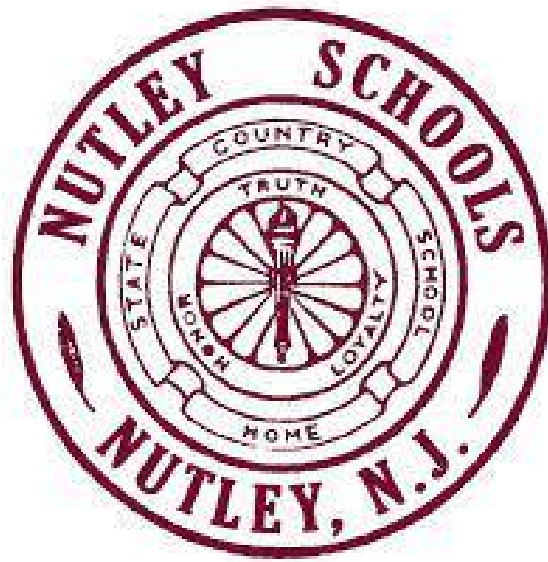


Nutley Public Schools



CARE Team

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CARE teams are the primary way in which general education teachers or specialists can assist a student who is at risk for school problems within the general education environment. CARE Teams determine if an I&RS plan or 504 plan will best support student learning.

Mission Statement

The CARE Team is a multidisciplinary school-based team that supports students who are experiencing learning, behavioral, emotional and/or health difficulties in general education settings by providing educators with strategies or interventions to address the needs of the student.

What is the CARE Team Process?

Care Team process is a collaborative and coordinated school effort between district personnel and parents to intervene when a student has been identified as making minimal academic, social, and/or emotional progress in the general education setting.

- After a teacher has attempted to address the problem in the classroom by collaborating with colleagues (i.e. student's teachers, counselor, administration), contacting parents/guardians, and initiating classroom interventions without success, it may be necessary to request the assistance of the CARE Team.
- Parents may initiate the process by identifying students and completing the CARE Team request Google form which includes examples of student struggles and the impact on learning.
- The team collects and evaluates relevant data in order to identify specific barriers to student performance. Once these barriers have been determined, individualized interventions are identified and implemented through an action plan in order to address areas of concern.
- If the CARE Team determines that the case will move forward, the Coordinator will create a file for the student that will be utilized throughout the process and assign staff as needed to monitor the case moving forward.
- Data will be collected from the struggling student's teachers, counselor, administration, and school nurse to gather specific, descriptive, objective, and factual information and data on observable behaviors regarding academics, classroom conduct, and/or health. If

necessary, the team will request and coordinate additional staff to gather data and/or observe the student in various settings. This is to formulate a complete picture of the problem and the context in which it occurs.

- Data collection may include:
 - Assessment results - standardized, as well as,
 - Attendance records
 - Health records
 - Counselor information
 - Discipline records
 - Observed behaviors
 - Prior interventions and strategies

- The team will review the data to determine if the case will move forward. If so, the Team Coordinator will contact the Parent/guardian to notify them that the CARE TEAM would like to meet and develop either an I&RS or 504 plan. Parents and Guardians will be invited to complete a survey for further data collection. Parents and Guardians will be invited to meet with the team to develop an action plan. If a parent or guardian is unable to meet, the Team Coordinator will conduct a brief questionnaire over the phone to ascertain information that may be helpful in the creation of an action plan. The team will also meet with the student for interview/questionnaire completion.

- The Team meets with parent/family to collaboratively identify problems and, through consensus, develop a goal and plan to achieve the desired outcome. The members of the team should follow the following problem-solving model:
 - Describe the problem.
 - Select and state the priority problem.
 - Develop a measurable behavioral objective.
 - Review prior interventions.
 - Brainstorm solutions. Reference can be made to school resources.
 - Analyze and evaluate brainstormed solutions.
 - Mutually agree upon a solution.

- Teams develop a written action plan for implementing the consensus strategies, as well as, a timeline for implementation and progress monitoring.

- CARE Team share the finalized plan and obtains parent signature.

- Teacher records the effectiveness of interventions/strategies.

- The team continues scheduled check-ins with student's teachers and student/parent to discuss progress..

What are Intervention and Referral Services?

6A: 16-8.1 Establishment of intervention and referral services

"District boards of education must establish and implement a coordinated system in each school building for the planning and delivery of interventions and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students' learning behavior, or health needs."

I&RS programs are not intended to replace traditional methods or resources for helping students to function effectively in school. Rather, they exist to focus on particular student difficulties using available resources within the general education environment. Each school building will have a CARE Team who will lead the educators in a coordinated effort to monitor student progress with strategies or interventions.

[**Policy 2417: Pupil Intervention and Referral Services**](#) provides additional information on the I&RS requirements.

Purpose of I&RS

- To identify learning, behavior, and health difficulties of students.
- To collect thorough information on the identified learning, behavior, and health difficulties.
- To develop and implement an action plan and interventions to help the student meet with success.
- To work with educators and families to assist in achieving the desired learning outcomes.
- To monitor data of student progress or lack of progress of action plans.

Section 504 of the Rehabilitation Act of 1973

ELIGIBILITY STATEMENT

Eligibility for protections under Section 504 of the Rehabilitation Act of 1973, requires an individual to demonstrate that he/she has a physical or mental impairment, which substantially limits a major life activity, has a record of such impairment or is regarded as having such impairment. Major life activities include, but are not limited to seeing, hearing, speaking, walking, breathing, learning, working, caring for oneself and performing manual tasks.

The act is designed to prevent discrimination against individuals with disabilities. It provides that a student shall not be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal funds.

Section 504 is different than the Individuals with Disabilities Education Act (IDEA). In order to qualify under IDEA, the student must qualify for special education and related services through an Individualized Education Program (IEP) as defined by federal and state law. In other words, the student's disability must adversely affect the student's educational performance as to require specialized instruction. Under 504, the disability need not have any effect on the student's ability to learn so long as the condition substantially limits some major life activity that has implications on the student's education.

Section 504 Parent/Student Rights in Identification, Evaluation, and Placement

Below is a description of the rights granted by federal law to students with physical or mental impairments. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have a right to the following:

- Right to have your child with disabilities take part in and receive benefits from public education programs without discrimination because of his/her disability.
- Right to have your child have equal opportunity to participate in school programs and extracurricular activities sponsored by the school.
- Right to receive all information in the parent's/guardian's native language or primary mode of language.
- Right to have your child receive a free appropriate public education, which includes the right of the child to be educated with students without disabilities to the maximum extent appropriate.
- Right to receive notice within a reasonable time before the district identifies, evaluates or changes your child's eligibility or placement option (accommodations and/or modifications).
- Right to inspect and review all of your child's educational records, including the right to obtain copies of educational records at reasonable costs unless the cost would deny you access to the records, and the right to amend the record if you believe the information contained in the record is inaccurate or misleading. If the school district refuses to amend the record, you have a right to request a hearing.
- Right to have eligibility or placement option (accommodations and/or modifications) decisions made based on information from a variety of sources and by persons who know the needs of the student, meaning of the evaluation data, and placement decisions.
- Right to have periodic reevaluation and evaluation before any significant change in placement
- Right to file a grievance, have an impartial hearing if you disagree with the school's district proposed action or file a complaint with the Office for Civil Rights or the federal court.
- You have the right to be an active participant.
- You have the right to be represented by counsel in the impartial hearing process and you have the right to appeal a decision by an impartial hearing officer that is not an employee of Nutley Public Schools.

