



## Position Description For **Disability Services Coordinator**

**Coordinator:** This role has responsibility for operational leadership for a set of services or processes within ASC. While there may be some direct service contacts dealing with service coordination issues, the role includes operational oversight, and direct supervision responsibilities. Key aspects of the role include the development and implementation of process guidelines, service monitoring and evaluation, service delivery coordination and intervention, and community liaison. This role may also include monitoring of budgets and assistance with funding development. Additionally, this role may take on various other responsibilities depending on the program and or service area and scope of services provided.

**Reports To:** Program Director

### **Minimum Qualifications/Requirements**

Must be over 18 years of age

Minimum 3 years previous supervisory experience

Must have post-secondary education in a related field or other relevant training

Must have demonstrated leadership skills and abilities

A current, and acceptable Criminal Record Check and where required 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 the applicable area of service provision

### **2<sup>nd</sup> Level Qualifications**

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

### **Mandatory Training**

All Coordinators are required to complete the following training within the timelines indicated in the ASC Professional Development Calendar (unless otherwise approved by the Program Director due to service area scheduling and or schedule changes in the Professional Development Calendar.)

- Universal Precautions
- Health and Safety Policies and Procedures including Hazard 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
- First Aid, CPR and AED
- Non-violent Crisis Intervention
- Positive Behaviour Support Level 2
- Medication Administration (if coordinating services that are responsible for medication administration)

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- Safe Water Temperatures and Bathing (only if coordinating services that are responsible for bathing)
- Class 4 licensing (if working in an area that requires class 4 licensing)
- Risk Assessment Training
- Suicide prevention training children’s services

**Key Performance Area Overview:**

The **Coordinator** has an important operational leadership role. 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.
- An understanding of the opportunities and options available to persons with disabilities
- Cultural and ethnic sensitivity.
- A full understanding of planning and delivery of services for persons with disabilities, and the political environment in which these services are delivered.
- An in-depth knowledge and understanding of relevant general and organization-specific policies, procedures, operational protocols, legislation, professional code of ethics and guidelines, contract terms and conditions, and other practice guidelines.
- Demonstrated operational leadership skills related to planning, implementation, evaluation and management.
- Demonstrated supervisory, leadership, team-building and related skills and capabilities; including strong coaching and mentoring skills, and the ability to use effective conflict resolution and mediation techniques.
- Well-developed computer and writing/reporting skills in accordance with the specific role and agency/service requirements.
- Well-developed observation and interpretive skills to support service integration, and delivery.
- Effective time and priority-management and the ability to balance competing demands/priorities. This includes knowing when it is appropriate to consult or ask for assistance.
- Knowledge of basic rules and guidelines for personal health and safety.
- The ability to work various shift and in physically challenging situations, if required.
- Lead and participate in the development of operational and service delivery plans and budgets relative to a particular service area or group of related services, in accordance with the ASC’s Strategic Plan.
- Prepare service area specific procedures and guidelines, communication plans, implementation strategies, jointly with others as appropriate. This includes ensuring that required standards are met (Accreditation, Occupational Health and Safety, etc.).
- Ensure that services are monitored, evaluated and managed to optimize opportunities for individuals being served and the use of ASC resources.
- Coordinate staffing/human resource planning for an applicable service area.
- Facilitate and participate in staff recruitment, orientation, evaluation, and professional development.
- Provide leadership and support to Team Manager, and direct service staff to enable effective staff assignment and service delivery.
- Promote and advocate on behalf of the organization, its services, the direct service team and the individuals supported. This may include issue and conflict management/resolution among agency staff or between the organization and other service providers, families/guardians.

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- Engage with the community to encourage and support community options and connections; connect with other organizations and groups to expand options available within the community.
- Maintain appropriate documentation and records.
- Undertake special tasks, research, projects or other assignments, including representing the organization on professional or community committees.
- 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.
- Facilitate risk assessment process and the development of Individual Service Plans.
- Support Team Managers to develop and manage team scheduling and budgets.
- Facilitate and participate in the intake process and ensure adequate information is obtained for Placement Committee decision making.
- Participate in service orientation to ensure Individuals and families receive information regarding service delivery, policies and procedures.

**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 other service areas in the organization, funders 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.
- Supports the individual’s contribution to activities and engagement with others in the community setting.

**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.
- Recognizes barriers to relationships and how stress, mental health, addictions or behaviours of concern may affect development and maintenance of social relationships.

**1.3. Develops community opportunities.**

- Identifies services, groups and/or community organizations that can be potential partners or supporters of the service area, organization or the individuals it supports.
- Advocates with services, organizations or community members for inclusion of individuals with disabilities, citizenship rights and opportunities that other citizens have.
- Engages with other organizations, programs, groups or community resources to build positive working relationships based on shared goals or opportunities with mutual benefits.

**1.4. Collaborates with the community.**

- Initiates collaboration with other groups/organizations on projects or methods of operating.
- Works to effectively resolve conflict.

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- Aligns multiple viewpoints across groups to foster collaboration that best meets the needs of supported individuals or the organization.

**2. Communication:** Engaging in respectful interactions with individuals, 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 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.

**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.
- Accurately describe ASC and its programs and services to others.

**3. Documentation:** Ensuring all necessary documentation is accurate, factual, and required follow up occurs.

**3.1. Writes to document events and guide action.**

- Following employer policies and timelines, documents what others need to know in order to understand and take action in a timely way.
- Review, and monitor documentation and coach employees as required to meet all documentation requirements as per ASC Policy and Procedures.
- Ensure that identified follow up is completed.

**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 (discrepancies and trends) factors influencing a problem situation.

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- 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.
- Works with others to find solutions that meet the needs of all stakeholders through mutual agreement.

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

- Identifies more than one possible solution to consider.
- Attempts to develop creative solutions when there are few or no guidelines available.
- Recognizes underlying issues and the impacts of decisions or courses of action.
- Identifies and acts on the best course of action.

**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.
- Maintains the intent of policies, and exercises good judgement when making decisions.
- Recognizes and responds to the evolving nature of the work.
- Demonstrates willingness to change scheduled shifts to meet demands.

**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:** Identifying and acting 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 specific request within established service standards.

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- 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 others.
- 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.

**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.

**6.4. Builds medical and/or behavioural support plans into services**

- Works with the individual to adjust services, products or solutions to meet their needs.
- Prepares rationale to support the development, continuation, need for changes or discontinuation of support plans.

**6.5. Fosters an individual-focused service culture**

- Uses knowledge of trends to influence the organization’s ability to meet current and future needs of individuals being supported.
- Seeks to determine whether individuals are satisfied with the type and level of supports provided.
- Identifies benefits of services for individuals and looks for ways to add value to services.

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

**7.1. 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.

**7.2. Actively seeks to understand others and build relationships.**

- Takes the time to get to know and understand the interests, concerns and objectives of others.
- 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.

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**7.3. Uses empathy.**

- Can recognize how another person views a situation and how it is different from their own viewpoint.
- 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.
- Consistently adjusts one’s own behaviours to reflect other’s current, unexpressed or poorly expressed thoughts, concerns or feelings.
- Displays tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture or background.

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

**8.1. 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.

**8.2. 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.

**8.3. Promotes team member effectiveness**

- Creates the conditions that enable 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.
- Takes a proactive, positive view of staff and their capabilities, ensuring staff understand their role and responsibilities, coaching and supporting them in improving their skills.
- Recognize staff efforts and provide constructive feedback to the team and individual members.

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

**9.1. 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.

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- Refrains from causing or participating in violence, harassment or bullying.

**9.2. 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.

**9.3. 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 regarding access to specialized community resources to address health, safety and well-being issues of supported individuals.

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

**10.1 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.

**10.2. 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.
- Works to achieve consistency in service development and delivery.
- Offers to take on tasks.
- Contributes recommendations and anticipates barriers to implementing these recommendations.
- Is persistent in finding better ways to do things, such as making suggestions that will improve a number of services or doing something better, faster, at lower cost, more efficiently.
- 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.

**10.3. Plans and organizes own work to achieve excellence.**

- Identifies requirements and uses available resources to meet own work objectives in the most efficient and effective way.
- Organizes work priorities according to project and time management principles and processes.
- Monitors progress on work objectives.
- Creates and applies contingency plans to deal with unexpected events or setbacks.

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Makes adjustments as needed to timelines, steps and resource allocation when there are setbacks and communicates changes to those affected.

**10.4. Maintains professional composure**

- Plans ahead of time how to manage emotions or stress when challenging situations are expected.
- Avoids known triggers or behaviour(s) that commonly escalate emotional responses in a situation.
- Maintains composed body language in situations when one's opinions, recommendations or ideas are being challenged.
- 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).
- Pauses to reflect before acting so that one's own emotional impulses do not stop others from communicating honestly and fully.
- 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.
- Determines and uses the best response to deescalate an individual in a stressful or crisis situation (e.g., humour, empathic listening, explanations, etc.).

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

**11.1. Participates as a team member.**

- 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.
- Meets commitments made to others.
- Maintains clean and organized shared work environments.

**11.2. Encourages others' contribution to the team**

- 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.

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**11.3. Encourages team collaboration and success**

- Supports and encourages other team members to achieve objectives.
- Encourages others to share their experience, knowledge and best practices with the team.
- Encourages the team to openly discuss what can be done to create a solution or alternative.

**12. Risk Management:** Identifying, assessing and managing risk.

**12.1. 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.
- Participate in and or facilitate Functional Behaviour Assessments and Risk Assessments, taking direction from other professionals and contributing to the assessments 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.
- Can explain the relationship between risk assessment and service delivery plans.

**13. Values and Ethics:** Demonstrating attitudes and viewpoints that reflect personal integrity and a commitment to the principles that guide the decisions and actions of the profession, and ASC.

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

- Demonstrates and models 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.
- 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.

**13.2. Promotes values and ethics within the profession**

- Is aware of 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.

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- Questions and challenges workplace practices that seem to go against the professional ethics, and rules adopted by the workplace, by bringing them to the attention of those in charge.

**13.3. Acts consistently with professional values and ethics.**

- Demonstrates a thorough understanding of the relevance of fundamental values and ethics of the profession to everyday work, and consistently attempts to apply them.
- Identifies instances where professional values and ethics suggest different solutions to ethical dilemmas.
- Seeks full understanding of facts and interests of all concerned when confronting ethical issues and dilemmas, and reflects upon all options in search of a best solution.
- Seeks guidance on details and norms of the profession when in doubt, and then demonstrates an understanding of the rationales behind them.

**14. Program Development, Implementation and Evaluation** – having knowledge and skill required to develop a new program or modify an existing program in response to an identified need, oversee implementation, and evaluate outcomes.

**14.1. Bases service or program planning on relevant factors.**

- Considers a range of factors in the planning process (i.e., costs, timing, individual needs, individual and staff safety, resources available, etc.).
- Identifies and plans activities or changes, which result in overall improvement to services.
- Identifies and utilizes key resources and staffing needed to implement the program.
- Addresses barriers to success by providing resources and encouragement.

**14.2. Implements and evaluates plans to achieve program goals.**

- Sets, communicates and regularly assesses priorities.
- Anticipates issues and revises plans as required.
- Establishes alternative courses of action, organizes people, and prioritizes the activities of staff to achieve results.
- Ensures that systems are in place to monitor and evaluate progress.
- Evaluates processes and program results, making appropriate adjustments as needed.

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

**15.1 Provides respectful and accurate financial management and assist employees to be accountable to the person receiving services/trustee.**

- Follows procedures for purchasing on behalf of service area and or agency.
- Adheres to and ensures employees adhere to ASC policy and procedures regarding the handling of individual funds.
- Works with the Team Manager, Individual and Trustee to identify and create an individualized budget.
- Approves funds requests and forwards for processing and ensures expenditures stay within identified budget amounts.
- Completes monthly checks as per ASC policy and procedures.
- Reviews the in-house accounts monthly to ensure expenditures reflect budgets amounts, personal preferences and lifestyle of the person receiving services.
- Reports any concern with accountability.

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