

## **JOB DESCRIPTION**

**POSITION TITLE:** Case Manager 3-5 (Level I)

**REPORTS TO:** CDS Regional Site Director

### **SUMMARY DESCRIPTION:**

A Case Manager Level 1 assists parents and their children aged three through five to access the procedural safeguard and services that are authorized under Maine's special education system. They work as a part of a team to meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA) for Part B and Maine Unified Special Education Regulations, Chapter 101. This individual does not have written authorization to commit the agency's funds.

**REPRESENTATIVE TASKS** include, but are not limited to:

#### Parent Communication

- Establishes effective rapport with parents.
- Communicates program information to parents.
- Ensures that the Child Find process is explained to parents.
- Ensures that parents receive answers to their questions.
- Ensures that parents receive accurate explanation of the results of the child's screening/assessment.

#### Intake and Screening

- Reviews referrals and performs pre-assessment activities.
- Performs initial intake and screening of children by using screening tools and personal observation (as determined by the site director).
- Coordinates with medical and health providers
- Refers for evaluation and/or reviews other options (i.e. not referring for evaluation, using existing reports, etc.) with parents

#### Evaluation and Assessment

- Ensures that intake information is collected and elicits relevant additional information from parents and team members.
- Ensures that the team is adequately prepared for evaluation and assessment activities.
- Conducts observations in Least Restrictive environment as appropriate.
- Gathers and reviews documentation specific to the child's developmental history.

### IEP Team

- Ensures that screening and assessment findings are reported to the team.
- Facilitates and ensures the development, review and evaluation of each child's Individual Education Plan (IEP).
- Informs parents of the protections under the procedural safeguards of the Maine Special Education regulations.
- Assists with the development of a transition plan from preschool to public school services, as appropriate.
- Ensures parent input into development of IEP.

### Coordination of Services

- Facilitates/coordinates services across agency lines.
- Serves as the single point of contact within the CDS system in helping parents to obtain the services and assistance they need.
- Assists parents in gaining access to the early intervention services or Free and Appropriate Public Education (FAPE) services.
- Facilitates, coordinates and monitors the timely delivery of available services.

### Recordkeeping, IEP Writing, and Other Documentation

- Ensures that a complete IEP is developed.
- Documents that children are served in least restrictive environments.
- Ensures that communication (i.e. personal contacts, e-mail, letters, phone calls, etc.) is documented as it occurs.
- Maintains documentation appropriate to procedural safeguards under IDEA 2004 and Chapter 101.
- Ensures that screening summaries, evaluations and observations are documented.
- Provides information for, or completes data entry and electronic documentation tasks necessary to meet CDS and Department requirements.

### Other

- Performs any other appropriate duties as assigned by the site director

## **MINIMUM QUALIFICATIONS:**

- Bachelors Degree in Special Education, Child Development, Early Education, or an equivalent area of study.; or
- Meets the standards set forth in the Experience Rubric for Case Manager Level 1.

## **REQUIRED KNOWLEDGE, ABILITIES AND SKILLS:**

- Working knowledge of child development, disabilities, family systems, and special education methods
- Demonstrates knowledge and understanding about Preschool children who are eligible under Part B of IDEA 2004 and Maine Regulations Chapter 101.
- Ability to interact with a wide variety of people
- Ability to facilitate the provision of individual and group services in a variety of settings and models

- Ability to effectively communicate, orally and in writing
- Ability to maintain composure in stressful situations
- Ability to establish an effective rapport relationship with children and parents
- Ability to work collaboratively as a member of an IEP team
- Ability to travel to a variety of locations