C. JOB FUNCTIONS  List and briefly describe major functions of the job.  List in order of importance, most important first.  For each function, indicate percentage of time spent and answer 'yes or no' to the ten questions provided. (NOTE: The response to question) is a decision about "essential" functions under ADA.) For "essential" functions, identify equipment, machinery or vehicle required to performance	Indicates the % of total annual work time typically spent on this function.	a. Does this function need to be done at all?	<ul> <li>b. At this time, is the incumbent of this position the only staff member to whom this function can be assigned?</li> </ul>	c. Would eliminating this function fundamentally change the job?	<ul><li>d. Does this job exist primarily to do this function?</li></ul>	e. Is special expetise/judgement required?	f. Is special training or education required?	g. Is a license required?	h. Would there be any significant consequence if this is not done?	<ul><li>i. Did the previous incumbent of the position do this?</li></ul>	j. Is this function " <b>essential</b> "? (NOTE: Use ADA definition. The more 'yes' responses a-I, the stronger the support for " <b>essential.</b> )	For each "essential" functional list any equipment, machinery, or vehicles required to perform the function.
1.												
2.												
3.												
4.												
5.												
6. MS 10-59 (Attach addit												

MS 10-59 (Attach additional sheets, if needed.)

## D. ESSENTIAL FUNCTIONAL (PHYSICAL) REQUIREMENTS AND ENVIRONMENTAL FACTORS:

Circle the number preceding each functional requirement and each environmental factor involved in the performance of the essential functions marked in section C on the previous page. For circled items, indicate frequency by checking the appropriate box for Occasional (<25%), Frequent (25-75%) or Continuous (75% +)

## Functional Requirements

## **Environmental Factors**

		Occasional (<25%)	Frequent (25-75%)	Continuous (75% +)			Occasional (<25%)	Frequent (25-75%)	Continuous (75% +)
1.	Heavy lifting, 45 pounds and over				1.	Inside			
2.	Moderate lifting, 15-44 pounds	_	ā	_	2.	Outside			_
3.	Light lifting, under 15 pounds				3.	Excessive heat			
4.	Heavy carrying, 45 pounds and over				4.	Excessive cold			
5.	Moderate carrying, 15-44 pounds				5.	Excessive humidity			
6.	Light carrying, under 15 pounds				6.	Excessive dampness or chilling			
7.	Straight pulling				7.	Dry atmospheric conditions			
8.	Pulling hand over hand				8.	Excessive noise			
9.	Pushing				9.	Dust			_ 
10.	Reaching above shoulder				10.	Fumes, smoke, or gases			
11.	Use of fingers (e.g., typing)				11.	Silica, asbestos, etc.			
12.	Both hands required or compensated by the use				12.	Solvents (degreasing agents)			
	of acceptable prostheses				13.	Grease and oils			
13.	Extended sitting				14.	Acidic/caustic solutions			
14.	Running				15.	Pesticides			
15.	Walking				16.	Other chemicals (specify)			
16.	Standing					TT 11 1 1 0 1 1	_ 📮		
17.	Crawling				17.				
18.	Kneeling					Human wastes			
19.	Repeated bending					Animal blood, body fluids, or tissue			
20. 21.	Climbing, legs only Climbing, use of legs and arms				20. 21.	Animal wastes Biological agents			
21. 22.	Operation of crane, truck, tractor, or motor vehicle				$\frac{21}{22}$ .	Biomedical waste			
$\frac{22}{23}$ .	Ability for rapid mental and muscular	_	_	_	23.	Radiant energy	ä		
25.	coordination simultaneously				$\frac{23}{24}$ .	Electrical energy	ă		
24.	Minimal visual requirements (e.g., shapes,	_	_	_	25.	Slippery or uneven walking surfaces	ă		
24.	shadows, contrasts)				26.	Working around machinery with moving parts	ă	ā	
25.	Routine visual requirements (e.g., reading with	_	_	_	27.		ō		ī
20.	attention to details; seeing activities near and far)				28.	Working on ladders or scaffolding			
26.	Acute visual requirements (e.g., microscopic work,	_	_	_	29.	Working below ground		_	ā
_0.	high speed driving)				30.	Working with sharp instruments	ā	ā	
27.	Night vision				31.	Working with fire, boilers, large hot stoves or the like			□
28.	Peripheral vision				32.	Unusual fatigue factors (specify)			
29.	Depth perception								
30.	Ability to distinguish basic colors				33.	Cleaning supplies/abrasives			
31.	Ability to distinguish shades of colors				34.	Working with hands in water			
32.	Ability to smell				35.	Explosives			
33.	Minimal hearing ability (e.g., loud noises,				36.	Combustibles			
	emergency sirens)				37.				
34.	Routine hearing ability, (e.g., whispers at close range,		_		38.	Working closely with others			
0.7	voices at 15 feet, converse by telephone)				39.	Working alone			
35.	Acute hearing ability (e.g., use of stethoscope,				40.	Protracted or irregular hours of work			
	radio transmission with static)				41.	Other (specify)	_	_	_

Circle the number for the highest level of Section C on page 1.  Circle the number for the highest level of any of the "essential" functions marked in Section C on page 1.  1. Apply common sense understanding to carry out simple one or two-step instructions. Deal with problems involving a few concrete variables in or from these situations out instructions. Deal with problems involving several concrete variables in or from the manufactured situations.  2. Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from tendandized situations.  3. Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.  4. Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only diagrammatic, or schedule form. Written, oral, diagrammatic, or schedule form, written, oral, or diagrammatic, or schedule form, writ	E. ESSENTIAL FUNCTIONAL COGNITIVE REQUIREMENTS:	F. ESSENTIAL FUNCTIONAL MATHEMATICS REQUIREMENTS:	G. ESSENTIAL FUNCTIONAL COMMUNICATION REQUIREMENT SPEECH:
out simple one- or two-step instructions. Deal with with occasional or no variables in or from these situations encountered on the job.  2. Apply common sense understanding to carry out detailed but uninvolved written or or all instructions. Deal with problems involving a few truction surrished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.  4. Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.  4. Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in written, oral, diagrammatic, or schedule form.  5. Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.  6. Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with non-verbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Comprehend complex, hard-to-understand		any of the "essential" functions marked	of speech communication needed to perform any of the essential functions
	out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.  2. Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.  3. Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.  4. Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.  5. Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions, in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.  6. Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with non-verbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Comprehend complex, hard-to-understand	<ol> <li>Perform simple addition and subtraction, reading and copying of figures, or counting and recording.</li> <li>Use arithmetic to add, subtract, multiply, and divide whole numbers.</li> <li>Make arithmetic calculations involving fractions, decimals and percentages.</li> <li>Perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications.</li> <li>Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and</li> </ol>	<ol> <li>No speech requirement.</li> <li>Expression of a level to verbally respond to supervisors or co-workers in the affirmative or negative.</li> <li>Expression of a level to respond to or make basic requests. Vocalization to alert others to emergencies. Capable of basic verbal exchange, though may not be able to communicate by telephone.</li> <li>Expression of a level to communicate verbally with clients/customers and others to obtain and provide basic information. Able to communicate by telephone. Capable of explaining routine policies and of properly referring more complex cases.</li> <li>Expression of a level to communicate fluently with clients/customers and others to obtain and provide complex information. Vocalize and explain detailed data and problem-solve, both in-person and by telephone. Capable of interpretation of technical materials, oral presentation of reports and able to adapt vocabulary, tone and content for listener.</li> <li>Expression of a level comparable to 5, plus highest order verbal skills such as ability to lecture to large groups, ability to speak on complex issues without</li> </ol>

H. ESSENTIAL FUNCTIONAL COMMUNICATION REQUIREMENT-COMPOSITION			I. TRAVEL REQUIREMENTS					
Circle the number for the highest level of composition ability needed to perform any of the essential functions marked in Section C on page 1.			Circle the number for the highest level of travel needed to perform any of the essential functions marked in Section C on page 1.					
1. No	o composition requirement		1.	No travel required.				
2. Co	omprehension and expression of a level formation such as name and address of client/c	to record very limited ustomer.	2.	Minimal travel required - ability to travel infrequently (i.e., annually) for activities such as developmental sessions at a centralized training center.				
in	omprehension and expression of a level to rec formation frequently such as filling in report for king telephone messages.	cord fairly uncomplicated orms, logging entries and	3.	Moderate travel required - ability to travel occasionally (i.e., quarterly) for activities such as out-of-town meetings or training sessions.				
4. Co	omprehension and expression of a level to reformation such as case histories, compose rown initiative, make interview notes. May involumposition.	outine correspondence on	4.	Normal travel required - ability to travel frequently (i.e., weekly-monthly) for activities such as home visits, collateral contacts, transport of clients to appointments, delivering mail, auditing records, inspecting facilities, or other activities requiring frequent travel under normal conditions.				
5. Co doc oth and tec	mprehension and expression of a level to cuments such as project or research reports, parer advanced informational materials requiring data clarity of expression. Requires facility to conhuical data that may vary according to the involve a large volume of such composition.	olicy position papers and grammatical correctness mpose narrative text and	5.	Extreme travel required - ability to travel routinely (i.e., daily) under extreme conditions such as all hours of day/night in high risk/dangerous settings such as to remove and place children in protective custody or heavy travel for long distances such as conducting business sessions in various parts of the state or nation.				
or th co	omprehension and expression of a level compoder of composition skills such as ability to do the job, to draft and edit publication-quality pupper documents such as wills and contract the object of such composition.	his as primary function of papers, to prepare highly	J.	OTHER SPECIAL DEMANDS: List and explain any other special requirements of the position <u>necessary</u> to perform the essential job functions identified in Section C on page 1.				
	Reviewer's Name	Date						
	Position							
Reviewer's Signature								
160 10 50								

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