services.
- ☒ **Level 3:** Work involves a variety of conventional problems, questions, situations in conformance with established criteria and accuracy affects the operation of systems, programs, or equipment, adequacy of operations or the social, physical or economic well-being of persons.

- ☐ **Level 4:** Work involves establishing criteria, formulating projects, assessing effectiveness, analyzing a variety of unusual conditions, problems or questions; and accuracy affects a wide range of organization activities or the operation of other organizations.

ACCOUNTABILITY

FREEDOM TO ACT - SUPERVISION RECEIVED

- ☐ **Close Supervision:** The incumbent is assigned duties according to specified procedures and receives detailed instructions. Work is checked frequently.
- ☐ **Supervision:** The incumbent performs a variety of routine work within established policies and procedures, and receives detailed instructions on new projects and assignments.
- ☒ **General Supervision:** The incumbent normally receives little instruction on day-to-day work and receives general instructions on new assignments.
- ☐ **Direction:** The incumbent establishes methods and procedures for attaining specific goals and objectives, and receives guidance in terms of broad goals. Only the final results of work are typically reviewed.
- ☐ **General Direction:** The incumbent exercises wide latitude in determining objectives and approaches to critical assignments.

SELF-MANAGEMENT SKILLS

- ☒ **Changing Tasks:** Perform effectively in environments with frequent workload changes and competing demands
- ☒ **Repetition:** Perform repetitive work according to set procedures
- ☒ **Concentration:** Perform with frequent interruptions and/or distractions
- ☒ **Fluctuating Workload:** Perform effectively under conditions of fluctuating workload
- ☒ **Prioritizing:** Set priorities which accurately reflect the relative importance of job responsibilities; prioritize assignments to complete work in a timely manner
- ☒ **Follow Through:** Work independently and follow through on assignments with minimal direction
- ☒ **Ambiguity:** Take action when answers to a problem are not readily apparent in equivocal circumstances

ANNUAL MONETARY IMPACT

The amount of annual dollars including direct dollar generation, departmental budget, proper handling of organization funds, expense control, and savings from new techniques or reduction in manpower produced by the positions essential duties and responsibilities is:

- ☒ **Level 1:** Up to \$50,000.00
- ☐ **Level 2:** Between \$50,001.00 and \$100,000.00
- ☐ **Level 3:** Between \$100,000.00 and \$499,000.00
- ☐ **Level 4:** Between \$500,000.00 and \$999,999.00
- ☐ **Level 5:** \$1,000,000.00 or more

IMPACT ON END RESULTS

- ☐ **Level 1:** Minor impact. Job has minimal to zero impact on the organization's end results. Low level of accountability to generate, manage and/or control funds within a department and/or total organization.
- ☒ **Level 2:** Moderate impact. Job has a moderate impact on the organization's end results. Moderate levels of accountability to generate, manage and/or control funds within a department and/or total organization.
- ☐ **Level 3:** Major impact. Job has a considerable impact on the organization's end results. High levels of accountability to generate, manage, and/or control funds within a department and/or total organization.

HUMAN RELATIONS

CONTACTS WITH PUBLIC

- ☐ **Level 1:** Contacts with the public are primarily highly structured situations where the purpose of the contact and whom to deal with are relatively clear (simple transactions, paperwork, etc.).
- ☐ **Level 2:** Contacts are primarily routine and structured for the purpose of exchanging straightforward, factual information; the exact purpose of the contact may be unclear at first to one or more of the parties; one of or more of the parties may be uninformed concerning the role and authority of the other participant.
- ☒ **Level 3:** Contacts are primarily in an unstructured, non-routine setting in which the purpose and extent of each contact is different.
- ☐ **Level 4:** Contacts with influential individuals outside the organization to influence or persuade; contacts are often in situations subject to divergent views, skepticism, resistance, and/or uncooperative attitudes and behavior.
- ☐ **Level 5:** Contacts with influential individuals outside the organization in highly unstructured settings in order to

defend, negotiate or resolve controversial and/or long-range issues and problems.

CONTACTS WITH EMPLOYEES

- ☐ **Level 1:** Contacts are primarily with staff from immediate work area for the purpose of obtaining, clarifying, or giving any straightforward, factual information (whether that information is easily understood or highly technical).
- ☒ **Level 2:** Contacts are primarily routine and structured, typically involving District staff from other work areas, for the purpose of coordinating or collaborating on work.
- ☐ **Level 3:** Contacts with other staff members for the purpose of influencing, motivating, convincing or questioning; employee must be skillful in approach in order to obtain the desired response.
- ☐ **Level 4:** Contacts with influential individuals inside the organization to defend, negotiate or resolve controversial and/or long-range issues and problems.

EFFORTS

USE OF MACHINES, EQUIPMENT AND/OR COMPUTERS

- ☐ **Level 1:** Offers little chance of damage or improvement of machines which are of limited value (up to \$5,000.00).
- ☐ **Level 2:** Offers limited possibilities for damage or improvement of equipment which are of substantial value (more than \$50,000.00).
- ☒ **Level 3:** Offers frequent chance of damage or improvement of equipment which are of limited value (up to \$5,000.00).
- ☐ **Level 4:** Offers frequent chance of damage or improvement of equipment which are of moderate value (up to 50,000.00).
- ☐ **Level 5:** Offers frequent chance of damage or improvement of equipment which are of substantial value (more than \$50,000.00).

WORKING CONDITIONS AND KNOWN HAZARDS

The following work environment characteristics described here are representative of those an employee encounters while performing essential functions of this job.

- ☐ **Nonstrenuous with Low Risk:** Primarily sedentary with some walking, standing, and carrying of light objects in an adequately lighted, ventilated, and heated area where normal precautions must be observed.
- ☒ **Nonstrenuous with Moderate Risk:** Primarily sedentary with some walking, standing, and carrying of light objects; work environment requires special mitigating precautions and/or protective gear or clothing due to potential risk from such sources as moving machinery, chemicals, animals, or diseases.
- ☐ **Moderately Strenuous with Low Risk:** Often lifts 30 to 50 pounds, walks over uneven surfaces, and/or stands for long periods in an adequately lighted, ventilated, and heated area where normal precautions must be observed.
- ☐ **Moderately Strenuous with Moderate Risk:** Often lifts 30 to 50 pounds, walks over uneven surfaces, and/or stands for long periods; work environment requires special mitigating precautions and/or protective gear or clothing due to potential risk from such sources as moving machinery, chemicals, animals, or diseases.
- ☐ **Moderately Strenuous with High Risk:** Often lifts 30 to 50 pounds, walks over uneven surfaces, and/or stands for long periods while exposed to extreme temperatures, likelihood of physical attack, or potential exposure to smoke and fire.
- ☐ **Strenuous with Low Risk:** Often lifts more than 50 pounds, climbs high, runs, or defends against physical attack in an adequately lighted, ventilated, and heated area where normal precautions must be observed.
- ☐ **Strenuous with Moderate Risk:** Often lifts more than 50 pounds, climbs high, runs, or defends against physical attack; work environment requires special mitigating precautions and/or protective gear or clothing due to potential risk from such sources as moving machinery, chemicals, animals, or diseases.
- ☐ **Strenuous with High Risk:** Often lifts more than 50 pounds, climbs high, runs, or defends against physical attack while exposed to extreme temperatures, likelihood of physical attack, or potential exposure to smoke and fire.

PHYSICAL DEMANDS

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

	Never	Occasional 1% - 33%	Frequent 34%- 66%	Continuous 67%+
Sitting	☐	☐	☒	☐
Standing	☐	☐	☒	☐
Walking	☐	☐	☒	☐

Squatting	☐	☒	☐	☐
Bending	☐	☒	☐	☐
Waist Twisting	☐	☒	☐	☐
Kneeling	☐	☒	☐	☐
Crawling	☒	☐	☐	☐
Climbing stairs	☐	☒	☐	☐
Climbing ladders	☒	☐	☐	☐
Reaching shoulder height	☐	☒	☐	☐
Reaching below shoulder height	☐	☐	☒	☐
Lifting up to 30 lbs. overhead	☐	☒	☐	☐
Lifting up to 100 lbs. above waist	☒	☐	☐	☐
Lifting up to 100 lbs. below waist	☒	☐	☐	☐
Carrying 0-20 lbs.	☐	☒	☐	☐
Carrying 21- 50 lbs.	☐	☒	☐	☐
Pushing/pulling 0-20 lbs.	☐	☒	☐	☐
Pushing/pulling 21-30 lbs.	☐	☒	☐	☐
Pushing/pulling 31-60 lbs.	☒	☐	☐	☐
Pushing/pulling over 60 lbs.	☒	☐	☐	☐
Fine finger manipulation	☐	☐	☐	☒
Gross manipulation	☐	☐	☒	☐
Simple grasp	☐	☐	☒	☐
Power grasp	☐	☒	☐	☐
Repetitive hand/arm use	☐	☐	☒	☐
Loud noise	☐	☒	☐	☐
Dust, fumes or gases	☐	☒	☐	☐
Chemicals or toxic substances	☐	☒	☐	☐
Latex	☐	☒	☐	☐
Ability to differentiate color	☐	☐	☒	☐
Verbal communication	☐	☐	☐	☒
Operating motor vehicles	☐	☐	☒	☐
Use of protective equipment	☐	☒	☐	☐
Other: _____	☐	☐	☐	☐

ACKNOWLEDGMENT

I acknowledge that I have read and understand the above job description in its entirety and am capable of performing all of the stated requirements.

Signature: _____

Printed Name: _____

Date: _____