

Security

Security is on call 24 hours a day, 365 days a year on the Battle Creek campus. Security officers wear an official security uniform and are equipped with two-way radios and flashlights. If you have an emergency that affects your class, call extension 4444 or use one of the yellow emergency call boxes when on campus. From off campus, call 269-965-4147.

For assistance at other KCC locations, contact the Administrative Office at the respective center. Security officers are also stationed at the Eastern Academic Center, Fehsenfeld Center, and Grahl Center during evening hours when classes are in session.

Emergency Telephones

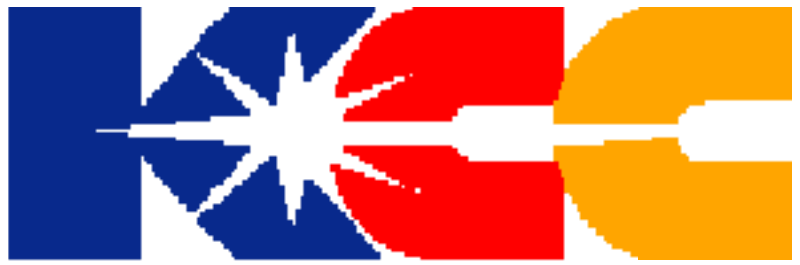
On the Battle Creek campus, emergency yellow call boxes are available in the lobbies and corridors of all campus buildings. Pushing the button on the box will immediately access Campus Security and provide them with your exact location.

Injury and Illness Procedure

If a student suffers serious personal injury or illness while on the Battle Creek Campus, contact Campus Security at extension 4444. Security personnel will make the student as comfortable as possible and will initiate the call for an ambulance. College personnel are not expected to administer first aid or medication. At the KCC regional centers dial 911 for emergency assistance.

Emergency Evacuation/ Emergency Shelter Procedures

In the doorway of each classroom and office area, Emergency Evacuation/Emergency Shelter Procedures bulletins are posted. Specific procedures for building evacuations, hazardous materials spills, phone outages, power outages, robbery, terrorist threats (including bomb threats), and weather emergencies are located in Section 1.01 of the College Safety Plan which is available through the Kellogg Community College web page.



EMERGENCY ACTION PLAN CHECKLISTS

Kellogg Community College Main Campus and All Centers

DRAFT

**This Document is intended to supplement the
Kellogg Community College
Safety and Crises Management Plans**

Developed by the Allegan County Intermediate School District
Adapted with permission for Kellogg Community College (3/05)

P:\Facilities\Safety\KCC Crisis Plan

CRISIS MANAGEMENT PLAN

Kellogg Community College

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MEDICAL PROBLEM OR ACCIDENT

FACULTY, STAFF OR STUDENT

- CONTACT CAMPUS SECURITY or CALL **911** ASAP
- KEEP PATIENT AS STABLE AS POSSIBLE
- COMPLETE INCIDENT/EMPLOYEE INJURY REPORT ASAP

CAMPUS SECURITY OR CENTER DIRECTOR

- ASSESS SEVERITY OF INJURY OR ILLNESS
- NOTIFY THE DIRECTOR OF INSTITUTIONAL FACILITIES OF SITUATION
- FILE AN INCIDENT/EMPLOYEE INJURY REPORT

SERIOUS PROBLEM

- CALL **911**
- STABILIZE INDIVIDUAL AND ADMINISTER FIRST AID UNTIL MEDICS ARRIVE
- OBTAIN DIAGNOSIS FOLLOW-UP & FILE REPORT
- IF CRIMINAL IN NATURE REFER TO APPROPRIATE SECTION IN PLAN (I.E., ASSAULT, DRUG OVERDOSE).

MINOR PROBLEM

- MOVE INDIVIDUAL & ASSESS
- ADMINISTER FIRST AID
- RECOMMEND INDIVIDUAL FOLLOW UP PERSONAL PHYSICIAN
- FILE REPORT

DEATH OR HOMICIDE

FACULTY, STAFF. OR STUDENT

- IDENTIFY PROBLEM, LOCATION, VICTIM
- NOTIFY CAMPUS SECURITY
- IF PERPETRATOR IS IN THE AREA, AVOID CONTACT WITH HIM/HER UNTIL POLICE ARRIVE
- TRY TO REGAIN OVERALL CALM;
• DISCOURAGE DISCUSSION
- IF THER IS NO PERPETRATOR, REMOVE STUDENTS FROM THE AREA & TRY TO CALM THEM
- ISOLATE WITNESSES & DO NOT ALLOW THEM TO TALK WITH OTHERS
- AWAIT PUBLIC OFFICIALS & ADMINISTRATIVE PERSONNEL
- IDENTIFY STUDENTS IN NEED OF COUNSELING
- COMPLETE INCIDENT REPORT ASAP

CAMPUS SECURITY or CENTER DIRECTOR

- CALL **911**(PROVIDE DESCRIPTION)
- RESPOND AND SECURE THE SCENE
- REQUEST/DETERMINE NEED FOR LOCKDOWNLOC
- PROVIDE PRIVACY FOR VICTIM
- DOCUMENT APPROXIMATE TIME & SPECIFIC OBSERVATIONS REGARDING VICTIM'S OVERALL CONDITION
- PROVIDE A COPY OF THE RECORDED INFORMATION TO EMS
- **CALL THE DIRECTOR OF NSTITUTIONA L FACILITRES**
- FILE INCIDENT REPORT

INSTITUTIONAL FACILITIES

- NOTIFY APPROPRIATE ADMINISTRATORS
- ADVISE PUBLIC RELATIONS TO PREPARE FOR MEDIA REQUEST FOR INFORMATION
- SERVE AS LIASON BETWEEN POLICE AND THE COLLEGE AND COUNTY AGENCIES.
- HAVE STUDENT SERVICES IDENTIFY AND ANNOUNCE COUNCELING AGENCY TO PROVIDE ASSISTANCE

ILLECT SUBSTANCE OR ALCOHOL OVERDOSE/USE

FACULTY, STAFF, OR STUDENT

- NOTIFY CAMPUS SECURITY & PROVIDE AS MUCH INFORMATION AS POSSIBLE
- KEEP STUDENT AS STABLE AS POSSIBLE; MAY REMOVE FROM CLASS
- ISOLATE WITNESSES & DO NOT ALLOW THEM TO TALK TO ANYONE OR TO EACH OTHER; SPEAK CALMLY
- AWAIT PUBLIC OFFICIALS & ADMINISTRATIVE PERSONNEL
- COMPLETE INCIDENT REPORT ASAP

INSTITUTIONAL FACILITIES

- NOTIFY APPROPRIATE ADMINISTRATORS
- ADVISE PUBLIC RELATIONS TO PREPARE FOR MEDIA REQUEST FOR INFORMATION
- SERVE AS LIASON BETWEEN POLICE AND THE COLLEGE AND COUNTY AGENCIES.

CAMPUS SECURITY OR CENTER DIRECTOR

- IDENTIFY PROBLEM; EVALUATE
- CALL **911**
- ADMINISTER FIRST AID UNTIL MEDICS ARRIVE; **NOTIFY EMS**
- DOCUMENT FINDINGS. IF VICTIM IS ALERT, OBTAIN NAME OF DRUG, HOW ADMINISTERED, & AT WHAT TIME IT WAS ADMINISTERED; VERIFY QUANTITY
- PROVIDE A COPY OF DOCUMENTED INFORMATION TO EMS AND POLICE
- **NOTIFY THE DIRECTOR OF INSTITUTIONAL FACILITIES**
- FILE AN INCIDENT REPORT

VERBAL OR WRITTEN THREATS OF SUICIDE

FACULTY, STAFF OR STUDENT

- TAKE THREAT SERIOUSLY
- TELL THE INDIVIDUAL YOU ARE CONCERNED; ISOLATE IF POSSIBLE
- DO NOT LEAVE THE INDIVIDUAL ALONE
- NOTIFY STUDENT SERVICES & CAMPUS SECURITY
- CONTINUE TO EXPRESS INTEREST IN THE INDIVIDUAL AFTER THE CRISIS IS OVER

STUDENT SERVICES

- ISOLATE STUDENT FROM PEERS IF POSSIBLE
- TALK WITH INDIVIDUAL & ASSESS THE SERIOUSNESS OF THE THREAT
- ASK DIRECTLY IF THE PERSON HAS ENTERTAINED THOUGHTS OF SUICIDE
- DO NOT LEAVE THE STUDENT ALONE
- GIVE THE INDIVIDUAL MEDICAL PHONE NUMBERS (SEE PAGE ??)

INSTITUTIONAL FACILITIES

- NOTIFY APPROPRIATE ADMINISTRATORS
- PROVIDE SUPPORT AS REQUIRED

CAMPUS SECURITY

- ASSIST STUDENT SERVICES AS REQUESTED
- CALL **911** (IF APPROPRIATE)
- NOTIFY THE OFFICE OF INSTITUTIONAL FACILITIES
- DISPERSE ONLOOKERS
- DIRECT EMERGENCY RESPONSE PERSONNEL
- FILE INCIDENT REPORT

FACULTY OR STAFF

- MAKE VERBAL CONTACT IN A CALM VOICE TO ENGAGE STUDENT
- IF BEHAVIOR DOES NOT CEASE, SHOUT **STOP** & THEN LOWER YOUR VOICE & ENCOURAGE STUDENTS TO TALK ABOUT THE ISSUES SOMEPLACE ELSE
- TRY TO GET INDIVIDUALS TO AN ISOLATED AREA SO THEY CAN CALM THEMSELVES WITHOUT LOSING FACE; OR TRY TO EMPTY THE AREA OF OTHER STUDENTS SO THERE IS LESS AUDIENCE & LESS DANGER
- DO NOT LEAVE THE STUDENTS ALONE UNTIL THEY ARE CALM
- DISCUSS THEIR BEHAVIOR & CONSEQUENCES ONLY AFTER THEY ARE CALM
- UNDERSTAND THAT VIOLENCE IS TIME-LINED; IF YOU CAN DELAY LONG-ENOUGH, IT CAN SUBSIDE
- **NEVER GRAB OR TOUCH A VIOLENT STUDENT UNLESS THEY ARE CAUSING HARM TO THEMSELVES OR OTHERS**
- ESCORT THE STUDENT(S) TO STUDENT SERVICES
- IF THE STUDENT(S) REFUSE TO COOPERATE, **NOTIFY SECURITY** USING THE CODE WORD **DEAN SMITH** (e.g. I NEED DEAN SMITH TO COME TO ...) OR **CALL 911**

VIOLENT ACTIONS

Physical Assault
Fights
Verbal Assault
Verbal Threat
Bizarre behavior

CAMPUS SECURITY OR CENTER DIRECTOR

- ASSESS SITUATION & INTERVENE IF NECESSARY (ESPECIALLY IF WEAPON INVOLVED)
- **CALL 911 IF APPROPRIATE**
- IF INDIVIDUAL(S) REFUSE TO COOPERATE; OR IF ANY OF THE FOLLOWING OCCURS: THERE IS SERIOUS INJURY EVIDENT, REQUIRES MEDICAL ATTENTION OR THE SUSPECT USED A WEAPON DURING THE ASSAULT.
- **CALL THE** OFFICE OF INSTITUTIONAL FACILITIES WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED
- ASSIST POLICE IN ANY WAY REQUESTED
- FILE AN INCIDENT REPORT

ARMED STUDENT OR HOSTAGE

(Note: It is recommended these procedures are followed when: person has a weapon; Persons indicates they have a weapon; or Person is holding another against their will.

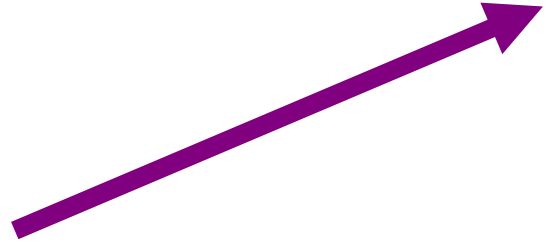
FACULTY OR STAFF

- NOTIFY CAMPUS SECURITY ASAP & ADVISE WHETHER A WEAPON IS SUSPECTED OR VISIBLE
- TRY TO CALM THE STUDENT & OTHERS



- DO NOT APPROACH STUDENT
- DO NOT ATTEMPT TO CONFISCATE THE WEAPON
- COMMUNICATE AND COOPERATE

- IF A WEAPON IS VISABLE, OR STUDENT IS THREATENING, ASK STUDENT CALMLY FOR PERMISSION TO EVACUATE THE REST OF THE CLASS
- EVACUATE QUIETLY, IF ALLOWED
- IF EVACUATION IS NOT ALLOWED, KEEP TALKING WITH THE STUDENT UNTIL POLICE ARRIVE
- WHEN POLICE ARRIVE, DO AS THEY ADVISE
- AFTER INCIDENT, FILE REPORT ASAP



ARMED STUDENT OR HOSTAGE (CONT'D)

CAMPUS SECURITY OR
CENTER DIRECTOR



CALL 911

IF WEAPON IS
SUSPECTED



IF WEAPON IS
VISIBLE



- ASSESS SITUATION, CREDIBILITY OF INFORMATION,
- TELL STUDENT WHAT IS SUSPECTED & ASK THE STUDENT TO TELL WHERE THE WEAPON IS
- CONFISCATE WEAPON
- ESCORT STUDENT TO STUDENT SERVICES
- CALL THE OFFICE OF INSTITUTIONAL FACILITIES
- FOLLOW

STUDENT SERVICES



- KEEP STUDENT CALM
- FOLLOW DISCIPLINARY ACTION ACCORDING TO STUDENT CODE OF CONDUCT

- CALL THE OFFICE OF INSTITUTIONAL FACILITIES WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED
- ESCORT POLICE TO SCENE
- STAY OUT OF VIEW OF STUDENT
- WORK WITH POLICE AS DIRECTED

INSTITUTIONAL
FACILITIES



- NOTIFY ERC MEMBERS/ AMINISTRATORS
- CONSIDER IMPLEMENTING LOCKDOWN FOR INTERNAL THREAT OR SHELTER IN PLACE
- WORK WITH POLICE AS DIRECTED

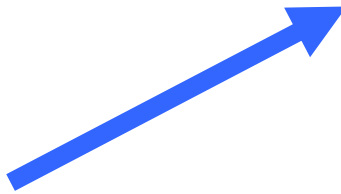
SEXUAL ASSAULT

Criminal Sexual Conduct involves nonconsensual sexual penetration or inappropriate touching of a person.

FACULTY, STAFF
OR STUDENT



- ALERT CAMPUS SECURITY OR CENTER DIRECTOR IMMEDIATELY
- IMMEDIATELY ASSESS INJURIES
- DO NOT LEAVE VICTIM ALONE
- DO NOT LET VICTIM ALTER PHYSICAL PRESENCE – **PRESERVE VICTIM'S MODESTY**
- DISCOURAGE DISCUSSION
- AWAIT POLICE, IF CALLED



CAMPUS
SECURITY OR
CENTER DIRECTOR



- CALL **911**, IF NECESSARY
- **CALL SOMEONE TO STAY WITH VICTIM**
- ISOLATE SUSPECT, IF POSSIBLE
- ISOLATE WITNESSES & DO NOT ALLOW THEM TO TALK TO ANYONE OR TO EACH OTHER
- **CALL THE OFFICE OF INSTITUTION FACILITIES** WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED
- COMPLETE INCIDENT REPORT ASAP

INTRUDERS

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FACULTY OR STAFF

- REPORT ANY SUSPICIOUS PERSON TO THE PRINCIPAL'S OFFICE IMMEDIATELY
- THIS SHOULD INCLUDE ANYONE WITHOUT A PROPER HALL OR VISITORS PASS

CAMPUS SECURITY OR CENTER DIRECTOR

- APPROACH THE INTRUDER(S) & DETERMINE THE NATURE OF THEIR PRESENCE
- ASK FOR IDENTIFICATION
- DIRECT THEM TO ACCOMPANY YOU TO THE PROPER OFFICE
- IF THEY HAVE NO ACCEPTABLE PURPOSE, ASK THEM TO LEAVE

IF THEY REFUSE TO LEAVE

- ALERT THEM THAT THE POLICE WILL BE CALLED; OBSERVE DESCRIPTIONS OF SUSPECT OR VEHICLES
- IF THEY CONTINUE TO REFUSE, **CALL 911**
- WHEN POLICE ARRIVE, ADVISE THE INDIVIDUAL(S) IN THE PRESENCE OF THE POLICE THAT THEY ARE NOT PERMITTED ON CAMPUS AND THAT IF THEY RETURN, THEY WILL BE CHARGED WITH TRESPASSING.
- **CALL THE OFFICE OF INSTITUTIONAL FACILITIES** WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED
- FILE AN INCIDENT REPORT

DISTURBED BEHAVIOR

FACULTY, STAFF OR SUPERVISOR

- ASSESS BEHAVIOR
 - IS IT A SINGLE OCCURANCE OR A SITUATIONAL DISTURBANCE?
 - IS IT THREATNING TO AN INDIVIDUAL OR INSTITUTION?
 - IS IT AN E3MOTIONAL DISTURBANCE?
 - IS IT DISRUPTING THE LEARNING ENVIRONMENT?
- OPTIONS:
 - IF INDIVUAL IS A STUDENT COMPLETE STUDEND REFERRAL FORM AND FORWARD TO STUDENT SERVICES
 - IF INDIVIDUAL IS AN EMPLOYEE, MAKE A VERBAL REFER TO HUMAN RESOURCES



STUDENT SERVICES/ HUMAN RESOURCES

- REVIEW FORM AND ASSES SITUATION THROUGH RESEARCHCONTACT STUDENT
 - REVIEW RECORDS
 - DISCUSS WITH OTHER STAFF AND FACULTY THAT HAVE CONTACT WITH INDIVIDUAL
- TAKE APPROPRIATE ACTION
- COMPLETE AN INCIDENT FORM TO BE MAINTAINED BY CAMPUS SECURITY IF APPRPRIATE
- NOTYIFY APPROPRIATE ADMINISTRATORS

• IF SITUALION WARRENTS, CONTACT CAMPUS SECURITY USING CODE WORD **DEAN SMITH** (e.g. I NEED DEAN SMITH TO COME TO ...) OR CALL **911**

CAMPUS SECURITY

- WHEN A REQUEST FOR “DEAN SMITH” IS RECEIVED, CALL **911** AND RESPOND TO REQUESTED LOCATION
- NOTIFY INSTITUTIONAL FACILITIES
- FILE AN INCIDENT REPORT



SHELTER IN PLACE

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INSTITUTIONAL FACILITES CAMPUS SECURITY OR CENTER DIRECTORS

- RECEIVE INFORMATION FROM FIRE, LAW ENFORCEMENT, EMERGENCY MANAGEMENT, STAFF, OR PUBLIC
- ISSUE INSTRUCTIONS TO BUILDING AND STUDENTS VIA MASS MESSAGING TO SHELTER IN PLACE RATHER THAN EVACUATE, DUE TO A SITUATION
- MONITOR SITUATION WITH LOCAL AUTHORITIES KEEP INFORMATION FLOWING
- DETERMINE IF ERC SHIOULD BE ACTIVATED. IF YES, MAKE APPROPRIATE NOTIFICATIONS AND ASSUME DUTIES AS ON-SCENE LIASON FOR COLLEGE
- DISSEMINATE ALL CLEAR INFORMATION WHEN ADVISE BY LOCAL AUTHORITIES

BUILDING WARDENS

- RECEIVE INFORMATION & INSTRUCTIONS TO SHELTER IN PLACE
- REQUIRE ALL PERSONS IN OUTSIDE AREAS TO GO INDOORS
- APPOINT CARETAKERS TO ASSIST STUDENTS WITH SPECIAL NEEDS
- ALLOW NO ONE TO LEAVE THE SHELTER DURING THE EMERGENCY
- ANNOUNCE THE CURRENT STATUS OF INCIDENT AT FREQUENT INTERVALS

DEFINITION

Sheltering In place is the use of any classroom or office for the purpose of providing temporary shelter from a hazardous material release or other Security situation.

EMERGENCY Hazardous Material Release

Chemical Plant Accident
Chemical Train Derailment
Chemical Truck Overturning
Pipeline Rupture
BOMB THREAT

FACULTY OR STAFF

- MOVE ALL STUDENTS INDOORS
- CLOSE ALL WINDOWS & DOORS TO THE SHELTER
- IF THERE APPEARS TO BE AIR CONTAMINATION WITHIN THE SHELTER, PLACE A WET PAPER TOWEL OVER THE NOSE & MOUTH FOR TEMPORARY RESPIRATORY PROTECTION
- CONTINUE TO FOLLOW INSTRUCTIONS GIVEN BY WARDENS
- DO NOT ALLOW ANYONE TO LEAVE THE SHELTER UNTIL THE **ALL CLEAR**

EVACUATION

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FACULTY
OR STAFF



• EVACUATE WHEN YOU HEAR THE FIRE ALARM

- BE AWARE OF PRE-DESIGNATED EVACUATION ROUTES
- CLOSE CLASSROOM DOOR & TURN OUT LIGHTS AS STUDENTS LEAVE
- LEAVE BUILDING IN AN ORDERLY MANNER WITHOUT RUSHING OR CROWDING
- EVACUATE TO THE DESIGNATED BUILDING
- EVACUATE AT LEAST 300 FEET FROM BUILDING & OUT OF THE WAY OF EMERGENCY VEHICLES
- REPORT ANY KNOWN MISSING STUDENTS OR STAFF
- RETURN TO ROOM WHEN YOU ARE INSTRUCTED THAT IT IS SAFE

EMERGENCY

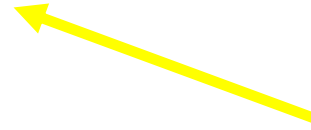
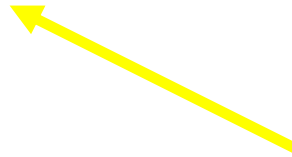
Disaster
Fire
Fallen Aircraft
Chemical Release
Bomb Threat



BUILDING
WARDENS



- ALERT ALL BUILDING OCCUPANTS TO EVACUATE
- ASSIST OCCUPANTS WITH SPECIAL NEEDS
- DISSEMINATE INSTRUCTIONS ON WHEN TO RETURN OR FOR DISMISSAL



LOCKDOWN (INSIDE THREAT)

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INSTITUTIONAL FACILITIES

- RECEIVE INFORMATION FROM FIRE, LAW ENFORCEMENT, EMERGENCY MANAGEMENT, CAMPUS SECURITY, CENTER DIRECTOR, STAFF, OR PUBLIC
- ISSUE INSTRUCTIONS TO BUILDING AND STUDENTS VIA MASS MESSAGING TO SHELTER IN PLACE
- ACTIVATED. ERC, MAKE APPROPRIATE NOTIFICATIONS AND ASSUME DUTIES AS ON-SCENE LIASON FOR COLLEGE
- DISSEMINATE ALL CLEAR INFORMATION WHEN ADVISE BY LOCAL AUTHORITIES

CAMPUS SECURITY OR CENTER DIRECTOR

- IF ARE THE FIRST TO LEAR OF THE SITUATION **CALL 911 AND INSTITUTIONAL FACILITIES**
- IMMEDIATELY LOCK ALL EXTERIOR DOORS
- ENLIST THE ASSISTANCE OF OTHER STAFF TO LOCK MANUAL DOORS
- ISOLATE STAFF AND STUDENTS FROM THREAT AREA
- DO NOT ALLOW ANYONE TO LEAVE UNTIL THE **ALL CLEAR** IS RECEIVED

DEFINITION

ACTIVE SHOOTER OR ARMED THREAT
INSIDE A CAMPUS FACILITY

AUTHORITY TO INITIATE:

Law Enforcement
Fire Department
Emergency Management
Institutional Facilities
Staff
Public

BUILDING WARDENS

- ADVISE ALL OCCUPANTS TO SHELTER IN PLACE SEE **10**
- MOVE ALL STUDENTS AND STAFF INDOORS
- CLOSE ALL WINDOWS & DOORS
- DO NOT ALLOW ANYONE TO LEAVE UNTIL THE **ALL CLEAR** IS RECEIVED

FACULTY OR STAFF

- MOVE ALL STUDENTS TO A SAFE CORNER TO REDUCE VISIBILITY
- LOCK AND CLOSE ALL WINDOWS & DOORS
- TURN OFF ALL LIGHTS AND MONITORS
- CONTINUE TO FOLLOW INSTRUCTIONS GIVEN BY WARDENS
- DO NOT ALLOW ANYONE TO LEAVE UNTIL THE **ALL CLEAR** IS RECEIVED

LOCKDOWN (OUTSIDE THREAT)

13

INSTITUTIONAL FACILITIES

- RECEIVE INFORMATION FROM FIRE, LAW ENFORCEMENT, EMERGENCY MANAGEMENT, CAMPUS SECURITY, CENTER DIRECTOR, STAFF, OR PUBLIC
- ISSUE INSTRUCTIONS TO BUILDING AND STUDENTS VIA MASS MESSAGING TO SHELTER IN PLACE
- ACTIVATED. ERC, MAKE APPROPRIATE NOTIFICATIONS AND ASSUME DUTIES AS ON-SCENE LIASON FOR COLLEGE
- DISSEMINATE ALL CLEAR INFORMATION WHEN ADVISE BY LOCAL AUTHORITIES

CAMPUS SECURITY OR CENTER DIRECTOR

- IF ARE THE FIRST TO LEAR OF THE SITUATION **CALL 911 AND INSTITUTIONAL FACILITIES**
- IMMEDIATELY LOCK ALL EXTERIOR DOORS
- ENLIST THE ASSISTANCE OF OTHER STAFF TO LOCK MANUAL DOORS
- HAVE ALL STAFF AND STUDENTS OUTDOORS TO MOVE INSIDE
- ISOLATE STAFF AND STUDENTS FROM THREAT AREA
- DO NOT ALLOW ANYONE TO LEAVE OR ENTER UNTIL THE **ALL CLEAR** IS RECEIVED

DEFINITION

ACTIVE SHOOTER OR ARMED THREAT OUTSIDE OF A CAMPUS FACILITY

AUTHORITY TO INITIATE:

Law Enforcement
Fire Department
Emergency Management
Institutional Facilities
Staff
Public

BUILDING WARDENS

- ADVISE ALL OCCUPANTS TO SHELTER IN PLACE SEE **10**
- MOVE ALL STUDENTS AND STAFF INDOORS
- CLOSE ALL WINDOWS & DOORS
- DO NOT ALLOW ANYONE TO LEAVE UNTIL THE **ALL CLEAR** IS RECEIVED

FACULTY OR STAFF

- MOVE ALL STUDENTS TO A SAFE CORNER TO REDUCE VISIBILITY
- LOCK AND CLOSE ALL WINDOWS & DOORS
- TURN OFF ALL LIGHTS AND MONITORS
- CONTINUE TO FOLLOW INSTRUCTIONS GIVEN BY WARDENS
- DO NOT ALLOW ANYONE TO LEAVE OR ENTER UNTIL THE **ALL CLEAR** IS RECEIVED

HAZARDOUS MATERIAL RELEASE

14

EMERGENCY Hazardous Material Release

Chemical Plant Accident
Chemical Train Derailment
Chemical Truck Overturning
Pipeline Rupture

**A DECISION MUST BE MADE TO SHELTER IN PLACE OR TO EVACUATE
DURING A HAZARDOUS MATERIAL RELEASE**

**FIRE DEPARTMENT
HAZMAT
DIVISION**



**INSTITUTIONAL
FACILITIES**



- CONTACT OR RECEIVE A DECISION FROM FIRE DEPARTMENT'S HAZARDOUS MATERIAL DIVISION ON WHETHER TO SHELTER IN PLACE OR TO EVACUATE

**IF TOLD TO
SHELTER**

**IF TOLD TO
EVACUATE**

- FOLLOW THE SHELTER IN PLACE PROCEDURES **9**

- FOLLOW THE EVACUATION PROCEDURES **10**

UTILITY FAILURE

15

INSIDE GAS LEAK

CAMPUS SECURITY OR CENTER DIRECTOR

- NOTIFY EVERYONE IN BUILDING WHENEVER A STRONG GAS ODOR IS REPORTED
- DO NOT USE FIRE ALARM SYSTEM AS IT MAY TAKE STUDENTS INTO AREAS OF HIGHEST GAS CONCENTRATION
- CALL **911**
- **CALL THE OFFICE OF INSTITUTIONAL FACILITIES** WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED AND WORK WITH UTILITY SERVICE TO CORRECT THE PROBLEM
- OVERSEE EVACUATION TO DESIGNATED ASSEMBLY POINT
- DETERMINE WHEN THE BUILDING IS SAFE FOR RE-OCCUPANCY AFTER CONFERRING WITH AUTHORITIES
- FILE AN INCIDENT REPORT

OFFICE OF INSTITUTIONAL FACILITIES

- **NOTIFY THE GAS COMPANY**
- VENTILATE THE AREA, STARTING WHERE GAS CONCENTRATION IS STRONGEST
- OPERATE MANUAL CONTROLS TO SHUT OFF OPEN FLAME DEVICES
- DO NOT OPERATE ELECTRICAL SWITCHES
- ASSIST GAS COMPANY IN FINDING & FIXING THE GAS LEAK
- **ADVISE** WHEN BUILDING IS SAFE FOR RE-OCCUPANCY OR ISSUE INSTRUCTIONS FOR DISMISSALS

FACULTY OR STAFF

- EVACUATE STUDENTS TO ASSEMBLY POINT WHEN INFORMED TO DO SO
- USE FIRE EVACUATION PROCEDURES
- DO NOT OPERATE ELECTRICAL SWITCHES
- ROUTE STUDENTS AROUND & AWAY FROM AREAS OF STRONG GAS ODOR
- REQUEST MEDICAL CARE FOR ANYONE INJURED OR OVERCOME BY GAS

UTILITY FAILURE (CONT'D)

POWER OUTAGE

CAMPUS SECURITY OR CENTER DIRECTOR

- NOTIFY INSTITUTIONAL FACILITIES IMMEDIATELY
- ASSIST IN KEEPING BUILDING OCCUPANTS CALM AND INFORMED OF SITUATION
- AWAIT FURTHER INSTRUCTIONS FROM INSTITUTIONAL FACILITIES

INSTITUTIONAL FACILITIES

- NOTIFY THE ELECTRICAL POWER COMPANY OF OUTAGE
- INSTRUCT BUILDINGS TO EITHER REMAIN IN PLACE OR TO EVACUATE
- DETERMINE LENGTH OF OUTAGE AND DETERMINE WHETHER TO CANCELLED CLASSES OR AWAIT POWER RESTORATION
- NOTIFY APPROPRIATE ADMINISTRATORS

FACULTY OR STAFF

- FOLLOW THE INSTRUCTIONS FROM BUILDING WARDENS OR SECURITY TO EITHER REMAIN IN PLACE OR TO EVACUATE
- AWAIT FURTHER INSTRUCTIONS REGARDING DISMISSAL OR AWAIT POWER RESTORATION

UTILITY FAILURE (CONT'D)

WATER SHORTAGE
AT REGIONAL CENTERS
SERVICED BY A WELL

CENTER
DIRECTOR



- NOTIFY BUILDING OCCUPANTS
- CALL INSTITUTIONAL FACILITIES
- IMPLEMENT WELL OUTAGE PLAN
- FILE AN INCIDENT REPORT

INSTITUTIONAL
FACILITIES



- DETERMINE IF THE CENTER CAN REMAIN OPEN
- ASSIST CENTER DIRECTOR IMPLEMENT WELL OUTAGE PLAN
- NOTIFY APPROPRIATE ADMINISTRATORS
- WORK WITH COUNTY HEALTH DEPARTMENTS FOR ANY WATER TESTING ISSUES

BOMB THREAT

16

PHONE CALL RECIPIENT

- KEEP CALLER ON PHONE AS LONG AS POSSIBLE & DO NOT HANG UP
- IF STUDENT IS ANSWERING PHONES, HAVE AN ADULT TAKE THE CALL
- SIGNAL TO SOMEONE TO ALERT CAMPUS SECURITY OR CENTER DIRECTOR
- WRITE DOWN EVERYTHING CALLER SAYS (USE ATTACHED CHECKLIST)
- ASAP, USE BOMB THREAT CHECKLIST
- MAKE AN EDUCATED GUESS AS TO CALLER'S SEX, AGE, RACE, ACCENT
- IDENTIFY ANY BACKGROUND NOISES
- AFTER CALL IS OVER, WRITE DOWN ANY IMPRESSIONS OF CALLER
- EVEN AFTER THE CALLER HANGS UP, KEEP THE PHONE OFF THE HOOK SO POLICE CAN TRACE THE CALL
- WAIT FOR POLICE; FILE REPORT

CAMPUS SECURITY OR CENTER DIRECTOR

- ON DIFFERENT PHONE; CALL **911**
- **CALL INSTITUTIONAL FACILITIES** WHO WILL ENSURE THAT NECESSARY ADMINISTRATORS ARE NOTIFIED
- FILE AN INCIDENT REPORT

INSTITUTIONAL FACILITIES

- MAKE DECISION WHETHER OR NOT TO EVACUATE BUILDING
- IF EVACUATION IS NECESSARY SEE EVACUATION PROCEDURES **18**
- **PASS INFORMATION & INSTRUCTIONS TO FACULTY AND STAFF USING BUILDING WARDENS**
- ESTABLISH SEARCH TEAMS OF EMPLOYEES; UNDER NO CIRCUMSTANCES ARE THEY TO TOUCH A SUSPICIOUS PACKAGE; HAVE MASTER SET OF KEYS
- COORDINATE SEARCH TEAM RESPONSE & ASSIST POLICE
- WAIT FOR **ALL CLEAR** FROM POLICE BEFORE ALLOWING OCCUPANTS BACK IN

BOMB THREAT (CONT'D)

FACULTY
OR STAFF



- EVACUATE OR SHELTER IN PLACE IF WHEN ADVISED
- REMAIN AT EVACUATION POINT AND AWAIT FURTHER INSTRUCTIUONS

BOMB THREAT CHECKLIST

LOG CALL

- Date reported
- Time reported
- Exact words of caller

ASK QUESTIONS

- When is the bomb going to explode?
- Where is the bomb right now?
- What kind of bomb is it?
- What does it look like?
- Why did you place the bomb?
- Where are you calling from?

IDENTIFY CHARACTERISTICS

Description of callers voice

- Male Female Young Middle Age Old Accent

Tone of voice

- Intoxicated Speech problem Hostile

Background noise

Time caller hung up

Remarks



Bomb Threat

Bomb Threat Call Check List-

Kellogg Community College
450 North Avenue
Battle Creek, Michigan 49017-3397
(616) 965-3931
Fax (616) 965-4133

Date of Call	Month /	Day /	Year
Time of Call	Received	Ended	
	a.m. p.m.		a.m. p.m.
Operator's Name			
Caller ID #:			

Remain Calm.
Attempt to keep the caller on the line as long as possible to obtain as much information as possible.
Be alert to sounds other than the caller's voice which may supply valuable information for investigation.
Calmly ask caller questions below.

Exact Words of Caller

Blank lines for recording exact words of caller.

Questions to Ask

When is the bomb going to explode:

Where is bomb right now?

What does the bomb look like?

Why did you place it?

Whom am I speaking to?

Did the caller ask for a specific person? No Yes Who?

Comments:

Description of Callers Voice

Initial Impression:

Male Old Loud Voice High Pitch Slow Talking Accent (Describe) _____

Female Young Soft Voice Low Pitch Fast Talking Intoxicated Attempt to Conceal Voice

Manner	Language
<input type="checkbox"/> Calm <input type="checkbox"/> Rational <input type="checkbox"/> Coherent <input type="checkbox"/> Deliberate <input type="checkbox"/> Religious, Self Righteous	<input type="checkbox"/> Excellent, fluent, good vocabular
<input type="checkbox"/> Angry <input type="checkbox"/> Irrational <input type="checkbox"/> Incoherent <input type="checkbox"/> Emotional <input type="checkbox"/> Laughing	<input type="checkbox"/> Average or Normal vocabulary
	<input type="checkbox"/> Poor-bad grammar, poor vocabular
	<input type="checkbox"/> Foul

Does Voice Sound Familiar? If Yes, Who Does It Sound Like? Has This Person Called Before?

Yes No _____ Yes No

Background Noise

Initial Impression:

Total Quiet Voices (Conversation) Party Atmosphere Office Machines Street Traffic Trains Animal Noises

Faint Noise Nolsy Music Factory Machines Highway Traffic Planes Mixed

Comments



TORNADO OR SEVERE STORM

17

TORNADO SAFETY GUIDELINES

- Remember that the National Weather Service issues a tornado **WATCH** when the possibility of tornadoes exists, and a tornado **WARNING** when a tornado has been spotted or indicated on radar. Remember also there may **not** be time for a tornado **WARNING** before a twister strikes. Tornadoes form suddenly. Teachers and students should know the difference between a Watch and a Warning.
- Each school should be inspected and tornado shelter areas designated. Schools should use interior hallways on the ground floor that are NOT parallel to the tornado's path, which is usually from the southwest. Never use gymnasiums, auditoriums, or other rooms with wide, free-span roofs. Avoid all windows and other glassed areas. *The most dangerous locations of a building are usually along the south and west sides, and at all corners.*
- Staff and students should know their designated shelter areas.
- During a tornado *watch*, building wardens are designated to monitor commercial radio or internet for tornado *warnings*.

DANGER SIGNS

SEVERE THUNDERSTORMS

Thunder, lightning, heavy rain, and strong winds

HAIL

Pellets of ice from dark-clouded skies

ROARING NOISE

Like a hundred railroad locomotives; a crashing thunderous sound

FUNNEL

Dark, spinning rope or column from the sky to ground or a sudden increase in wind

- Wardens should keep an eye on the sky for dark, rolling clouds, hail, driving rain, or a *sudden increase in wind* in addition to the telltale funnel or roaring noise. Tornadoes are often obscured by precipitation or darkness.
- When assembled in designated sheltered areas, and when the danger is imminent, individuals in the shelter should assume a protective posture facing an interior wall. Most tornado deaths are caused by head injuries.

TORNADO OR SEVERE STORM (CONT'D)

PRIOR TO ONSET OF BAD WEATHER

INSTITUTIONAL FACILITIES CAMPUS SECURITY, BUILDING WARDENS & CENTER DIRECTORS

FACULTY OR STAFF

- BE AWARE OF GUIDELINES FOR WHAT IS & WHAT IS NOT A SAFE SHELTER AREA
- KNOW AND DISSEMINATE INFORMATION ON DESIGNATE TORNADO SHELTERS
- DISSEMINATE WEATHER INFORMATION SYSTEM AS SOON AS RECEIVED
- ENSURE STAFF & STUDENTS KNOW THE DIFFERENCE BETWEEN A WATCH & WARNING
- ENSURE STAFF & STUDENTS AREA AWARE OF SHELTER AREA
- INSTRUCT STUDENTS HOW TO ***DROP & TUCK***
- MONITOR RADIO FOR WARNINGS OR OTHER BULLETINS

- BE AWARE OF THE DIFFERENCE BETWEEN WATCH & WARNING
- KNOW SHELTER AREA FOR YOUR CLASS AT EACH TEACHING LOCATION

TORNADO OR SEVERE STORM (CONT'D)

DURING A TORNADO WATCH

INSTITUTIONAL FACILITIES CAMPUS SECURITY, & CENTER DIRECTORS

- SEND MASS MESSAGING TO BUILDING WARDENS, AS WELL AS STAFF AND STUDENT SUBSCRIBERS THAT A TORNADO **WATCH** IS IN EFFECT

CAMPUS SECURITY, CENTER DIRECTORS & BUILDING WARDENS

- REVIEW **WARNING PROCEDURES**
- REMIND FACULTY AND STAFF IN EXTERIOR ROOMS TO CLOSE DOORS, WINDOWS & BLINDS
- ACTIVATE/UNLOCK SHELTERS
- DURING A TORNADO **WATCH** STUDENTS MAY LEAVE CAMPUS

FACULTY OR STAFF

- CLOSE WINDOWS & BLINDS
- REMIND STUDENTS OF TORNADO PROCEDURES
 - ↳ DEFINE THE SHELTER AREA THEY MAY NEED TO MOVE TO
 - REVIEW THE **DROP & TUCK** POSITION FACING THE WALL
 - INFORM STUDENTS NOT TO BE ALARMED IF LIGHTS GO OUT
 - IMMEDIATE ACTION MAY BE CALLED FOR - **DROP & TUCK** UNDER TABLES/DESKS IF INSTRUCTED TO DO SO

TORNADO OR SEVERE STORM (CONT'D)

DURING A TORNADO WARNING

INSTITUTIONAL FACILITIES

- ISSUE **WARNING** MASS MESSAGING IMMEDIATELY
- INSTRUCT BUILDING WARDENS TO MOVE ALL OCCUPANTS TO TORNADO SHELTER AREAS

IMPORTANT - IF A TORNADO IS SPOTTED OR REPORTED AS BEING VERY IMMINENT, ISSUE A COMMAND TO **DROP & TUCK WHERE THEY ARE, UNDER TABLES OR DESKS**

- ENSURE THAT APPOINTED CARETAKERS ASSIST HANDICAPPED STUDENTS
- ISSUE DROP & TUCK COMMAND WHEN JUDGEMENT WARRANTS
- MONITOR WEATHER EMERGENCY BROADCAST FOR FURTHER INSTRUCTIONS OR ALL CLEAR SIGNAL
- ISSUE ALL CLEAR NOTICE
- IF THERE IS A POSSIBILITY THAT A TORNADO HAS HIT THE BUILDING, SHUT OFF ELECTRICAL POWER IMMEDIATELY
- SURVEY FOR PHYSICAL DAMAGE

CAMPUS SECURITY BUILDING WARDENS OR CENTER DIRECTORS

- EVACUATE OCCUPANTS TO SHELTERS
- STUDENTS AND STAFF SHOULD BE STRONGLY DISCOURAGED FROM LEAVING CAMPUS
- LEAVE CLASSROOM DOOR OPEN
- KEEP ALL EXTERIOR DOORS CLOSED
- SECURITY AND CENTER DIRECTORS SHOULD ASSIST BUILDING WARDENS IN MAINTAINING ORDER AND CALM IN THE SHELTER
- IF YOU SENSE THAT A TORNADO IS IMMINENT, GIVE THE **DROP & TUCK COMMAND**
- AWAIT THE ALL CLEAR INSTRUCTION BEFORE LEAVING THE SHELTER
- REPORT AND INJURIES OR DAMAGE TO INSTITUTIONAL FACILITIES

TORNADO OR SEVERE STORM (CONT'D)

POST TORNADO

INSTITUTIONAL FACILITIES

IF A BUILDING IS STRUCK BY A TORNADO

- **CALL MAINTENANCE OR CONTRACTOR** TO ENSURE THAT GAS & ELECTRICITY HAVE BEEN SHUT OFF AT MAIN SERVICES
- CALL **911**
- HAVE TRAINED SECURITY, STAFF & WARDENS ADMINISTER FIRST AID UNTIL MEDICS ARRIVE
 - ALL INJURIES SHOULD BE NOTED
 - EVACUATE DAMAGED AREA CAUTIOUSLY
 - **ACTIVATE COLLEGE EMERGENCY CELL (ERC)**
 - HAVE ERC ASSUME RECOVER ACTIONS ROLL
 - ASSUME ON-SCENE LIAISON ROLL FOR ERC OR APPOINT SOMEONE FOR THIS FUNCTION

IF TORNADO PASSES WITHOUT STRIKING

- BE CAUTIOUS AS THERE MAY BE OTHER FUNNELS IN THE AREA
- CONTINUE TO MONITOR RADIO & TV FOR CURRENT ADVISORY INFORMATION
- **NOTIFY UTILITY COMPANIES** OF ANY BREAK OR SUSPECTED BREAK IN LINES
- RETAIN STUDENTS IN AREA UNTIL IT IS CONSIDERED SAFE TO RETURN TO CLASS, GO HOME, OR +RELEASED

FACULTY OR STAFF

- REPORT ANY INJURIES OR MISSING STUDENTS TO SECURITY OR CENTER DIRECTOR
- TRY TO RESTORE CALM
- ASSIST IN ANY FIRST AID NEEDED IN YOUR AREA
- AWAIT ANY FURTHER INSTRUCTIONS

EMERGENCY PHONE NUMBERS

AMBULANCE FIRE POLICE
911

EMERGENCY MANAGEMENT

Calhoun County	
Office of Emergency Management	269 969-6248
Battle Creek City Emergency Services	269 905-0095
Michigan Department of Public Safety	517
State Emergency Management	
American Red Cross	269 962-7528

LAW ENFORCEMENT

Police -Emergency	911
Sheriff's Department	269 966-3363
Michigan State Police	269 968-6115
FBI	269 349-9607

FIRE DEPARTMENTS

Fire Department -Emergency	911
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EMERGENCY PHONE NUMBERS - (CONT'D)

HOSPITALS

Oaklawn Hospital 200 N. Madison Marshall, MI 49068	269 781-4271
Battle Creek Health System 300 North Avenue Battle Creek, MI 49016	269 966-8000
Pennock Hospital 1009 West Green Hastings, MI 49058	269 945-3451
Community Health Center 274 East Chicago Street Coldwater, MI	517 279-5400

UTILITIES

Consumers Energy	800 477-5050
SEMCO Energy	888 427-1427
Coldwater Board of Utilities	517 279-9531
Michigan Gas	800 401-6402
City of Battle Creek Water & Sewer	269 966-3366

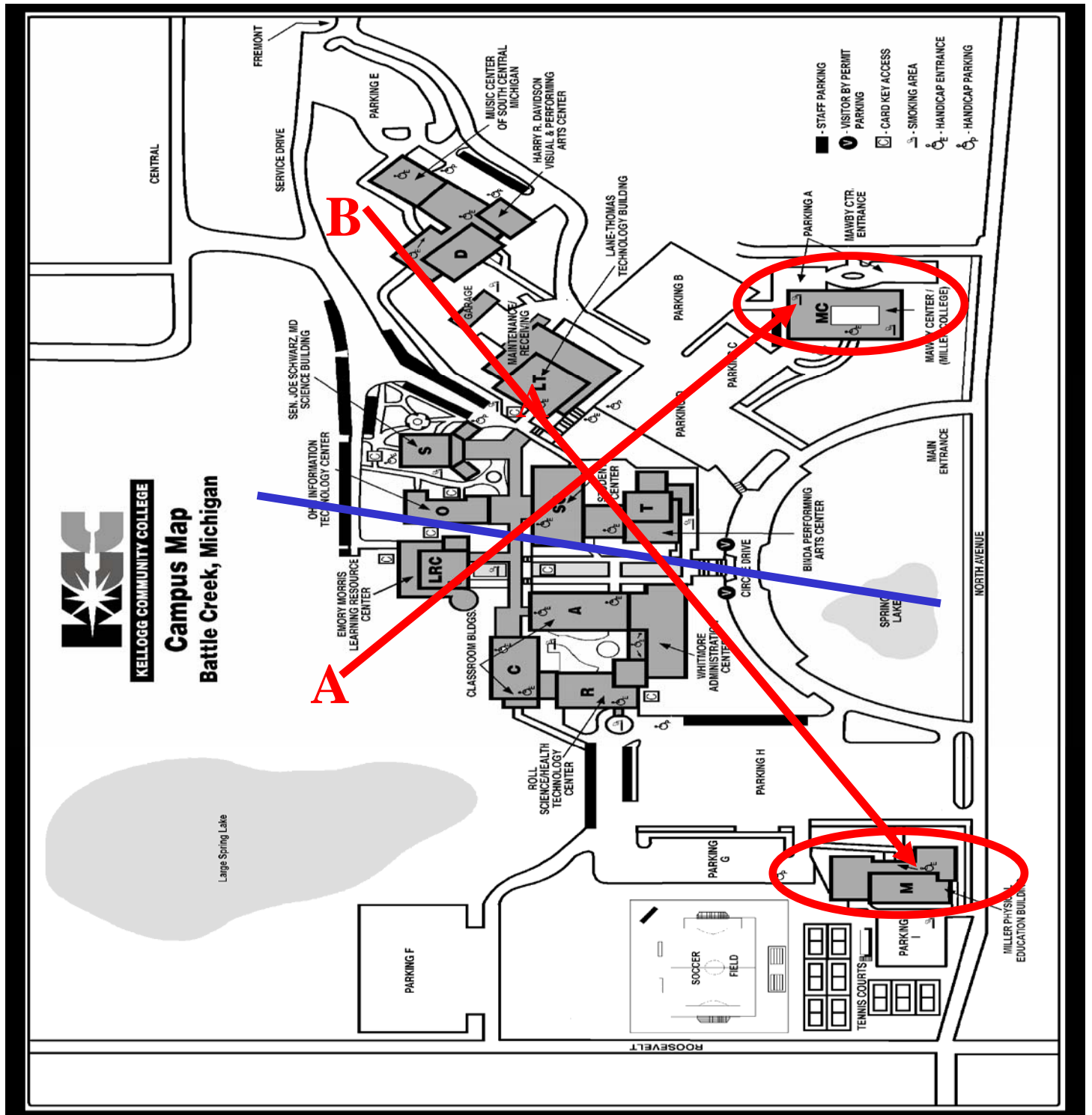
HELPFUL NUMBERS

Health Department (Calhoun)	269 966-1210
Poison Control Center	800 764-7661

KELLOGG COMMUNITY COLLEGE CRISES MANAGEMENT PLAN

EVACUATION MAP

WHEN DIRECTED TO EVACUATE, INDIVIDUALS NORTH OF BLUE LINE WILL EVACUATE TO THE MAWBY AND THOSE SOUTH OF BLUE WILL EVACUATE TO THE MILLER GYM



Excerpt From:

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Disruptive Students: A Liability, Policy, and Ethical Overview

By Heidi L. Noonan-Day and Marianne M. Jennings

Prong One: The Instructor and the Disruptive Student

The key to helping the instructor with the nebulous definition of “disruptive student” and with the development of due-process-proof procedures for students is the development of detailed instructions. The focus on the definition of “disruptive” is futile, because no rule could possibly list the types of behaviors students could conjure up in a classroom setting. However, the process and procedures to be followed for handling the disruptive student can be stated with great clarity. Even when colleges and universities have cut too wide a swath in their disciplinary processes and sanctions, clarity and consistency in process have proved to be protections. Erring on the side of taking action appears to be justified on the basis of case law. Taking action within clearly defined and gradually increasing step-by-step processes affords immunity for any liability for action. If these instructor-level processes are in place, it is possible that the college may not be required to get involved, because there is the hope of self-correction on the part of the student. In this regard, instructors are able to follow one of the tenets of ethical confrontation: go first to the parties involved and seek resolution.

A great deal has been written about the disruptive student, complete with instructions for instructors on how to proceed. In fact, the problem of disruptive students or fearful professors is centuries old; the demonstrations of disruptive students, have, however, changed to make us more fearful. The key to effective management of the disruptive student is to act before the disruptive student acts. Step on is putting guidelines in one’s syllabus about appropriate behaviors. In eras gone by, such discussion, standards, and detailed explanations were not necessary. However, these are different times and the incident that sparked this writing is an example of the degradation of classroom decorum. Self-correction is possible but not without detailed rules and discussion. For example, Memo from legal counsel at ASU [Arizona State University, the author’s college] outlines specifics that should go into the syllabus, including references to all policies on disruptive behavior:

Whenever possible (i.e., early and often), outline and discuss what is acceptable and what is not.

- *You can ask students not to interrupt in class*
- *You can designate the instructor as leading the discussion (deciding who can speak, and when)*
- *You can limit the topic of discussion to matters you deem relevant to the class*

Include a notice about the campus policies on the syllabus. For example [authors’ references have been changed to Kellogg Community College documents rather than ASU documents]:

Students are required to read and act in accordance with Kellogg Community College policies, including:

The Policy on Academic Integrity: Kellogg Community College Student Handbook, 2007-2008 edition beginning with page 79,
<http://www.kellogg.edu/publications/Handbook/policies.pdf>

Student Rights and Responsibilities and Student Code of Conduct: Kellogg Community College Student Handbook, 2007-2008 edition, beginning with page 63,
<http://www.kellogg.edu/publications/Handbook/policies.pdf>

Acceptable Use Policy for computer systems: <http://www.kellogg.edu/is/aup.html>

A [ASU] university official responsible for handling student misconduct charges offered the following guidance for instructors. What is striking is the very basic nature of the rules and instructions for appropriate classroom behavior. However, the rules were developed by a university official responsible for handling disciplinary cases and who was offering the rules as a means of avoiding the misconduct cases she must handle. Her message, as reflected in the following list is clear: establish the rules and expectations up front and never assume something is too basic to state.

Set Behavioral Standards and Clear Expectations

1) Establish clear academic and behavior standards

- 1. Publish the academic standards for your course in the syllabus. Include grading procedures, tests and assignment schedules, attendance requirements, etc.*
- 2. Indicate that academic integrity is of primary importance and advise students to avoid situations that may compromise their performance and grade.*
- 3. Clarify expectations for class conduct, e.g., raising of hand by student for recognition by instructor before speaking, avoiding inappropriate language or gestures, remaining reasonable during discussion of contemporary issues, etc.*
- 4. Allow reasonable time at initial class session to communicate class standards and to respond to questions.*

Clarify and Reinforce Standards Periodically

- 2) If inappropriate or questionable behavior occurs, initially remind the entire class of standards of conduct.*

However, as noted in the discussion of student rights, the substantive portion of due process must still be satisfied. How does a student know what constitutes disruptive? While we may not be able to provide a complete list, we can offer examples that will not just satisfy substantive due process. The list may actually serve to curb behaviors the students may have thought were acceptable prior to seeing their prohibitions in the syllabus. Three professors at Western Illinois University require their students to sign a 1,100 word contract about the course and their behavior. The contract is detailed and includes the following rules:

- Avoid conversations with people around you*
- Put the newspaper away before class begins*
- Turn your cell phones off*
- Don't study in this class for other classes; go to the library if you must study*
- Don't arrive late*
- If you must leave early, sit near the door*

- *If you cannot keep awake, don't come, or leave the class*
- *Be courteous during discussions*
- *No blurting out questions; wait to be called on before speaking*
- *Do not zip your backpacks before class is over*
- *Don't ask whether the instructor is covering anything important that day—every day is important*

There are, however, those who disagree with the detail level and simply prefer to set a tone of professionalism in the classroom, thereby shunning the delineation of behaviors and possibly planting ideas. Caroline D. Eckhardt, a professor of comparative literature and English at Penn State follows the more generic approach:

I think it would be hard to specify in the syllabus every form of behavior that is either encouraged or discouraged. If you start to make a long list, I would think that isn't the best approach. I also like to treat students like adults. They do not need clear signals from an instructor on what's expected in a course, but not down to a level of detail or fussiness about that can demean the academic endeavor.

Once the syllabus outlines the general obligations, there remains the day-to-day management of the class. Again, even legal counsel offers suggestions regarding this management issue:

Try to address an individual problem after class or during a separate appointment. Develop a script to facilitate this: "I see that you are raising some issues that go beyond the scope of the class discussion. I would like to continue this discussion with you (after class/during office hours) but we need to limit the class discussion to (name of topic)."

If a problem continues, consider ways to restructure the learning experience to work around the problem. For example, you may choose to avoid unstructured class discussions.

Even with detailed and specific policies and their noted sanctions, problems can continue. Having accomplished step one of due process with the ground rules laid out very clearly, the instructor can proceed to step two, which includes the procedural requirements at the classroom level. Those procedures can include a warning about the behavior, in a one-on-one conference in which a colleague or a department chair is present, or in the form of a letter, a written notice. Each conversation or notice serves to lay the groundwork for removal. A court may not agree with the faculty member's definition of what constitutes disruptive behavior, but it does not substitute its judgment for that of the faculty member. A court will, however, refuse to honor sanctions if the components of due process are not present.