

# MPTC Campus Assessment, Response, Evaluation, and Support Team

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## About the Team

### Mission

The mission of the MPTC CARES team is to provide a safe, supportive, clear path for students to reach academic, personal, social, emotional and professional success supporting retention and completion.

The Campus Assessment, Response, Evaluation, and Support (CARES) Team is comprised of a multi-disciplinary team of employees responsible for assessing, evaluating, intervening and responding to reports of individuals who present disruptive, unsafe or concerning behavior to themselves or others and demonstrate a need for campus and community services. These interventions may include support in the form of external referrals.

In alignment with Moraine Park's strategic priorities of serving, nurturing, partnering, and engaging, CARES emphasizes early engagement, informed decision-making, and restorative practices to enhance campus safety and individual thriving.

CARES works collaboratively across departments to:

- Prevent harm by promoting well-being and safety education;
- Identify early warning signs and concerning behaviors that may disrupt the academic or social environment;
- Intervene with appropriate support resources to assist individuals in distress or at risk; and
- Respond effectively to potential threats through structured assessment and safety planning.

### Scope

The Moraine Park CARES team is charged with identifying, assessing, and responding to behaviors of concern exhibited by students that may pose a risk to individual or community well-being or disrupt the academic or workplace environment. This may include students in our Economic and Workforce Development courses and contracted courses that are on campus.

### Boundaries of Responsibility and Authority

CARES functions as a consultative and coordinating body, not a disciplinary entity, working in partnership with existing institutional processes (e.g., student conduct, Title IX).

The team does not supersede emergency response functions but collaborates with security and other units when needed.

CARES is responsible for:

- Conducting preliminary behavioral assessments

- Coordinating referrals to appropriate campus or external resources;
- Monitoring ongoing cases and facilitating support plans for community reintegration or continued safety;
- Advising institutional leadership on patterns and trends that may impact campus climate and safety.

CARES operates within the guidelines of institutional policies, relevant privacy laws (FERPA, HIPAA, etc.), and professional ethics to protect individual rights while promoting community safety.

## **Process Overview**

The CARES team follows a structured, three-phase process to ensure timely, informed, and coordinated responses to behavioral concerns involving students or faculty:

### **1. Gathering Data**

CARES receives reports from campus members regarding behaviors of concern.

The team collects relevant information from multiple sources, such as academic records, referrals via Internal Referral System, conduct history, incident reports, and direct communications.

Reports are reviewed promptly, with emphasis on clarity, context, and observable behaviors rather than assumptions or diagnoses.

### **2. Assessing Risk**

The team conducts a behavioral assessment using research-based threat assessment tools and collaborative review.

Risk levels (low, moderate, high) are determined based on the individual's behavior, context, potential impact, and protective factors.

### **3. Providing Interventions**

A coordinated response is developed to address both safety concerns and individual support needs.

Interventions may include wellness checks, resource referrals, case management, connection to mental health services, academic or workplace accommodations, or other crisis responses.

Each intervention is tailored, proportional to risk, and aligned with institutional policies.

## Team Members

The CARES team is composed of a core group of 4 members, intentionally selected to reflect a diverse, multidisciplinary perspective aligned with the team's broad scope and mission. This multidisciplinary structure strengthens CARES ability to holistically assess and address behavioral concerns affecting students and employees.

Name	Title	Contact Info
Kim Schwamn	Director of Student Development	
Amy Clark	Advising and Retention Manager	
John Faeh	Security Manager	
Jason Flanders	Counselor	

## Team Process

### Meeting Frequency and Format

The CARES team meets on a weekly basis to review cases, share updates, and coordinate interventions. Ad hoc meetings may be scheduled as needed in response to urgent situations or high-risk cases. The team aims to meet in person; however, it has a virtual option available to accommodate when members need to join from another campus. CARES meetings are only canceled under exceptional circumstances.

This structured meeting schedule supports the team's ability to act swiftly and consistently in addressing behaviors of concern and upholding campus safety.

### Sharing Concerns with the Team

CARES relies on the campus community to help identify individuals who may be experiencing distress, displaying disruptive or concerning behavior, or potentially posing a threat to themselves or others. CARES encourages all faculty, staff, students, and other stakeholders to report concerns promptly and without fear of retaliation.

#### How to Share a Concern

Concerns may be reported through multiple channels:

Online: The preferred method is via the Student Behavioral Referral Form, which allows for structured reporting and confidential submission.

Phone: Reports can be made directly to a CARES member or through designated campus security.

Email: Concerns may be emailed to the CARES team member.

Face-to-Face: Community members may share information directly with any Moraine Park employee.

#### Types of Concerns

All behavioral concerns should be reported through the Student Behavioral Form. Based on the information, this may be forwarded to the Counseling, CARES, or Conduct. Some examples of behavioral concerns include, but are not limited to:

- Disruptive Behavior in or out of the classroom
- Misuse of technology (e.g., loud videos, ringing phones)
- Poor hygiene that interferes with interaction
- Suspected use of alcohol or substances
  
- Raising voice at others
- Entitled or disrespectful talk

- Persistently arguing after being asked to stop
- Doing unrelated work during a meeting
- Posting spam or irrelevant content on platforms
- Inappropriate images in profiles or emails
- Dangerous or threatening behavior (risk to others or self, including aggression, threats, or instability)
  - Bullying in shared spaces or online
  - Verbal threats (“I will end you”)
  - Written or emailed threats
  - Passive-aggressive silence, glaring, refusing to engage
  - Visible self-harm or exposing past injuries
  - Mention of self-harm or suicidal ideation
  - Physical assault (pushing, hitting)
  - Throwing objects or slamming doors
  - Storming out when angry
  - Triggering conversations about violence or weapons
  - Psychotic, delusional, or disorganized speech or emails
  - Objectifying or depersonalizing others
  - Rude/arrogant communication in high-stress context

CARES encourages the reporting of early warning signs as well as escalated situations. Reports should focus on observable behavior rather than assumptions about intent or diagnosis.

### **Response and Follow-Up**

- All concerns are acknowledged upon receipt, typically within one business day.
- Reporters may be contacted for additional information or clarification.
- Following case review, the team provides appropriate feedback to the reporter, respecting privacy and legal guidelines.

### **Case Processing**

Each case moves through a consistent process that begins with building context through case discussion, during which team members contribute relevant insights and data from across the institution to develop a full understanding of the individual and situation. The team then engages in behavioral assessment using standardized tools and professional judgment to evaluate risk and determine urgency. Based on this assessment, the CARES coordinates appropriate interventions, connecting the individual to support resources, implementing safety measures, or taking other action as needed. Each case is subject to ongoing evaluation and monitoring to ensure the effectiveness of the response and to adjust the support plan as necessary. This process prioritizes individual well-being, campus safety, and institutional accountability.

## Case Discussion/Information Sharing

CARES approaches case discussions through a structured, collaborative, and information-informed process designed to ensure timely, accurate, and well-rounded understanding of each concern. The goal is to build comprehensive context around each case.

## Triage Assessment / Level of Risk

As part of its standard operating procedure, CARES reviews every reported case and may conduct a risk assessment. During the risk assessment process, the team:

- Reviews the reported concern and all available contextual information;
- Applies a structured and objective risk rating tool, to assess the level of concern;
- Assigns a preliminary risk level (e.g., low, moderate, elevated, or high) based on behavioral indicators, situational context, protective factors, and potential for escalation.
- This initial rating is consistently applied to all new and ongoing cases and:
- Helps prioritize case urgency and triage discussion time;
- Guides the selection and intensity of interventions;
- Determines whether a more advanced or specialized assessment is warranted

The team maintains clear documentation of the assigned risk level in its case management system along with rationale and any changes over time. This structured approach promotes consistency, reduces subjectivity, and enhances institutional accountability in managing individuals of concern.

## Advanced Assessments

When initial triage and risk assessment indicate a need for deeper analysis, the CARES team may ask the Threat Assessment team to do a more advanced assessment. These assessments are used to further evaluate potential risk, mental health needs, or behavioral patterns that require expert input beyond the team's routine processes. The decision to initiate advanced assessment is guided by the level of concern, available information, and potential impact on community safety. All findings from specialized assessments are integrated into the team's ongoing case management and are used to inform appropriate interventions, support plans, and monitoring strategies.

## Intervention

CARES uses a collaborative, evidence-informed approach to determine interventions that are proportionate to risk level, realistic for the individual, and effective in reducing harm while promoting well-being.

## Determining Interventions

Intervention decisions are made after the team reviews all available information, assigns a risk level using a standardized tool, and considers:

- The nature and severity of the behavior
- The individual's current level of functioning and engagement
- Known protective factors (e.g., support systems, insight, motivation)
- Existing campus and community resources

Interventions are selected to:

- Reduce identified risk factors
- Strengthen protective factors
- Encourage follow-through and buy-in by aligning strategies with the individual's readiness, cultural background, and practical needs

### *Intervention Characteristics*

CARES prioritizes interventions that are:

- Accessible: easy to locate, understand, and initiate
- Flexible: adaptable to the individual's needs and scheduling constraints
- Affordable: available at low or no cost whenever possible
- Proximate or Online: delivered in-person on campus or via virtual formats to increase reach
- Culturally Competent: respectful of and responsive to individual backgrounds, identities, and lived experiences
- Coordinated: linked to campus departments and external providers with clear communication and support

### *Types of Intervention Strategies May Include:*

- Referrals to campus counseling, academic support, or disability services
- Structured wellness or safety planning
- Conflict resolution or mediation services
- Temporary adjustments to class or work settings
- Access to emergency financial aid, food, housing, or transportation resources
- Connections to community mental health providers or crisis services
- Coaching in social, behavioral, or coping skills
- Online education modules on mental health, substance use, or communication

## **Case Management**

Case management is fully integrated into the team's processes, allowing for consistent evaluation, documentation, and follow-up.



To maintain accountability and continuity, CARES follows a clear and consistent case tracking process over time. This process is particularly critical for individuals returning to campus following a separation, as the team verifies that all stipulated requirements have been met prior to reintegration. This ensures campus safety and promotes successful transitions while reinforcing the team's commitment to proactive risk reduction.

## Evaluation

Interventions implemented by CARES are regularly evaluated to determine their effectiveness. This evaluation process involves reviewing case progress through data collection, stakeholder feedback, and direct observation when possible. The team assesses whether the interventions have led to a decrease, stabilization, or increase in the individual's risk level.

If risk levels are found to have increased, CARES revisits the case to adjust intervention strategies, escalate support, or engage additional resources as needed. Conversely, if risk has decreased or stabilized, the team considers the appropriate timing for de-escalation or transition of case status toward inactivity.

Important follow-up time frames are established based on the case's assessed risk level and complexity. Higher-risk cases typically require more frequent reviews—such as weekly or biweekly check-ins—while lower-risk cases may be reviewed monthly or quarterly. These time frames ensure ongoing monitoring, timely intervention adjustments, and continuous communication with involved parties.

## Information Standards and Sharing

CARES operates with a comprehensive understanding of relevant privacy and confidentiality laws, including FERPA, HIPAA, and applicable state confidentiality statutes. Information sharing within the team is conducted consistently and thoughtfully to establish a clear, comprehensive context for each case.

## Record Keeping

CARES follows a clearly designated process for record keeping that ensures all documentation is accurate, up-to-date, clear, and consistent. The team utilizes a secure technology platform to manage case records efficiently and confidentially. To promote consistency and confidentiality, all case-related communications—including discussions, updates, and case assignments—are conducted and documented exclusively through the database.

## Team Database

All team members have appropriate access to the database, enabling timely entry, review, and retrieval of case information necessary for informed decision-making and ongoing case management. This shared access fosters transparency and continuity within the team while maintaining strict controls to protect sensitive data.

# Appendix

## Common Terms

### **Campus Assessment, Response, Evaluation and Support (CARES):**

A multidisciplinary group that identifies, assesses, and supports individuals who may pose a risk to themselves or others, with the goal of early intervention and prevention.

### **Case Management:**

The coordinated process of assessing, planning, implementing, and monitoring services or interventions for individuals involved with **CARES**.

### **Risk Assessment:**

A structured process used to evaluate the likelihood and potential impact of an individual posing a threat to self or others.

### **Intervention:**

An action or set of actions taken by the team to support an individual, reduce risk, and promote protective factors.

### **FERPA (Family Educational Rights and Privacy Act):**

A federal law that protects the privacy of student education records and guides how and when information may be shared.

### **Protective Factors:**

Conditions or attributes that help reduce or eliminate risk and increase resilience in individuals.

### **Risk Factors:**

Behaviors, conditions, or circumstances that increase the likelihood of an individual experiencing harm or engaging in harmful behavior.

### **Mandated Assessment:**

A formal evaluation required by the institution, often conducted by a mental health or threat assessment professional, to assess an individual's risk level and needs.

### **Referral:**

The act of directing an individual to appropriate campus or community resources for support or evaluation.