



Crisis Assessment Risk Evaluation (CARE) Behavioral Intervention Team Behavioral Intervention Policy and Procedures

The University of Denver's Crisis Assessment Risk Evaluation (CARE) Behavioral Intervention Team is committed to providing care and access to resources to promote a safe and secure environment and to maintain the safety, health, and well-being of the campus community through a proactive, objective, supportive, and collaborative approach.

The CARE team will intervene to address and manage patterns and/or instances of concerning behavior to support a student, consistent with the student's individual rights, while balancing the safety, health, and well-being of the campus community.

Members of the University community should inform the CARE team of any student exhibiting behavior(s) that are concerning, a significant disruption, and/or pose a substantial risk of harm by submitting a referral to [Student Outreach & Support](#) (SOS). All reports will be handled in a private manner, with information released only on a need-to-know basis in accordance with applicable federal and state laws and regulations.

For life threatening situations, first call 911, then notify Campus Safety at 303-871-3000.

In addition to implementing the following protocol for referrals of concerning or disruptive behaviors, the University may also refer such behavior for investigation of violations of the Honor Code, Disruptive Classroom, Title IX, or Equal Opportunity policies.

The CARE team is dedicated to the prevention, identification, assessment, intervention, management of, and coordinated response to student situations and behaviors that pose a significant disruption to the student's living and/or learning environment and/or a substantial risk of harm to individuals and/or the safety, health, and well-being of the campus community.

The primary modes of intervention to address patterns of concerning behavior include, but are not limited to, the following:

- Support and connection to University resources through initial outreach and meetings with case managers assigned through Student Outreach & Support;
- Initiation of the interactive process between the student and the Disability Services Program (DSP) to determine whether reasonable accommodations will permit the student to meet their academic and community expectations;
- Issuing Behavioral Expectation Letters to outline behavioral expectations, connect students to appropriate campus and healthcare resources to address the concerning behavior, and develop a plan of action to help the student to remain in good standing with the University;
- Mandating an Individualized Assessment where applicable;
- Exploring voluntary withdrawal options pursuant to the University's Leave of Absence or Medical Leave of Absence policies

- Temporarily removing students from the University as an interim action;
- Invoking the Mandatory Withdrawal Policy where applicable.

Support and Connection to University Resources through Student Outreach & Support

Student Outreach & Support assists students experiencing academic, social, and/or personal difficulty, mental/emotional health and physical health conditions, and crisis situations. Student Outreach & Support staff review referrals to better understand the student's individual circumstances, and then case managers connect the students with relevant resources.

Reasonable Accommodations

When a student indicates that a mental, emotional health and/or physical health condition is a contributing factor to the concerning or disruptive behavior, the student may be encouraged to meet with the Disability Service Program (DSP) staff to discuss and request reasonable accommodations that may be available to assist the student in addressing the behavior, with input from the student's healthcare provider(s) as appropriate.

Behavioral Expectation Letters

The goal of a Behavioral Expectation Letter is to

- Identify concerning behavior
- Outline behavioral expectations
- Connect students to appropriate campus, healthcare, and other resources to address concerning behavior
- Develop an action plan to help the student remain in good standing with the University

A Behavioral Expectation Letter may require that the student consult with a licensed professional to perform an Individualized Assessment. The University may initiate an Individualized Assessment when (a) the student's behavior significantly disrupts the living and/or learning environment of others; (b) the student may be unwilling and/or unable to carry out substantial self-care obligations; and/or (c) the student poses a credible substantial risk of harm to individuals within the University and/or to the safety, health, and well-being of the campus community. The results from the Individualized Assessment will inform the implementation of interim support strategies and possible reasonable accommodations for the student.

Temporary Removal

The University may temporarily remove a student from the campus as an interim action if the Vice Chancellor of Campus Life and Inclusive Excellence or designee determines, after considering the reasonably available information, that removal of the student is necessary to protect an individual or the University community from a credible substantial risk of immediate harm.

Within 3-5 business days of the temporary removal decision, the University will provide a student who has been temporarily removed from the campus as an interim action with the opportunity to meet either in person or remotely (at the discretion of the Vice Chancellor of Campus Life and Inclusive Excellence or designee) with the Vice Chancellor of Campus Life and Inclusive Excellence or designee to respond to the basis for the temporary removal and to present additional information. Following this meeting, the Vice Chancellor of

Campus Life and Inclusive Excellence or designee may either continue or cancel the temporary removal. If the temporary removal is cancelled, the University may still proceed pursuant to the Mandatory Withdrawal policy. A temporary removal may remain in effect until the Vice Chancellor of Campus Life and Inclusive Excellence or designee makes a determination regarding the student's status pursuant to the Mandatory Withdrawal policy.

Student Rights & Responsibilities

The Office of Student Rights & Responsibilities oversees adherence to and has authority for resolving violations of the University Honor Code. Should a student be unwilling to cooperate with University administrators in addressing patterns and/or instances of concerning behavior, the University may move forward with reporting the disruptive behavior and/or non-compliance to the Office of Student Rights & Responsibilities.

For more information regarding the Honor Code and Disruptive Classroom Policy, please see: <http://www.du.edu/studentlife/studentconduct/honorcode.html>.

Referral to Options for Withdrawal from the University

If a student is displaying behavior that poses a significant disruption to the student's living and learning environment and/or results in credible substantial risk of harm to individuals within the University and/or to the safety, health, and well-being of the campus community, a designated University official -- typically Campus Life and Inclusive Excellence staff -- may request that the student review optional withdrawal information, which could include the University's Leave of Absence or Medical Leave of Absence policies.

Mandatory Withdrawal Policy

To promote safe and productive living and learning conditions, the University must balance the needs of the individual and those of the community in determining when a student's behavior warrants separation of that student from the University. The Vice Chancellor of Campus Life and Inclusive Excellence or designee has the authority to initiate the process for mandatory withdrawal pursuant to the University's [Mandatory Withdrawal policy](#) where the Vice Chancellor of Campus Life and Inclusive Excellence or designee determines that (a) the student poses a credible substantial risk of harm to individuals within the University or to the University community as a whole; or (b) the student's behavior significantly disrupts the living and learning environment of other members of the University community.