



Campus Assessment Response
and Evaluation (CARE) Team

Handbook

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Campus Assessment Response and Evaluation (CARE) Team
California State University, Chico
Handbook

Mission:

The California State University, Chico Campus Assessment Response and Evaluation (CARE) Team is a multi-disciplinary group of campus professionals that work in a proactive and collaborative approach to respond to campus community concerns. The CARE team works to intervene early and develop appropriate courses of action for referred students. The team strives to promote individual student wellbeing and success while prioritizing community safety.

Role on Campus:

The CARE Team is not tasked with responding to emergencies. If this is an emergency and you need immediate assistance, contact University Police at 530-898-5555.

The purpose of the CARE Team is to function as an interdisciplinary at-risk behavioral assessment and support system, focused on early intervention, as well as threat assessment. The team tracks data and examines patterns, trends, and disturbances in individual or group behavior. The team receives reports of disruptive, problematic, or concerning behavior or misconduct (from colleagues, community members, friends, etc.), investigates, performs a threat assessment, and determines the best mechanisms for support, intervention, warning, or notification, and response. The team then deploys its resources and community resources and coordinates follow-up.

Vision:

- To intervene early and provide support and response to students displaying varying levels of disruptive, disturbed, distressed, or deregulated behaviors
- To respond with care and respect
- To assess the potential for violent or self-harming behaviors while avoiding stigmatizing mental health issues and stereotype-based profiling
- To adhere to a formalized protocol for referral, assessment, communication, coordination, and intervention
- To balance student confidentiality and privacy with university need-to-know and emergency communication needs
- To engage faculty, staff, and students in effective response with respect to disruptive or distressed students

Responsibilities:

To fulfill its purpose, the CARE Team accepts the following responsibilities:

- Receive, review, and catalogue information about concerns regarding student behavior
- Perform initial assessment of risk and refer cases to offices and officials as needed for additional assessment

- Define a plan or response to address the needs of both the student and the safety of the community
- Implement response with the intent to de-escalate a potential crisis, reduce or remove threats, and attend to the needs of the individual who is demonstrating disturbed or disturbing behavior
- Make recommendations to university officials on appropriate actions consistent with university policies and procedures
- Engage in ongoing refinement of Team procedures and protocols to foster optimal CARE Team functioning and interface with the University community
- Coordinate case management, support, and resources to facilitate CARE Team recommendations

Membership:

The CARE Team consists of University personnel with expertise in law enforcement, threat assessment, medical and mental health knowledge, university operations, conduct, Title IX, disability and reasonable accommodations, and student affairs. CARE team members are appointed by the Vice President of Student Affairs, and include representatives from:

- Academic Advising
- Accessibility Resource Center
- Assistant to the Director, Accessibility Resource Center (Recorder)
- Associate Vice President of Student Affairs
- Off-Campus Student Services
- Student Rights and Responsibilities
- University Police Department
- University Housing
- WellCat Counseling Center
- WellCat Health Center

Ad Hoc Members: depending on the circumstances of CARE referrals, other members of the campus community may be asked to consult with the CARE Team.

Records: Data Collection, Storage, and Security:

CARE Team records are confidential and in accordance with FERPA. Reports and referrals will be handled discreetly to protect both the student who has been reported and the person filing the report. Records are maintained in a secure server with permissions limited to CARE Team members. Making notes in the CARE database is limited to core team members. CARE Team members are mandated reporters (Campus Security Authorities of Chico State).

Reporting:

Multiple reporting mechanisms are in place at Chico State for identifying and reporting concerns or threatening behavior.

1. Immediate Danger: Call 911 or the University Police Department at 530-898-5555 or use the emergency Blue Light Phones on campus.
2. Threats or concerns that are troubling but do not require immediate response, report to the CARE Team.

(Refer to Appendix A: Recognizing Distress; Appendix B: When to Make a Report) Referrals to the CARE Team can be made by completing a [CARE Referral](#) form.

Providing as much information as possible is essential!

- Student's name and ID number (if known)
- Brief factual description of the incident or behavior
- Direct quotes whenever possible
- Where and when the incident or behavior occurred
- Names and contact information of witnesses
- Your name, position, and complete contact information
- Include all emails or other information you have
- Always save voice recordings, text messages, and emails on the device that received them

Reporting Advisory:

Please note: If information contained in the CARE report includes a possible violation of Title IX (Campus policies regarding Discrimination, Harassment and Retaliation, including Sexual Misconduct), you are still obligated to report this information to the Title IX Coordinator or a Deputy Title IX Coordinator.

Contact information for the Title IX Coordinator and other Deputies is available on the [Title IX](#) website.

Campus Title IX policies and procedures can also be found on the [Title IX](#) website.

Meeting Schedule:

The CARE Team meets weekly during the semester and as needed during the summer. The CARE Team Chair establishes the meeting schedule for the academic year prior to the start of the fall semester. A meeting agenda is used to manage team meetings.

If a situation arises between scheduled meetings that warrants an immediate evaluation and response, the Chair may convene an emergency response meeting.

Team Protocol:

When a CARE referral is received that does not require an immediate response, it will be shared at the next CARE meeting. If the report requires an immediate response, an emergency CARE Team will convene. All deliberations of CARE will remain confidential. When a referral is forwarded to the CARE Team, the members meet in closed session to discuss, investigate, assess, and determine an action plan by following these guidelines:

- Identify person of concern and conduct an initial screening.
- Assess the level of threat using a risk assessment rubric adapted from the National Association for Behavioral Intervention and Threat Assessment (NaBITA).
- Gather information necessary to evaluate the threat or concern. If necessary, others may be interviewed to gather additional information.
- Determine if the situation presents an immediate danger. If yes, contact law enforcement or other appropriate community resources immediately.
- Continue a full inquiry of the behavior and make appropriate assessments.
- Formulate an action plan, involving other offices, staff, and resources as appropriate.
- Implement the plan.
- Continue to monitor the plan.
- Document assessment and decisions.
- If it is assessed that the individual's presence on campus or participation in University activities may threaten campus health or safety, or significantly disrupt University activities or functions, immediate steps will be taken to protect the campus community.

Role of the Case Manager:

The CARE Team Case Manager will take the lead on most cases that require follow-up and coordination of services.

Scope and Authority:

When the CARE Team determines that a case is appropriate for its involvement, the referral administrative unit, department, or persons who may have a relationship with the case shall coordinate their actions with the CARE Team. The CARE Team is not designed to usurp the authority of other departments or persons or serve as a substitute for classroom management issues. The CARE Team is tasked to take necessary action consistent with applicable law (see Appendix C).

Outcomes:

The main goal of the CARE Team is to provide support and referral as needed. Outcomes may include:

- Referral to other staff, departments, and resources on campus
- Referral to Student Rights and Responsibilities
- Referral to outside law enforcement agencies or officials
- Referral to community mental health assessment

- Voluntary withdrawal
- Continued monitoring, referral, and follow-up

Education and Training:

Chico State understands that by implementing the CARE Team, there is an accompanying responsibility to inform and educate the University community. For this CARE Team to be effective, the University community must be aware of the CARE Team, its need and purpose for intervention, procedures for filing a report, and how to contact members of the CARE team with concerns or comments.

The CARE Team will provide campus-wide information meetings that will be incorporated into faculty and staff trainings and new employee and student orientation and will conduct information sessions for any group who requests it. In addition, the CARE Team will provide an overview of the program, listing of team members, and instructions on what and how to report by way of institutional announcement protocols for both employees and students. The CARE Team will conduct information sessions for the following groups on an annual basis:

- Academic Chairs
- Academic Deans
- Academic Senate
- Associated Students
- New Employee/Faculty Orientation
- New Student Orientation
- Student Life and Leadership

The CARE Team will convene for annual debriefing and review of cases, outcomes, and protocols. Additionally, the CARE Team will participate in annual training in one or more of the following areas: campus risk assessment, mental health, Title IX, or other areas the team identifies necessary for professional development.

Annual Review and Report:

The CARE Team will provide the Associate Vice President of Student Support Programs with an annual review and report during the regular cycle of Student Affairs Division annual assessment.

References:

[NaBITA](#): National Association for Behavioral Intervention and Threat Assessment

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Appendix A: Recognizing Distress

Everyone can feel distressed or upset at one time or another. The following lists warning signs which, when present over time, suggest a more significant level of distress. We suggest that you do not focus on one item or a specific set of items. Instead, if you observe these behaviors in an individual and it is concerning to you, refer the incident or individual to the CARE Team for follow-up and assessment.

Marked Change in Academic or Work Performance or Behavior

- Change in classroom or work performance such as a drop in grades or productivity
- Deterioration in quality of work and preparation
- Excessive or repeated absences or tardiness
- Missed or late assignments or appointments
- Erratic or disorganized participation or performance
- Avoiding participation or excessively anxious when called upon in class or meetings
- Dominating discussions
- Disruptive behavior during class or meetings

Unusual or Dramatic Shifts in Behavior or Appearance

- Dramatic change in energy level, positive or negative
- Dramatic changes in weight, lost or gained
- Persistent sadness or frequent tearfulness
- Lethargic, falling asleep in class or at their desk
- Hyperactivity, very rapid speech, or inflated sense of self
- Exaggerated emotional response that is obviously inappropriate to the situation
- Deterioration in personal hygiene or dress
- Strange or bizarre behavior indicating loss of contact with reality
- Incoherent speech or writing
- Inability to focus their eyes when having a conversation
- Obvious alcohol or drug abuse or intoxication
- Noticeable cuts, bruises, or bandages
- Excessive dependency on you or other individuals
- Social isolation from friends, family and classmates or roommates

Interpersonal Behavior

- Lacks social connections or friends
- Exhibits social withdrawal or isolation
- Is frequently angry, exhibits loss of temper daily
- Is verbally hostile, combative, or abusive
- Fails to acknowledge or consider the feelings or thoughts of others

- Consistently shows lack of respect for the property of others
- Demonstrates intolerance for differences or prejudicial attitudes
- Expresses frequent feelings of rejection or being alone
- Reports having been previously victimized or bullied
- Reports being currently picked on or persecuted

Reported Life Stressors

- Problems with roommates, family, or romantic partners
- Disruption in their support system(s)
- Experiencing the death of a significant other (including a pet)
- Experiencing a physical or sexual assault
- Experiencing discrimination based on gender, race, religion, ethnicity, sexual orientation, or disabilities
- Experiencing legal difficulties
- Any problem or situation, whether real or imagined, that is experienced as a loss, disappointment, failure, humiliation, or other stressor (job, finances, housing, relationships, etc.)

References to Suicide, Homicide, or Death

- Essays or projects that express themes of hopelessness, isolation, rage, or despair
- Expressed feelings of helplessness or inability to cope
- Verbal or written references to, or threats of, suicide
- Verbal or written references to, or threats of, destructive or assaultive behavior or homicide

Other Behavior

- Expresses frustration in inappropriate ways
- Acts impulsively, often without considering consequences
- Shows Increased risk-taking
- Is fascinated with weapons (guns, knives, etc.) or death
- Is involved in physical fights, pushing, or shoving
- Commits acts of vandalism or destruction of property
- Expresses violence or themes of violence in writings or drawings
- Verbalizes threats of violence or plans for hurting people or causing damage to property
- Has a history of discipline problems or frequent run-ins with authority
- Has a history of violent or aggressive behavior

This information adapted from resources of CSU, San Bernardino CARE; CSU, Long Beach CARES; and Cal Poly Pomona. Thank you for collaboration as a CSU system to help protect our students.

Appendix B: When to Make a Report

Contact the CARE Team when an individual displays or communicates behavior that causes concern. Trust your instincts and ask for help if you have concerns. It is much better to over-report a concern than to ignore a situation or incident assuming it is isolated or unimportant. From mental health concerns to threats of violence, the multidisciplinary team responds to all referrals in a thoughtful, professional, and considerate manner. Please don't wait until the situation deteriorates; seek advice early.

You may have a concern and should refer to the CARE Team if the individual:

- Exhibits an abrupt change in performance, behavior, or appearance
- Demonstrates a pattern of absences from class or activities
- Engages in bizarre behavior or seems to be disconnected from reality
- Is disruptive and does not follow direction to stop when instructed to do so
- Has inappropriate boundaries: Asks for help in dealing with personal issues that are out of your role as a student, faculty, or staff member
- Exhibits or reports drug or alcohol abuse
- Has engaged in behavior that causes you or others to be concerned for safety (e.g., yelling, intimidation, name-calling)
- Creates a hostile environment in class (others stop attending because of the behavior)
- Threatens to harm him/herself or others
- Writes about committing violent acts
- Is consistently angry or depressed
- Whenever you wonder, "Should I" about a situation. If you feel uncomfortable filling out a referral, then at least call or email for a consultation

Reporting Advisory:

Please note: If information contained in the attached report includes a possible violation of Title IX (Campus policies regarding Discrimination, Harassment and Retaliation, including Sexual Misconduct), you are still obligated to report this information to the Title IX Coordinator or a Deputy Title IX Coordinator.

Contact information for the Title IX Coordinator and other Deputies is available on the [Title IX](#) website.

Campus Title IX policies and procedures can also be found on the [Title IX](#) website.

Appendix C: Parent or Guardian Notification

Depending on the nature and severity of the situation, the CARE Team may elect to invoke a FERPA exception to notify parents or emergency contacts of a specific student's situation.

FERPA permits school officials to disclose, without consent, education records, or personally identifiable information from education records to appropriate parties in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a) (10) and 99.36.

“This exception to FERPA’s general consent requirement is temporally limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from the student’s education records. Under this health or safety emergency provision, an educational agency or institution is responsible for making a determination whether to make a disclosure of personally identifiable information on a case-by-case basis, taking into account the totality of the circumstances pertaining to a threat to the health or safety of the student or others. If the school district or school determines that there is an articulable and significant threat to the health or safety of the student or other individuals and that a party needs personally identifiable information from education records to protect the health or safety of the student or other individuals, it may disclose that information to such appropriate party without consent. 34 CFR § 99.36. This is a flexible standard under which the Department defers to school administrators so that they may bring appropriate resources to bear on the situation, provided that there is a rational basis for the educational agency’s or institution’s decisions about the nature of the emergency and the appropriate parties to whom information should be disclosed. We also note that, within a reasonable period after a disclosure is made under this exception, an educational agency or institution must record in the student’s education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed.” [FERPA](#) 34 CFR § 99.32(a)(5).

Appendix D: Confidentiality and Training Agreement

Campus Assessment Response and Evaluation Team Annual Confidentiality and Training Agreement

I, _____ understand that California State University, Chico has established the Campus Assessment Response and Evaluation (CARE) Team to assist in addressing situations where students, faculty, or staff are exhibiting behaviors that are disruptive, threatening, or concerning in nature that potentially impede their own or others' ability to function successfully or safely. These policies and procedures are designed to help identify persons whose behaviors potentially endanger their own or others' health and safety or is disruptive to the educational or administrative processes of the University.

I understand the mission, goals, policies, and procedures of the CARE Team, and agree to participate in regular meetings and training to the best of my ability. I also agree to accept assignments of cases and agree to manage each case until it is closed, and follow-up is completed.

I understand that all records associated with the CARE Team are subject to FERPA – information from the education records of a student may be disclosed to University officials with a legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted such as an attorney, auditor, or collection agent; a person or a student serving on an official committee such as disciplinary or grievance committee; or assisting another school official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility.

I understand that some of the records can be extremely complex, and therefore, they may not have been resolved, adjudicated, or otherwise completed at the time I view them. As such, much care should be taken not to form any bias or judgments related to the incident.

I understand that any requests by a non-CARE Team member to view or print a CARE Team record must be made to and approved by the Associate Vice President of Student Support Programs, as some information may need to be redacted for non-CARE Team consumption to comply with FERPA.

CARE Team Member's Name

Care Team Member's Signature

Date

(Information in this letter was taken, with permission, from Dalton University - September 2022)

Appendix E: Relevant Campus Policies and Resources

Sexual Assault and Sexual Violence

[Personal Safety Sexual Assault Policy](#)

[Policy on Campus Behavior and Violence Prevention](#)

[Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking, and Retaliation](#)

[WellCat Safe Place – Sexual Assault](#)

Academic Resources

[Academic Advising](#)

[Accessibility Resource Center](#)

[Major Advisor Directory](#)

[Student Learning Center](#)

[Voluntary Withdrawal](#)

[Withdrawal for Serious and Compelling Reason Student Code of Conduct – Title V](#)

Miscellaneous Resources

[Basic Needs](#)

[CA Online Voter Registration](#)

[Campus Map](#)

[Career Center](#)

[Financial Aid & Scholarship Office](#)

[IT Support Services \(ITSS\)](#)

[Northern Valley Catholic Social Services Talk Line](#)

[Off-Campus Life and Community Connection](#)

[Office of the Registrar](#)

[Orientation & New Student Programs](#)

[Student Rights and Responsibilities](#)

[The Well](#)

[Veterans Education and Transition Services \(VETS\)](#)

[WellCat Counseling Center](#) (Crisis Line 24/7: Call 530-898-6345 choose option #2)

[WellCat Peer Coaching](#)

[WellCat Health Center](#)

[Wildcat Computing Support \(WCS\)](#)