



Position Description For **Team Manager**

Team Manager: This role typically combines front-line supervisory functions with some direct support/service responsibilities. It is the first step into broader operational and/or organizational leadership on the career ladder. A key responsibility is training and support for less-experienced direct service staff.

Reports To: Coordinator

Minimum Qualifications/Requirements:

Must be over 18 years of age

Must have one of either:

- Related post- secondary education (including in-service training related to supervisory skills development)
- Minimum of 3 years of experience in a related field and previous supervisory experience
- Minimum of 5 years of experience in a related field with leadership responsibilities

A current, and acceptable criminal record check and where required a Child and Youth Investigation Record Check

A valid driver's license, reliable vehicle for transportation and be able to acquire applicable insurance

Practical knowledge of disability service provision

2nd Level Qualifications

Wage for this position may start at step 2 of wage grid if education and experience exceed the above requirements.

Mandatory Training

All Team Mangers are required to complete the following training within the timelines indicated in the Professional Development Calendar (unless otherwise approved by the Area Coordinator due to service area scheduling and or schedule changes in the Professional Development Calendar.)

- Universal Precautions
- Health and Safety Policies and Procedures including Hazzard Assessments
- Individual specific health and medical related training
- ASC Abuse Prevention Policy and PDD Abuse Prevention and Response Protocol as applicable
- ASC Behaviour Policy Training
- Medication Administration
- First Aid, CPR and AED
- Safe Food Handling
- Non-violent Crisis Intervention
- Positive Behaviour Support
- Safe Water Temperatures and Bathing (only if responsible for bathing)
- Class 4 licensing (if working in an area that requires class 4 licensing)

Binder(s):	Human Resources						Page:	1 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18	
Program Area(s):	Adult Disability, FSS-Disability							

Key Performance Area Overview:

The **Team Manager** role requires qualifications and progressive experience that prepare the person to provide direct supervisory leadership to a team of direct service staff, as well as provide a broad range of services to individuals with disabilities. The role requires a positive attitude that acknowledges the gifts and passions of persons with disabilities; an aptitude for service and support; and a relevant knowledge and skill base.

- A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
- Cultural and ethnic sensitivity.
- A practical understanding of relevant general and organization-specific policies, procedures, operational protocols, legislation, professional codes of ethics and guidelines, contract terms and conditions, and other practice guidelines.
- Demonstrate supervisory, leadership, team-building and related skills and aptitudes, including strong coaching and mentoring skills, and the ability to use effective conflict resolution and mediation techniques.
- Demonstrate ability to work effectively in a team-oriented work environment.
- Well-developed computer and writing/reporting skills in accordance with the specific role and agency/service requirements, basic internet search skills, and the use of basic management spreadsheet, and database tools.
- Communicate in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
- Effective time and priority-management skills and the ability to balance competing demands/priorities and deal with competing opinions. This includes knowing when it is appropriate to ask for assistance or refer to more experienced staff.
- Knowledge of basic rules and guidelines for personal health and safety, as appropriate.
- A well-developed understanding of the broader range of community resources available to support the individual’s participation and inclusion, and an understanding of how and when they may be accessed. This includes the ability to develop and maintain an effective community network, and the ability to interact effectively with others in the individual’s social network.
- The ability to work various shift schedules and in physically challenging situations, if required by the situation.
- Supervise staff members to ensure the effective and efficient implementation services. This includes project planning, orientation/training, work assignments and setting priorities, reporting and documentation requirements, evaluation and ongoing coaching.
- Act as the team resource for policies, procedures, legislation and regulations, service protocols, ethical codes and guidelines. This may include being an “on-call” resource (possibly part of the on-call rotation) for emergency and off-hour coverage for individual and staff support.
- Act as the principal liaison between staff and senior agency leadership, as well as between the team members.
- Work with the Coordinator in the risk assessments process and the development of Individual Service Plans.
- Help develop and manage team scheduling and budgets.

Binder(s):	Human Resources					Page:	2 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

Position Description for Team Manager Continued...

- Engage with the community to encourage and support community options and connections; connect with other organizations, groups and agencies to expand both natural and community supports.
- Undertake special tasks, projects or assignments, including representing the organization on external committees.

When acting in a direct service capacity, the Team Leader role includes the typical responsibilities of a Community Disability Practitioner, as follows:

- Implement person-centered plans to support adults, youth and children in personal development, community involvement, behaviour management and/or personal care.
- Assist individuals to achieve their personal goals and outcomes by developing basic life skills, in order to build their confidence, competence and participation within their community networks. This may include modelling desirable behaviours for life skills development and academic skills development as desired.
- Help individuals develop home living skills and, when needed, take part in the care and maintenance of their home or environment.
- Assist individuals to develop and maintain respectful relationships with others in the community, in order to support meaningful participation and inclusion. This includes participation in employment, volunteer, recreational, play and other social activities.
- Model socially-appropriate behaviours for both the individual and the community.
- Support generic community services to provide sensitive support and appropriate adaptations that meet the individual's needs.
- Be aware of the individual's physical, social, and recreational environments; and take action to minimize risks and maximize participation and inclusion.
- Encourage and help individuals to advocate on their own behalf for their own needs.
- Promoting advocacy and leadership abilities.
- Follow ASC policies, procedures, work instructions and practices.

Core Competencies:

1. Building Relationships: Supporting the development and maintenance of meaningful relationships between the individual and others in the community or between the organization and community groups.

1.1. Supports active participation in the community.

- Identifies groups and/or social, volunteer or work activities in the community that match the individual's interests.
- Find people and settings in the community that are welcoming and a good fit for the individual.
- Advocates with community members for inclusion of individuals with disabilities, citizenship rights and opportunities that adults and children have.
- Supports the individual's contribution to activities and engagement with others in the community setting.

Binder(s):	Human Resources					Page:	3 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

1.2. Supports meaningful personal relationships with others in the community.

- Identifies the individual’s strengths and needs (e.g., communication, social skills) related to development and maintenance of social relationships.
- Identifies practical barriers (e.g., transportation, resources) that may make building or maintaining relationships challenging for the individual.
- Works with the individual and others in the planning team or support network to identify and implement strategies to overcome personal or practical barriers.

2. Communication: To engage in respectful interactions with clients, families, team members, and other professionals that builds understanding, encourages open sharing of information and feelings, and supports working together. Communication includes listening, writing, speaking, sign language, gestures, facial expressions and body language.

2.1. Listens to gain a better understanding.

- Puts aside distractions and focuses full attention on those trying to communicate so as to encourage them to communicate.
- Listens quietly and patiently to others’ words and their emotional tone, and watches facial expressions and body language in order to communicate interest and build a better understanding of the other person.
- Checks own understanding of others’ communication by rewording, asking follow-up questions, etc., without interrupting what they are saying.
- Recognizes that challenging behaviour can be a form of communication and seeks to understand the circumstances leading to it and its value to the individual in terms of consequences.

2.2. Speaks to share information and ideas clearly.

- Shares information in a timely fashion, so that others who need to know have enough time to make informed decisions or prepare for change.
- Adapts content, style, tone and method of communication to suit the other person’s history, language, cultural background and level of understanding.
- Checks to see that others understand by asking them to put what was said in other words, give examples, demonstrate it, answer open-ended questions or add their own ideas.
- Addresses misunderstandings with examples that are relevant to the person’s specific situation or life experience.
- Can accurately describe ASC and its programs and services to others.

3. Documentation: Ensure all necessary documentation is accurate and factual.

3.1. Writes to document events and guide action.

- Ensure all documentation is signed, dated, and completed within appropriate timelines as per ASC Policy and Procedures.
- Uses respectful and easy-to-understand language to present facts and examples, and does not include personal judgments.
- Writes in grammatically-accurate language with correct spelling, punctuation and word choices in order to reduce misinterpretations.
- Review, and monitor documentation and coach employees as required to meet all documentation requirements as per ASC Policy and Procedures.

Binder(s):	Human Resources					Page:	4 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

4. Creative Problem Solving and Decision Making: Identifying and solving problems by seeking complete information to understand the situation from the viewpoint of all who are affected, identifying and weighing the pros and cons of alternatives, and where appropriate involves the individual(s) in choosing the most appropriate course of action given the circumstances.

4.1. Uses a practical approach to solve problems.

- Uses one’s knowledge, common sense and/or past experience to recognize, understand and solve problems/issues.
- Breaks down a complex problem/issue into its parts.
- Identifies multi-dimensional factors influencing a problem situation.
- Identifies discrepancies, trends and interrelationships in the information used to make decisions.
- Goes beyond the obvious implications of a set of facts to consider deeper or long-range implications.
- Recognizes cause and effect relationships in a situation that are likely to affect the outcome.
- Considers the pros and cons of possible solutions for each of those affected by the situation.

4.2. Is open to new ideas or creative solutions.

- Is willing to consider a new perspective.
- Applies new information to work out problems and situations.
- Changes approaches when a situation calls for a different means from the usual.
- Works with others to find solutions that meet each involved person’s most important needs as defined by them in order to maximize buy-in from all parties affected and achieve the goal or decision.

4.3. Considers multiple options to solve a problem or issue.

- Identifies more than one possible solution to consider.
- Uses imagination to develop creative solutions when there are few or no guidelines available.
- Recognizes underlying issues and the implications of decisions or courses of action.
- Identifies and acts on the best course of action.
- Monitors the situation for safety and effectiveness in order to switch to a different solution if needed.

5. Flexibility: Understanding and appreciating different and opposing perspectives on an issue or situation, and adapting one’s approach as the requirements of a situation change (including changes in job requirements).

5.1. Accepts need for flexibility.

- Acknowledges that other people’s differing points of view have value.
- Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence.
- Recognizes and responds to the evolving nature of the work.
- Demonstrates willingness to change scheduled shifts to meet demands.

Binder(s):	Human Resources					Page:	5 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

5.2. Adapts strategies.

- Sets and adjusts priorities among multiple tasks (e.g. putting important tasks on hold to handle an urgent need, and then returning to important tasks.)
- Evaluates the situation and decides what actions or approach to take.
- Tailors own approach to an issue/situation based on the differences in culture, working or learning style and priorities of others in the team (including the individual).
- Evaluate and assess the results of one’s actions and adapts as necessary.

6. Service to People: Identifies and acts to address current and upcoming needs of individual(s); providing (or ensuring provision of) effective service to internal (individuals, families, guardians/trustees, coworkers) and community contacts.

6.1. Identifies and responds effectively to individuals’ requests.

- Reviews documentation and relevant information to seek a better understanding of the individual.
- Seeks input and feedback from individuals to develop a clear understanding of their needs and outcomes.
- Responds to requests efficiently and effectively.
- Meets individuals’ needs in a respectful, helpful and responsive manner.
- Takes action beyond explicit request within established service standards.
- Refers complex questions to the supervisors.
- Adjusts approaches based on feedback from the individual.

6.2. Advocates with others to meet individuals’ needs.

- Anticipates areas where support or influence will be needed and discusses situation/concerns with appropriate persons.
- Describes individuals’ human and service rights and responsibilities in ways the individual understands.
- Provides instruction, guidance and support in a helpful and supportive manner.
- Encourages individuals to take an active role in achieving their goals.
- Provide positive feedback as individuals move towards building skills and abilities.

6.3. Anticipates and adapts to individual needs.

- Seeks input on a regular, ongoing basis.
- Uses understanding of the individual’s viewpoint to identify barriers and advocate on their behalf.
- Works with the individual to adjust services, or problem solve to meet their needs.

7. Fostering Independence in Others: Nurturing self-sufficiency and self-determination, and sharing responsibility with individuals and families to promote commitment and ownership over decisions.

Binder(s):	Human Resources						Page:	6 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18	
Program Area(s):	Adult Disability, FSS-Disability							

7.1. Encourages self-confidence and belief in people’s abilities.

- Describes individuals’ human and service rights and responsibilities in ways the individual understands.
- Provides instruction, guidance and support in a helpful and supportive manner.
- Encourages individuals to take an active role in achieving their goals.
- Shows belief in and respect for others’ capabilities by speaking of them in positive terms.
- Provide positive feedback as individuals move towards building skills and abilities.

7.2. Provides guidance to increase personal control in decision-making (i.e., self-determination).

- Works with the individual and support team to reach agreement and a shared understanding of who will take what role in making decisions and completing tasks.
- Provides individuals with information, tools and resources appropriate to their abilities so that they have what they need to make decisions for themselves.
- Recognizes and supports the choices of individuals.
- Considers health and safety issues in decision-making.

7.3. Provides guidance to increase independence.

- Assesses what an individual can already do before attempting to provide training or support on a task.
- Can describe the way the individual prefers to learn and the evidence on which that judgement is based.
- Demonstrates how to complete tasks.
- Provides individuals with information, tools and resources appropriate to their ability to complete tasks.
- Provide positive feedback as individuals move towards building skills and abilities.

7.4. Fosters independence in staff

- Expresses positive expectations that employees will take an active role in completing tasks successfully and achieving their goals.
- Provides instruction, guidance and positive and constructive feedback to employees in a helpful and supportive manner.

7.5. Delegates responsibility for tasks to others

- Assigns routine tasks to trusted individuals or employees.
- Supports others during the transition of responsibility to learn assigned tasks.
- Monitors work to ensure tasks are completed successfully and provide constructive feedback as appropriate.

8. Interpersonal Relations and Respect: Building positive, committed working relationships with others.

Binder(s):	Human Resources					Page:	7 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

8.1. Interacts respectfully with others.

- Treats people with honor, dignity and respect in all situations by paying attention to the volume and tone of one’s own voice, and interacting with them directly rather than through others.
- Uses person-first language when communicating information about individuals with disabilities.

8.2. Actively seeks to understand others and build relationships.

- Takes the time to get to know and understand the interests, concerns and objectives of others.
- Reviews documentation and relevant information gathered by others to seek a better understanding of the individual.
- Attempts to identify the perspectives of others (e.g., fears, hopes, beliefs, expectations, goals, priorities) in preparing to discuss issues that could result in conflict.
- Pays attention to others’ behaviours (e.g., body language, tone of voice, facial expressions, nuances, questions) to better understand their feelings and intent.
- Gains the confidence of others and establishes good working rapport with people regardless of any differences in backgrounds or cultures.

8.3. Uses empathy.

- Demonstrates sincere caring for what people are experiencing with words, tone of voice, facial expressions and body language.
- Observes others to anticipate reaction and tailors approach accordingly.
- Displays tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture or background.

9. Leading Others: Leading and supporting a team to achieve outcomes by providing appropriate resources and support, motivation and accountability.

9.1. Builds team commitment and spirit.

- Builds good morale and cooperation within the team.
- Fosters a climate of openness, and trust among team members by treating each person as a valued team member and helps people feel comfortable to say what they need and express differing opinions.
- Consults with others and maintains objectivity when working on issues.
- Consistently holds self and others accountable for promoting collaboration and resolving conflicts.
- Effectively works to resolve conflict.

9.2. Facilitates the team function through good meeting processes.

- Sets agendas and objectives, and assigns tasks or items to others.
- Conducts effective meetings, managing time to reach the meeting’s objectives.
- Solicits ideas and contributions from team members in planning, problem solving and decision-making.
- Keeps staff well-informed on work issues and changes, explaining reasons for decisions.

Binder(s):	Human Resources					Page:	8 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

9.3. Promotes team member effectiveness.

- Promote effective team work (e.g. setting clear direction, providing appropriate structure and resources, getting the right people).
- Ensures that the strengths and skills of all team members are used to their full advantage.
- Ensuring staff understand their role and responsibilities, coaching and supporting them in improving their skills.
- Recognize staff efforts and provide fair feedback to the team and individual members.

10. Maintaining a Safe and Healthy Workplace: Ensuring the health and safety of oneself and others and taking responsibility to work safely.

10.1. Practises health and safety skills on the job.

- Follows safety procedures and protocols set out in policy.
- Practises universal precautions consistently.
- Recognizes risks and takes actions to manage risks.
- Participates in hazard assessing and follows identified controls.
- Recognizes signs of stress or health issues in oneself and takes actions to maintain health and effectiveness.
- Refrains from causing or participating in violence, harassment or bullying.

10.2. Promotes health, safety and well-being of others.

- Recognizes signs of illness, health issues, abuse or stress in the individuals one supports and follows up according to ASC policy and procedures.
- Supports individuals to learn about safe and healthy lifestyles and pursue goals the individual may have related to wellness.
- Adheres to ASC policy and procedure for safe administration of medication and personal health protocols.
- Ensures that all team members are trained and orientated to applicable hazard assessments and follow identified controls.

10.3. Addresses emotional health and safety of supported individuals

- Recognizes signs of emotional distress in the individuals one supports and follows up effectively.
- Can track instances of important medical or behavioural responses over time and situations to determine whether a treatment or planned procedure is in need of review.
- Knows when to consult with Coordinator regarding access to specialized community resources to address health, safety and well-being issues of supported individuals.

11. Professional Excellence: Striving to reach a higher standard of performance through continuous learning and improvement.

11.1 Creates own measures of excellence.

- Creates professional goals that align with overall program and organizational outcomes.
- Identifies ways of meeting goals.
- Keeps track of and measures progress.

Binder(s):	Human Resources					Page:	9 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

11.2. Takes steps to improve performance.

- Knows the job requirements and actively works to maintain and upgrade relevant skills.
- Follows through from program or individual planning information to achieve desired outcomes.
- Actively suggests ideas for improving processes in systems or in own work.
- Works to achieve consistency in service development and delivery.
- Offers to take on tasks.
- Contributes recommendations and anticipates barriers to implementing these recommendations.
- Attends, actively participates in, and successfully completes required training and professional development aimed at improving knowledge or skills.
- Asks mentors and supervisors to share best practices to help improve outcomes.

11.3. Restrains own emotional impulses.

- Pays attention, recognizes and takes steps to control own negative emotional responses to situations and others (e.g., suggesting a short break to analyze or get a handle on own emotions, when appropriate).
- Maintains composed body language in situations when one’s opinions, recommendations or ideas are being challenged.
- Pauses to reflect before acting so that one’s own emotional impulses do not stop others from communicating honestly and fully.

11.4 Behaves calmly in emotionally-charged situations.

- Acknowledges the concerns of others respectfully.
- Expresses differing opinions and disagreements with tact and sensitivity.
- Presents evidence/observations or explains reasons behind one’s own opinions calmly and reasonably.
- Avoids known triggers or behaviour(s) that commonly escalate emotional responses in a situation.
- Determines and uses the best response to deescalate an individual in a stressful or crisis situation (e.g., humour, empathic listening, explanations, etc.).

11.5. Anticipates challenging situations.

- Plans ahead of time how to manage emotions or stress when challenging situations are expected.
- Maintains composed body language in challenging situations, even when the challenges are unreasonable or personally offensive.

12. Teamwork: Working collaboratively with others (e.g., supervisor, co-workers, other professionals, guardians/family, individuals) to achieve common goals and positive results.

12.1. Participates as a team member.

- Works collaboratively with others.
- Understands the team’s goals, each team member’s role and how they interconnect.
- Shares relevant experiences, knowledge, ideas and best practices with team members.
- Deals honestly and fairly with others, showing consideration and respect for their needs.
- Manages workplace conflicts and recognizes differences in opinions, beliefs and values.

Binder(s):	Human Resources					Page:	10 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

- Offers support to co-workers and works collaboratively to achieve team goals.
- Meets commitments made to others.
- Maintain clean and organized shared work environments

12.2. Encourages others’ contribution to the team.

- Seeks others’ input and involvement and listens to their viewpoints.
- Suggests or develops ways to maximize the engagement and contribution of all team members.
- Changes interaction style as needed to encourage others to participate in team processes.
- Acknowledges or gives others credit for their work.
- Learns from and builds on the good ideas of others.
- Encourages people to continue their efforts when they become discouraged.
- Mentors or provides guidance to facilitate learning.
- Encourages co-workers and teams to achieve a high standard of service excellence.

12.3. Supports team members to succeed

- Shares information with team members about actions or proposed changes that will affect them.
- Offers support to co-workers when they need it.

13. Risk Management: Identifying, assessing and managing risk.

13.1. Identifies possible risks in service provision.

- Describes risks related to a person, situation or activity, including how likely or severe a risk is.
- Uses past experience, knowledge of mental health and disability, and an understanding of the individual to identify internal and external factors behind challenging behaviour for an individual.
- Recognizes situations and one’s own actions that could trigger negative emotions (e.g., frustration, anger, anxiety, fear, sadness, depression) for the supported individual.
- Participates in Functional Behaviour Assessments and Risk Assessments, taking direction from other professionals and contributing to them by sharing one’s knowledge and experience.
- Plans for situations that could trigger negative emotions and challenging behaviour and how the situations can be managed to reduce their likelihood or impact.

14. Values and Ethics: Conduct attitudes and viewpoints that demonstrate personal integrity and a commitment to the principles that guide the decisions and actions of the profession, and ASC.

14.1. Demonstrates overall personal integrity and practises the fundamental values of ASC.

- Demonstrates a commitment to ASC’s ethics and principles through conduct, attitudes, viewpoints, and personal integrity.
- Demonstrates good work ethic by being on time, being prepared and informing those affected in a timely fashion if unable to meet commitments.

Binder(s):	Human Resources					Page:	11 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						

Position Description for Team Manager Continued...

- Follows instructions, guidelines, procedures, policy, laws and regulations, asking questions if unsure of how to interpret and apply them.
- Takes responsibility for own actions, openly acknowledging their own errors of judgment without being prompted by others.
- Contributes to an open and safe workplace culture in which individuals and co-workers feel they may safely raise, discuss and address ethical issues.
- Demonstrates awareness of personal/professional boundaries and acts in accordance with ASC's workplace culture, values and policies.
- Demonstrates an understanding of the principles and limits of confidentiality in situations where personal information about others is involved.

14.2. Promotes values and ethics within the profession.

- Thinks about how the basic values of the profession apply to one's work and issues faced daily.
- Promotes discussion of how ethics and values apply to daily issues and the public good.
- Encourages others to follow all ethical standards.
- Questions and challenges workplace practices that seem to go against the professional ethics rules adopted by the workplace by bringing them to the attention of those in charge, even if it puts one at risk.

15. Financial: To be accountable for the handling of funds.

15.1 Provides respectful and accurate support in all areas of financial support.

- Ensures opportunities for meaningful involvement by the individual receiving services.
- Ensures the individual receiving service is present during their personal purchasing.
- Ensure purchases reflect choices of the individual.
- Expenditures stay within identified budget amounts.
- Accurately follows ASC policies and area specific procedures for financial handling.
- Ensure team members follow ASC policies and area specific procedures for financial handling.
- Reports any concern with accountability.
- Follow ASC policy and procedures for purchasing on behalf of the agency and handling donations.

Binder(s):	Human Resources					Page:	12 of 12
Section(s):	Compensation	R/R	Jan 14/05	R/R	May 13/14	R/R	Dec 28/18
Program Area(s):	Adult Disability, FSS-Disability						