The Student Care Team (SCT) is a committee that collaboratively addresses issues related to student behavior on campus. The SBMC brings representatives from a variety of campus departments together to develop a general sense of the patterns of student behavior, to share advice and counsel, to collaborate on dealing with concerning or threatening behavior, and to recommend strategies and policies to proactively address student behavior.

The SCT reports to the UMD Vice Chancellor for Student Life and Dean of Students, and has the following responsibilities.

- **Support for Students**
  The Student Care Team works collaboratively within and outside of the group to identify resources and strategies for UMD students who are in need of care, or who are experiencing distress.

- **Threat Assessment**
  In the interest of safety for students and the UMD community, the Student Care Team also works collaboratively to address situations that have the potential to be disruptive and/or threatening to the campus community. The Student Care Team focuses on situations as they arise and decides the most productive course of action to minimize impact to the community and to facilitate the most positive outcomes possible for the student(s) involved. Threats are generally lower level events that affect a limited number of students. UMD's emergency procedures take precedence when significant threats arise.

- **Strategies, Policies, and Procedures**
  The Student Care Team recommends strategies, policies, and procedures for dealing with issues such as sexual assault, alcohol and drug abuse, self-harm, mental health concerns and parental notification.

**SCT process:**
1. Identify students of concern
2. Gather and share information
3. Determine whether the student poses a threat
4. Develop and implement individual case management plan
5. Document information and case management plan

**Identify students of concern:** To effectively identify students of concern, several methods are available to be used.
1. Reports from the University of Minnesota Police Department (UMDPD)
2. Informal or formal reports from academic departments, student services and Student Life areas
3. Reports from Maxient or other established reporting mechanisms

It is important to have multiple reporting mechanisms to identify students of concern, to inform/train faculty and staff about the SCT and the reporting systems that are in place, and to have a monitoring system that ensures that reports that are made and addressed in a timely way.

**Gather and share information:** Gathering and verifying information received is significant. Corroboration of the facts from a variety of sources is important to get the whole context of the situation. The SCT will:
1. Use the resources of the representative members on the team
2. Consider information provided in the report, or by having that individual attend the team meeting
3. Investigate other arenas of the student’s life, providing important information for understanding the context of the concerning behavior
4. Explore issues related to the situation and context for the student involved
5. Use a list of questions that may be used as appropriate to the situation to drive the exploration of the broader context (Appendix I)
6. Gather information in a timely manner (if the situation is high risk with imminent danger, the team will be convened as soon as possible)

**Determine whether the student poses a threat:** Analysis of the situation involves looking at information gathered from a wide context, using psychological, environmental, system, and contextual questions, with the awareness that situations are dynamic and always changing.

1. Analysis starts with evaluating the questions asked from the standard set of questions
2. Use a flow chart that addresses riskiness of the situation first (Appendix II)
3. Have a standard protocol that gives consistent results (Appendix III)
4. Monitor over time as safety issues change as the context changes

**Develop and implement key action plans:**

1. Use standard protocol to determine level of risk and start with steps defined for that level of risk (Appendix III)
2. Use a variety of actions steps as they seem relevant to the individual student given the evaluation (Appendix IV)
3. Use preventive steps as well as disciplinary or support steps
4. Determine who will complete and follow up with various steps of the action plan
5. Monitor ongoing progress of the plan in a systematic way at the SCT meetings

**Document information and care management plan:**

1. Document student actions and information
2. Document action plan details in minutes of SCT meetings (minutes include the student’s name, student ID number, a brief summary of the issue, and notation of the action steps and responsibility for completing them)
3. Document ongoing monitoring of the action plan in minutes of SCT meetings (minutes include the student’s name, student ID number, a brief summary of the issue, and notation of the monitoring activity of the action steps)

**Operational System**

A consistent system for managing a threat assessment policy helps ensure consistent action, increased safety for the community, and increased fairness for the student of concern.

1. SCT meets regularly—2 times/month, 9 months a year, flexible times as needed in the summer
2. SCT may be convened on an as need basis if the situation needs immediate attention. The Office of Student Life will convene the team in these situations upon the recommendation of any member of the Team.
3. Meeting starts with new issues of student concern following this protocol.
4. After new issues have been addressed, monitoring of old issues occurs.
5. Preventive issues are addressed after current student issues are addressed
6. The process will be reviewed annually and improved as needed to fill in gaps
Appendix I: Questions

1. What are the facts?
2. What is the history for this student?
3. What is the context?
4. What additional information can be gathered from other sources?
5. What are the student’s motives and goals?
6. Have there been any communications suggesting ideas or intent to disrupt or threaten?
7. Has the student shown inappropriate interest in:
   i. Workplace, school or campus attackers
   ii. Weapons
   iii. Incidents of mass violence
   iv. Obsessive pursuit
8. Has the student engaged in attack-related behaviors?
9. Does the student have the capacity to carry out an act of targeted violence?
10. Is the student experiencing hopelessness or despair?
11. Does the student have a relationship with at least one responsible individual?
12. Does the student see violence as acceptable, desirable, or only way to solve problem?
13. Are the student’s conversations and “story” consistent with their actions?
14. Are other people concerned about the potential for violence, disruption, or harm?
15. What circumstances might affect the likelihood of violence, disruption, or harm?
16. Where does the student exist along the pathway to violence?
Appendix II: Threat Assessment Flow Chart

Action that is taken before it reaches SBMC.
Appendix III

**PRIORITY 1 (Extreme Risk):**
- Poses clear/immediate threat of violence or self-harm and requires immediate containment, law enforcement involvement, target protection, and plan of action. Requires monitoring of committee.

**PRIORITY 2 (High Risk):**
- Poses threat of violence or self-harm but lacks immediacy or access to target. Requires monitoring by committee, meeting with the student to offer help, referral to counseling, and action plan.

**PRIORITY 3 (Moderate Risk):**
- Does not pose threat of violence or self-harm but exhibits significantly disruptive behaviors and/or need for assistance. Requires monitoring of committee, meeting with student to offer help, action plan, and appropriate referrals.

**PRIORITY 4 (Low Risk):**
- Does not pose threat of violence or self-harm at this time, but may exhibit some disruptive behavior and/or need for assistance. Requires monitoring of committee, action plan, and referrals as appropriate.

**PRIORITY 5 (No Identified Risk):**
- Does not pose threat of violence or self-harm nor is there evidence of disruption to community. No action plan or monitoring required.
Appendix IV: Possible Action Plans

- Monitor the situation
- Meet with the identified student to offer help
- Identify an ally or trusted individual
- Family/parental notification
- Law enforcement intervention
- Behavioral contract (agree to certain behaviors to get what they want with consequences detailed)
- Mandated psychological assessment or hospitalization
- Options for leave or separation from the institution
- Modification of environment
- Victim protective actions