

Alliance Public Schools

Elementary Principal Job Description

It is the policy of Alliance Public Schools to not discriminate on the basis of sex, disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. Job Title:** Elementary Principal
- B. Department:** Administration
- C. Education Level and Certification:** Bachelors degree required; Masters degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10.
- D. Reports To:** Superintendent
- E. Performance Responsibilities and Job Tasks**

The Elementary Principal is the chief administrator of the elementary school and serves in both a leadership and management role. The responsibilities of the Elementary Principal extend to all activities of the elementary school. The Elementary Principal may delegate performance of management duties. Such delegation does not relieve the Elementary Principal from ultimate responsibility or accountability.

- 1. Educational Leadership
 - a. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
 - b. Administer, as chief administrator, the development and maintenance of a positive educational program designed to meet the needs of all students and to carry out the policies of the Board of Education.
 - c. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
 - d. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
 - e. Study and review with staff all curriculum guides and courses of study on a continuing basis. Recommend to the Superintendent, for Board adoption, curricula, courses, textbooks, the school calendar and time schedules.
 - f. Prescribe rules for the classification and advancement of students in accordance with policies.
 - g. Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization and to ensure that school activities comply with federal and state laws and regulations and Board policy or directives, and implement changes as appropriate.

- h. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, mission statements, and to set performance goals and objectives.
- i. Determine the scope of educational program offerings and the staffing and facility required to provide the educational program.
- j. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- k. Plan and develop instructional methods and content for educational programs.
- l. Review and approve new programs, or recommend modifications to existing programs, submitting program proposals to the Superintendent for Board approval as necessary.
- m. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
- n. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
- o. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
- p. Enforce discipline and attendance rules.
- q. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- r. Teach classes or courses to students when necessary in the absence of teachers.
- s. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
- t. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
- u. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
- v. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
- w. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
- x. Develop and maintain a positive, professional rapport with students and parents.

2. Relationship with Superintendent

- a. Attend and participate in Board meetings and its committees as requested by the Superintendent.
- b. Prepare and submit to the Superintendent and administrative team recommendations relative to all matters requiring Board action, placing before the Superintendent and administrative team such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.

- c. Submit to the Superintendent explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- d. Act on own discretion if emergency action is necessary in any matter not covered by Board policy, report such action to the Superintendent as soon as practicable, and recommend policy in order to provide guidance in the future.
- e. Make a continuous study of the development and needs of the school. Inform and advise the Superintendent about the programs, practices and challenges of the school.
- f. Keep informed of current curricular and educational trends and practices, as well as proposed legislation impacting the school district, and inform the Superintendent of significant developments in these areas.
- g. Provide long term planning to guide Board policy development, present recommendations for the adoption or revision of Board policies, communicate Board policies to personnel, students, and the public, and ensure through delegation to staff that all policies of the Board are implemented.
- h. Serve as a leader to assist the Superintendent to develop a vision for the school district and a comprehensive long-range plan. Recommend to the Superintendent, annually, district-wide goals and monitor and report on the progress toward achieving established goals.
- i. Confer periodically with professional and lay groups concerning the school programs and transmit to the Superintendent and administrative team suggestions gained from such conferences.

3. Personnel Administration

- a. Establish parameters for recruiting and interviewing prospective employees. Recruit and recommend for hiring the best qualified and most competent persons for positions within the limits of the budget.
- b. Assign or transfer employees to their positions as deemed in the best interests of the school district and report such action to the Superintendent's office for information and record.
- c. Direct, supervise and evaluate any subordinate administrative staff.
- d. Direct and coordinate activities of teachers, administrators, and support staff.
- e. Recommend and implement the school district's professional development plan and staff training.
- f. Conduct staff observations and evaluations in accordance with the Board evaluation policy and legal requirements and assure that observations and evaluations are completed by others who are delegated such duties. Implement improvement or corrective action plans when needed.
- g. Recommend to the Superintendent for final action the promotion, salary changes, demotion, or dismissal of any employee. Where such are within the authority delegated to the Elementary Principal, take such actions with employees and report, when appropriate, to the Superintendent.
- h. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the school district.
- i. Communicate directly or through delegation all actions of the Board or the Superintendent relating to personnel matters to all affected employees and

communicate to the Superintendent communications employees wish the Superintendent to receive.

- j. Develop and maintain a positive and professional working relationship with the staff.
- k. Supervise administration of collective bargaining agreements, including the handling and resolution of grievances consistent with such agreements.

4. Management of Finances

- a. Fiscal Planning: Conduct fiscal planning or direct such to be completed, to include forecasting anticipated revenue, expenditures, and needs to ensure sound financial operations and no unexpected budget deficits.
- b. Budgeting: Recommend budget priorities and the allocation of sufficient funds for each program of the school. Prepare at request of the Superintendent the annual budget needs of the school. Administer the adopted budget for the school in accordance with legal requirements and adopted Board policies.
- c. Funding Sources: Prepare and submit grant proposals and access other available funding beyond State and local tax revenues.
- d. Accounting: Ensure funds are spent prudently by providing adequate control and accounting of the school's financial and physical resources and the development and implementation of sound business practices consistent with Board policy and law.
- e. Auditing: Implement procedures for periodic internal audits of accounts and expenditures.
- f. Purchasing and Contracting: Implement procedures for the efficient and fiscally prudent purchase of goods and services within the limits of the adopted budget. Purchase equipment, materials and supplies within the annual budget or as directed by the Board or the Superintendent in accordance with Board policy, using bidding procedures where required.

5. Property Management

- a. Maintain a current inventory of textbooks, library books, equipment, and supplies.
- b. Direct and coordinate school maintenance services and the use of school facilities.
- c. Develop programs to ensure adherence to codes and facility safety, security, and maintenance, including implementing fire, tornado and other drills as required by law, Board policy and directives of the Superintendent.
- d. Provide suitable instructions and regulations for staff to govern the use and care of school properties.
- e. Recommend to the Superintendent the sale or disposal of property no longer required by the school and delegate the proper execution of such sale or disposal through staff and legal advisors.
- f. Recommend to the Superintendent short and long-range facility needs.

6. School/Community Relations

- a. Represent the school before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and

activities, policies and practices, and needs and successes of the school, so as to promote a positive relationship between the school and the community.

- b. Confer periodically with professional and lay groups and transmit to the Superintendent suggestions gained from such conferences.
- c. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- d. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- e. Maintain positive relations between the school and local media.

7. General Responsibilities

- a. Administer the school in conformity with the adopted policies of the Board, state and federal laws and regulations, and all other laws and regulations.
- b. Establish procedures to ensure all administrative decisions necessary to the proper functioning of the school are made.
- c. Keep current with educational trends and school management developments by attending conferences and other professional development activities.
- d. Develop and distribute staff and parent-student handbooks. Insofar as the provisions of such handbooks, manuals or booklets are not in violation of the policies and regulations or the officially adopted practices and procedures of the Board or law, these contents of the handbook shall be binding.
- e. Take necessary steps to assure the safety and welfare of students and employees in the school and at school sponsored activities.
- f. Complete, or oversee the completion of, all reports and forms required by the Nebraska Department of Education and other governmental agencies and ensure that such reports and forms are submitted on or before the due date.
- g. Maintain directly or through delegation such personnel, student, business, and other records that are required by law or by Board policy. Serve as the custodian for school records.
- h. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
- i. Adhere to the code of ethics of the District, the Nebraska Department of Education (NDE Rule 27) and the American Association of School Administrators. The Elementary Principal must serve as a positive role model for staff and students.
- j. Perform other tasks or duties as assigned by the Board or the Superintendent.

F. Required Knowledge

The Elementary Principal is to possess and effectively utilize knowledge, required for the position, in the following areas:

1. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

2. Administration and Management—Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
3. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
4. Personnel and Human Resources—Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
5. Economics and Accounting—Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.
6. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
7. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
8. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
9. Law and Government—Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
10. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
11. Communications and Media—Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
12. Mathematics—Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
13. Therapy and Counseling—Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
14. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
15. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

G. Required Skills and Abilities

The Elementary Principal is to possess and effectively utilize the following skills and abilities:

1. Communication:
 - a. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - b. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - c. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - d. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - e. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.
2. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
3. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
4. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
5. Management—Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work. Of Financial Resources: Determining how money will be spent to get the work done, and accounting for these expenditures.
6. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
7. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
8. Reasoning—Deductive: The ability to apply general rules to specific problems to produce answers that make sense. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
9. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

10. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
11. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
12. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong.
13. Fluency of Ideas—The ability to come up with a number of ideas about a topic.
14. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
15. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
16. Operations Analysis—Analyzing needs and product requirements to create a design.
17. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
18. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
19. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
20. Coordination—Adjusting actions in relation to others’ actions.
21. Negotiation—Bringing others together and trying to reconcile differences.
22. Persuasion—Persuading others to change their minds or behavior.
23. Service Orientation—Actively looking for ways to help people.
24. Time Management—Managing one’s own time and the time of others.
25. Mathematics—Using mathematics to solve problems. The ability to choose the right mathematical methods or formulas to solve a problem. The ability to add, subtract, multiply, or divide quickly and correctly.
26. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
27. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
28. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

H. Work Activities

The Elementary Principal is to perform the following work activities:

1. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time.
2. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems. Resolving problems in educational settings.
3. Communicating—Providing information to the Board, other administrators, and employees by telephone, in written form, e-mail, or in person; in meetings of the Board, committees, or staff meetings. Communicating with people outside the

- school district, representing the school district to the public, government agencies, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail; in meetings, conferences, or presentations.
4. Getting Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
 5. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: administering school programs, maintaining educational records, and preparing and maintaining reports and files.
 6. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
 7. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work, including planning meetings or conferences and use of time management techniques.
 8. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
 9. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes coordinating employee continuing education programs, directing and coordinating activities of staff, and overseeing execution of organizational or program policies.
 10. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes assigning work to staff, establishing employee performance standards, evaluating performance of employees or contract personnel, maintaining group discipline in an educational setting, motivating staff to achieve work goals, orienting new employees, and supervising extracurricular activities.
 11. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
 12. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
 13. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
 14. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes: developing policies, procedures, methods, or standards, establishing educational policy or academic codes, and writing grant proposals.
 15. Interacting with Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
 16. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others.
 17. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: conducting training for staff, coordinating

- educational content, coordinating instructional outcomes, and developing instructional materials.
18. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. This includes analyzing operational or management reports or records, organizational operating practices or procedures, survey data to forecast enrollment changes, and evaluating educational outcomes.
 19. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes using: conflict resolution techniques, use government regulations, interpersonal communication techniques, interviewing procedures, public speaking techniques, and teaching techniques.
 20. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
 21. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
 22. Monitoring and Controlling Resources—Monitoring and controlling resources and overseeing the spending of money; including developing budgets.
 23. Staffing Organizational Units—Recruiting, interviewing, selecting, hiring, and promoting employees in an organization. This includes: developing staffing plan, conducting interviews and evaluating information from employment interviews, taking action to hire, discharge, transfer, or promote staff or to recommend such action.
 24. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
 25. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
 26. Providing Consultation and Advice to Others—Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. This includes: consulting with and providing advice to the Board on operations of the school, consulting with parents and staff to determine student needs and to develop programs, and recommending modifications to educational programs.
 27. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: explaining rules, policies or regulations and preparing handbooks and manuals.
 28. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form.
 29. Operating equipment—Operate equipment associated with the tasks and work activities; including operation of a motor vehicle.

I. Required Employee Characteristics

The Elementary Principal is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.

J. Working Conditions

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

K. FLSA Status: Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

- L. Essential Functions:** The essential functions of the Elementary Principal position include: (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Physical Requirements Elementary Principal		Item is not a requirement of the job NE	Occasional -- up to 33% of time NE	Occasional/Essential -- up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous -- over 66% of time E
E = Essential						
NE = Non-Essential						
Stamina						
1.	Sitting				X	
2.	Walking				X	
3.	Standing		X			
4.	Sprinting/Running	X				
Flexibility						
5.	Bending or twisting at the neck more than the average person		X			
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward		X			
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
Use of Arms and Hands						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
Lifting Requirements						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
Pushing/Pulling						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
Carrying						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				