

**2. SCOPE OF WORK.**

- 2.1 The Contractor shall hire, train, and supervise a total group of 39.5 FTEs as follows:
- 2.1.1 1 Program Director
  - 2.1.2 5 case manager supervisors; supervision of case managers shall be at a rate of no more than 1:6.
  - 2.1.3 30 Case Managers, 6 of whom are to be parent Case Managers.
  - 2.1.4 2 administrative/support staff
  - 2.1.5 0.5 Quality Control staff.
  - 2.1.6 1 HR administrative staff.

Role

- 2.2 The role of each case manager/parent case manager is to:
- 2.2.1 Build a trusting relationship with each student on his/her caseload and the student's family, including by making home visits. It is anticipated that initially the average case load of a case manager will be 15 students; the caseload of a case manager is not to exceed 20 students. Siblings shall normally be assigned to the same case manager. Students whose first language, or whose family's first language, is not English should wherever possible be assigned to a case manager fluent in their first language.
  - 2.2.2 Facilitate implementation of the student's IEP and/or HOD/SA, by:
    - 2.2.2.1 Immediately identifying any and all barriers to a student's needs being fully met;
    - 2.2.2.2 Bringing any such barriers immediately to the attention of the child's MDT/IEP team, special education teacher, principal, and – in the event that the problem is not solved – to Richard Nyankori at DCPS, or his designee;
    - 2.2.2.3 Encouraging creative strategies for meeting the student's needs;
    - 2.2.2.4 Facilitating agreements between the MDT/IEP team and the student's family as to the special educational and related services the student will receive; and
    - 2.2.2.5 Ensuring continuity by maintaining students on the same case manager's caseload so long as the student's education is governed by the Individuals with Disabilities Act and the student meets the residency requirements of the District of Columbia, regardless of school placement (DCPS school, charter school, nonpublic school).

- 2.2.3 Upon monthly invoicing, and on request, report in detail to the OSSE and, upon OSSE's direction, to other *Blackman Jones* stakeholders on:
  - 2.2.3.1 Operational details, including: number of case managers hired, number of students served, caseloads, number of face-to-face contacts with families, number of Due Process complaints filed by families on case managers' caseloads and number of Hearing Officer Decisions issued in respect of students on case managers' caseloads.
  - 2.2.3.2 Strengths and weaknesses in the District's special education system. Non-exhaustive examples of topics for such reports include: rates of, and reasons for, placement in nonpublic schools; barriers to implementation of IEPs and HODs/SAs; and vulnerabilities in the network of related services.
  - 2.2.3.3 Use of flex fund (at 2.5 below) in the reporting period, including an accounting of all monies disbursed.
  - 2.2.3.4 Any other aspects of the program, on OSSE's request.
- 2.3 To ensure that each case manager is successful in the above tasks, the contractor shall ensure, through the Program Director and Supervisors, that each case manager:
  - 2.3.3 becomes fully familiar with each student on his/her caseload, each student's IEP, educational and related service needs, current placement, and outstanding issues with his/her IEP and/or HOD/SA;
  - 2.3.4 attends all IEP/MDT/manifestation review meetings of the children on his/her caseload;
  - 2.3.5 works in collaboration with general and special education teachers and administration, members of the MDT/IEP team and related service providers, so as to be seen as a problem-solving ally of the school system and the MDT as opposed to an adversary;
  - 2.3.6 is knowledgeable about different models of service, available resources, and strategies for meeting students' needs in the most integrated educational setting, especially family-centered, culturally and linguistically appropriate practices and strengths-based approach;
  - 2.3.7 is skilled in working with families in homes and the community;
  - 2.3.8 is skilled in coordinating and linking families with other community resources and supports.

- 2.4 The parties understand that the role of case managers may evolve over time, as the initiative progresses.