

Safety Protocol Committee

College of Education

Safety Report & Recommendations

May 2023

Members

Kristin L. Gunckel (Co-chair)

Kevin Prahar (Co-chair)

Andie Astra

Kris Bosworth

Kartina Dotzler

Lisa Furr

Khyie Gardner

Mike Griffith

Donna Jurich

Sara Knepper

Lauren Meyer

Jessica Summers

Sandra Thiffault

Table of Contents

I. Charge to the Safety Protocol Committee	3
II. Context.....	4
III. Methods	6
Safety Survey	6
Experts.....	6
Building Walkthroughs	7
Expertise of Committee Members.....	7
IV. Findings & Recommendations	8
General Concerns and Recommendations	8
1. Structures for prioritizing, managing, and accountability for safety	8
2. Incident Command and Chain of Command.....	10
3. Knowledge of existing protocols	11
4. Emergency Communication.....	12
5. Post-event Communication, Evaluation and Debrief of Critical Incidents, Including False Alarms	13
Fire Safety and Building Evacuation	13
1. Protocols for people with mobility limitations.	14
2. Communication for incident command	14
3. Infrastructure Improvements.....	15
4. Compliance.....	15
5. Fire Safety Training	16
6. Fire Safety Practice	16
Medical Emergencies.....	16
1. Medically-trained Personnel	17
2. Automatic External Defibrillators (AED) and Bleeding Control Kits.....	17
Security	17
1. Locks on Classroom Doors.....	18
2. Limited Building Access.....	18
3. Education North Automatic Access Door.....	19
4. Blue Police Call Boxes	19
5. Cell Phone Access to UA Police Department	20
6. After-Hours Safety	21
Lockdowns Orders and Active Shooters	21
1. Protocols for Lockdowns and Active Shooter Situations.....	21
2. Locking Exterior Doors During a Lockdown Order.....	21
3. Glass Doors and Windows	21

4. Refuge Spaces	22
5. Duress Alarms	23
6. Lockdown Communication.....	23
7. Lockdown Practice	23
Threat Assessment and Response	23
1. Threat Assessment.....	24
2. Health and Safety Emergency Exception in FERPA.....	24
3. De-escalating Conflict and Threats.....	24
Shelter-in-Place	25
1. Shelter-in-Place Orders and Protocols	25
Other Emergencies	25
V. Next Steps	26
VI. Appendices	27
Appendix A - Consolidated List of Recommendations	27
Appendix B - Resources	32
Appendix C - Summary of Safety Survey Responses.....	33
Appendix D: Current Building Emergency Plans.....	37

I. Charge to the Safety Protocol Committee

In January, 2023, following the murder of Dr. Thomas Meixner on October 5, 2022, in the Harshberger Building on the University of Arizona campus, Dr. Robert Berry, Dean of the College of Education, convened the College of Education Safety Protocol Committee (SPC). Dean Berry provided the following directions for the work of the committee.

Charge to the Safety Protocol Committee from Dean Berry

Review procedures and resources in identifying and correcting unsafe conditions and practices in moments of emergency and crisis,

Assist in developing, revising, implementing, and maintaining an Emergency and Crisis Preparedness Plan.

Recommend improvements to maintain a safe College environment,

Work with an appropriate group to conduct safety inspections of the College's buildings,

Foster coordination of a College-wide communications plan.

Recommend training and professional development activities focused on emergencies and crises,

Suggest data-gathering tools and resources to systematically develop and implement quality improvement initiatives College-wide.

This report describes the process that the committee used to assess the current safety conditions within the College of Education Building #69, 1401 E. 2nd St and the Education North Building #444 at 1501 E Speedway Blvd, the findings on strengths and weaknesses with regard to safety, and recommendations for improvements. The committee took a comprehensive approach to consider plans and protocols for building evacuation, medical emergencies, lock-down and security, shelter-in-place, threat assessment, and emergency communications.

II. Context

Overall, the College of Education Building (COE) (#69) and Education North (#444) are safe places to work and study. Both buildings meet basic safety guidelines established by the University of Arizona [Office of Risk Management](#). However, both buildings are on the University of Arizona campus and the shortcomings related to safety and security identified in the recent [Faculty Senate Interim Safety Report](#) and the [PAX Report](#) are germane to the overall safety and security of the College of Education and Education North. Among the concerns in these reports are an overly bureaucratic campus safety system, a decentralized communications system, and a climate of distrust of University Leadership to take seriously and respond competently to issues of campus safety.

In response to the PAX report, the [Executive Office of the President](#) is engaged in full-scale review and restructuring of safety protocols and initiatives. As a result, the landscape of safety on the University of Arizona campus is fluid and dynamic. Organization and reporting structures of university-level offices responsible for safety are being restructured, new positions related to safety are being created, and new initiatives are being established. This context presents challenges for the SPC in figuring out university safety expectations, protocols, communications, and oversight because they can change quickly with little advance notice. The SPC sometimes received contradictory information for various university-level offices, had to navigate safety-related offices that did not coordinate or work together, and sometimes received vague information or information that was too generalized for planning and action. These concerns and issues frame the overall context in which safety and security within the College of Education and Education North are situated.

The University of Arizona [Critical Incident Response Team](#) (UACIRT) maintains a [Campus Emergency Response Plan](#) (CERP). This plan identifies two levels of critical incidents. Type I incidents affect the entire campus and Type II incidents affect only a portion of the campus, possibly only one building. The campus response to both types of emergencies are outlined in the CERP plan, including the establishment of incident command. However, between the time that University-level critical incident commences and the University CIRT is able to respond, the COE community must be able to handle any situation on their own. Furthermore, some critical incidents, such as medical emergencies, may not rise to the level of requiring a campus response. Moreover, in light of the events of October 5, 2022 and the subsequent Faculty Senate and PAX report findings, there is a general sense of wariness about the competency of the campus CIRT team to respond in an efficient, effective, and empathetic manner. In this context, safety for the College of Education and Education North buildings should be a high priority in College of Education operations.

Effective response to critical incidents begins well before any emergency occurs. All emergency plans should attend to three phases of an emergency.

1. Before the emergency - identifying potential safety and security issues, mitigating these issues within the limits of available resources, identifying protocols for responding to emergencies, and practicing these protocols regularly.
2. During the emergency - following pre-established protocols, attending to the needs of those affected, including the college community who may not be involved in the immediate situation.
3. Following the emergency - debriefing and evaluating the response, modifying protocols as necessary informed by this evaluation, communicating outcomes, and caring for the college community.

The College of Education Building #69 and Education North Building #444 serve a wide community. Both buildings house offices for employees of the College of Education and services for students enrolled in College of Education programs. Building #69 also has centrally-scheduled classrooms that serve students and instructors from programs outside of the College of Education. Building #444 is shared with the Department of Landscape Architecture and the UA Poetry Center. This variety of uses and communities must be considered in any plans, especially communication of emergency plans and responses.

In addition, the College of Education and Education North both serve people with disabilities, including people who have mobility limitations, people in the Deaf and Hard of Hearing Community, and people with visual impairments. The American Disabilities Act requires that all safety and emergency response plans make full accommodations for persons with disabilities. These accommodations must be considered from the beginning of the planning process and carried through all aspects of the response and debriefing phases of an emergency.

It is also important to recognize and be sensitive to the safety vulnerabilities of the multiple groups of diverse people who use Education and Education North, including people with minoritized identities based on race, ethnicity, religion, gender, sex, and sexuality. Ethical and equitable responses to critical incidents must take into account the heightened exposure to potential threats for groups such as women, members of the LGBTQ+ communities, and BIPOC communities. At the same time, assessment of the potential consequences of certain critical incident responses to doing harm to these communities must be taken into account. This balance may be difficult to achieve but should always be weighed.

III. Methods

The members of the College of Education SPC represent a wide range of viewpoints, experiences, and expertise with respect to safety. However, we realized early in the semester that we needed to learn more about existing safety documents and practices, potential safety issues, and the range of possible improvements that could be made. We also needed to learn more about the COE community's safety concerns as well as their ideas for improvements so that we could respond in the most appropriate ways.

Safety Survey

The SPC sent out a Qualtrics safety survey on March 10, 2023 to all COE employees, graduate students, and undergraduate students who work or attend classes in the College of Education and/or Education North buildings. This survey included open response questions about people's perceptions of their own safety with respect to building security, evacuation, threat management, and emergency communications.

135 responses were received. The survey did not ask respondents to provide demographic information, although some respondents did. Responses were not categorized by whether the respondent was an employee or a student. 95.2% of responses addressed concerns in the COE Building #69, 2.4% of responses addressed concerns in Education North Building #444, and 2.4% of responses addressed both buildings. See [Appendix C](#) for a summary of survey responses.

Throughout the Spring semester, several COE community members contacted the SPC co-chairs directly to share safety concerns.

Experts

To learn more about safety operation, requirements, best practices, and upcoming safety initiatives, the SPC met with the following University-level representatives.

- [Lane Spalla](#) - Emergency Management Coordinator, University of Arizona Police Department
- [Herb Wagner](#) - Director, Occupational/Environmental Health & Safety (Risk Management)
- [Khylie Gardner](#) - COE Communications Director
- Steve Patterson - Interim University of Arizona Chief Safety Officer

We met with each of these individuals for one to two hours. Steve Patterson attended our meetings twice, once to talk about security and once to talk about the Threat Assessment Management Team.

In addition, members of the committee attended an Arizona Partners in Preparedness Webinar on best practices for emergency management and disaster response for people with disabilities.

Building Walkthroughs

To learn more about our specific buildings, the co-chairs of the SPC, Dean Berry, Dean Puig, and building manager Michelle Tellez participated in three building walk-throughs.

- March 29, 2023, Herb Wagner, Director of Occupational/Environment Health & Safety (Risk Management) - Fire safety and building evacuation, COE #69
- April 5, 2023, Herb Wagner, Director of Occupational/Environment Health & Safety (Risk Management) - Fire safety and building evacuation, Education North #444
- April 17, 2023, [Andrew Valenzuela](#), UA Police Department - Security, COE #69

Expertise of Committee Members

The SPC members brought together relevant background and expertise that informed our discussions.

Andie Astra - Building technology resources with experience in the CERT program

Kris Bosworth - School safety

Kartina Dotzler - Experience and perspectives on challenges faced by those with physical limitations during emergency situations

Lisa Furr - Experience working with Arizona Association of Public-Safety Communication Officials and National Emergency Number Association on accessibility issues, resources for the Deaf and Hard of Hearing community

Khylie Gardner - Director of Marketing and Communications

Mike Griffith - Building technology including working with AMER-X. Familiar with Incident Command System from work with Civil Air Patrol

Kristin Gunckel - First responder and instructor trainer, National Ski Patrol

Donna Jurich - Experience representing and working with undergraduate students.

Sara Knepper - Experience working with graduate and undergraduate students on crisis management

Lauren Meyer - School safety, crisis management, and PREPaRE training

Kevin Prahar - Former dispatcher for UAPD and US National Incident-Based Reporting System on wildfire logistics (served on Mother's Day Fire ICS - 1994), Parking and Transportation Dispatch (during Nursing Shooting Incident)

Jessica Summers - Former Chair of the Faculty who led faculty senate effort to develop syllabus-specific language for responding to emergencies

Sandra Thriffault - Retired school principal with experience creating and implementing emergency and crisis preparedness plans

IV. Findings & Recommendations

Based on responses to the safety survey as well as SPC member's interactions with their respective COE communities, the overarching sense of safety in the College of Education is that people are unsure how to respond in an emergency situation. While there are some protocols in place for events such as building evacuation, the number of people raising questions about basic procedures indicates three main areas of concern for the college:

1. Gaps in comprehensive protocols for emergency situations and critical incidents.
2. Inadequate structures for communicating during emergency situations and critical incidents.
3. Lack of training and opportunities to practice responding to emergency citations and critical incidents.

These three areas of concern were present for all aspects of safety that the SPC examined, including fire and building evacuation, medical emergencies, building security and lock-down, threat assessment, and shelter-in-place situations.

In addition, the SPC found that for a number of areas, considerations and accommodations for people with disabilities are either lacking or not prioritized. These accommodations must be pre-planned and included in all phases of critical incident management, including planning, training, response, and debrief. Some of these accommodations include facilities upgrades and others are made as part of response protocols.

This section of the report examines these specific areas of safety with special emphasis on protocols, communication, and training. Recommendations are coded as follows

P - Protocols

C - Communication (for communicating before, during, and after emergencies and critical incidents).

T - Training

A - ADA

F - Facilities

Some recommendations received more than one code because they overlap areas. A summary of recommendations with their codes is provided in [Appendix A](#).

General Concerns and Recommendations

1. Structures for prioritizing, managing, and accountability for safety

Until recently, the perception is that safety was viewed across the University as primarily an infrastructure concern, with an emphasis placed on fire alarms and

locking doors. Building safety and security within the College of Education is handled primarily by University Facilities Maintenance and Risk Management in coordination with the building manager. However, recent events point out that safety and security must be addressed in a holistic, systemic manner within the College and across the University. Systems, both physical and psychological, are needed to develop protocols and communication pathways for preventing, preparing for, responding to, and debriefing critical incidents and emergency situations.

- **Recommendation: Develop a College Safety Team (P, C)** - The COE SPC should evolve into an overarching **College of Education Safety Team** that includes the following components.
 - **Safety Operations Team - (COE SOT)** - This team would be tasked with managing safety structures, systems, and protocols within the COE, including supervising planning, prevention, training, communication, and post-incident evaluations.
 - **COE Critical Incident Response Team (COE CIRT)** - The critical incident response team would respond in emergency situations. The actual response will depend on the type of incident. Members of the COE CIRT should include incident command (see [below](#)), medical first responders, counselors, and others who may be further identified as the role and responsibilities of this team are developed.

The work of the COE SOT and COE CIRT will be coordinated by the Safety Team co-chairs. Members of the COE SOT and COE CIRT may overlap, depending on roles and expertise.

The co-chairs of the College Safety Team will report to the College Leadership Council and the College Council. Initiatives from the College Safety Team will be communicated through these bodies.

The building manager must be an effective working member of the College Safety Team. The building manager role may need to expand beyond the current 0.1 FTE in order to take on more responsibility related to college safety.

The Director of Marketing and Communications and the Director of Digital Initiatives should also be members of the Safety Team.

- **Recommendation: Department/Unit Emergency Protocols (P).** Per the University of Arizona [Campus Emergency Response Plan](#) and in coordination with the COE Safety Team, College departments/units should develop department-specific emergency protocols for evacuations, medical emergencies,

threat assessment, lockdowns, and shelter-in-place. These protocols will work in conjunction with building-level protocols. Department/units should also identify an incident command structure and communication to interface with building incident command (See [incident command](#) below).

- **Recommendation: Safety Concerns Reporting System (C)**- Systems should be developed for the College of Education community to report safety concerns to the Safety Team and receive a response. This might be a Qualtrics survey form that is continually monitored. This reporting structure would be in addition to current University reporting structures and would not replace or preclude those systems(e.g., TAMT, 911). A COE reporting system would provide data to the safety team on issues of concern and ensure that the safety team is aware of and responsive to existing issues. Because some safety issues are related to building infrastructure and maintenance, this survey might also include opportunities to report building maintenance issues which could then be routed to the building manager.

2. Incident Command and Chain of Command

Incident command and chain of command are essential aspects of any emergency situation. The University has an incident command structure. However, incident command within the College is less defined.

According to the [Campus Emergency Response Plan](#) (page 9), the building manager serves as the primary contact for emergency-related issues. Building managers receive annual training and are issued yellow vests by Facilities Management so that they can be identified by first responders and building occupants during an emergency.

There is institutional memory of floor managers who received special yellow backpacks with emergency supplies (e.g., emergency vest, flashlight) who were tasked with ensuring that their floors were clear in the case of a building evacuation. It is unclear if that protocol is still in place. Many people who were designated as floor managers are no longer in their positions and new people who have those jobs are not aware of those responsibilities. Furthermore, with the advent of work-from-home and flexible schedules, floor managers are not always on campus.

- **Recommendation: Identify and Define Incident Command (P,T)** - Additional consideration should be given to the role and qualifications of the building manager with respect to incident command. There are several members of the COE community who have strong incident command experience who may function well in the college incident command role. Back-up incident command should also be established if the primary incident commander is not in the

building. Specific protocols for the responsibilities of incident command need to be developed. The SPS recommends that incident commanders complete the [FEMA ICS 100](#) course (Introduction to Incident Command). Incident command must be aware of and sensitive to the obligations to fulfilling requirements related to ADA before, during, and after an emergency.

- **Recommendation: Department/Unit Incident Sub-Command (P, T)** - Identify sub-incident commanders for each department/unit. The sub-IC would be part of the COE Critical Incident Response Team. The role and identity of incident commanders should be communicated prior to an emergency to all building occupants. Chain of command and how to find and communicate with incident command need to be spelled out. [Resources](#) for establishing unit-level incident command and department CIRT teams are available.
- **Recommendation: Critical Incident Flow Chart (P)** - Develop a critical incident template/flow chart that incident command can use as a guide for coordinating emergency response. This template should include contacts (with regularly updated phone numbers), resources, and guidelines for pre, during, and post incident activities.

3. Knowledge of existing protocols

The College of Education has [building emergency plans](#) for both College of Education Building #69 and Education North Building #444. However, in general, there is a lack of awareness of existing emergency protocols (e.g., fire, medical emergency, lock-down, etc.). This situation is true for COE employees, instructors from other colleges, and students.

- **Recommendation: Building Emergency Plans Review (P)** - The College Safety Team should review and update the [building emergency plans](#) annually and again after any crisis has occurred. Plans should be reviewed for alignment with University protocols, recommended appropriate language, and relevance to building needs and conditions.
- **Recommendation: Course Safety Orientations and Syllabus Language (C)** - Develop or adapt language for all course syllabi that provides specific emergency procedures for a) building evacuation, b) medical emergencies, c) lock-down and active shooter, and d) shelter-in-place. Encourage course instructors to familiarize students with emergency procedures on the first day of class. An in-house produced safety video might also be useful for the first day of classes (see [recommendation below](#)).
- **Recommendation: Comprehensive Emergency Protocols Resources (C, A)** - Develop a comprehensive electronic resource and possibly a paper-version

flipchart that outlines all emergency protocols. These resources would include photos and simple directions. This resource would be posted on the COE Hub and all COE classroom computers and Department Office computers would have a link on the desktop to this reference. This reference could be easily updated as protocols are updated. This same resource must have the ability to be read by a text reader.

- **Recommendation: Safety Videos (T, A)** - Consider developing in-house produced videos on safety and evacuation protocols that can be made available to everyone working and using the buildings, including people with disabilities, and including instructors from outside the College of Education. Videos should also meet ADA requirements (e.g., ASL interpreters, audio descriptions, closed captioning, etc.).
- **Recommendation: Employee Onboarding (T)** - Onboarding procedures for all new hires should include a check-off for reading building emergency protocols and completing other recommended emergency trainings.
- **Recommendation: Annual Employee Protocol Reviews (T)** - At the beginning of each year, departments and units should review emergency protocols during department meetings and retreats.

4. Emergency Communication

There are currently no structures or protocols to quickly and effectively communicate about building-level emergencies (with the exception of the fire alarm).

- **Recommendation: Comprehensive Emergency Communications Plan (C)** - Work with COE Director of Marketing and Communications to establish a college-wide comprehensive emergency communication plan that would include reporting structures (who communicates what with whom) for various emergency situations. This plan must include accommodations that meet requirements for ADA.
- **Recommendation: Urgent Messaging App (C)** - Investigate the efficacy of using a messaging app such as Remind.com as a tool for communication within the College during emergencies. For example, in the event of a building evacuation, the app could be used for people in refuge areas to indicate their location (in addition to calling 911), for floor managers to check with people who have offices on that floor to be sure the floor is clear, or for program directors to communicate with instructors and students off campus. This app would not replace and would be used in conjunction with [UAlert](#).

- **Recommendation: Messaging Trees (C)** - Business managers/unit managers should develop messaging trees (similar to a phone tree) to push out emergency communications and ask for responses. Message trees may use phone numbers, text messages, and/or urgent messaging app.
- **Recommendation: Message Boards (F)** - Work with Facilities Maintenance to ensure that all classrooms and large public spaces (in Building #69 and Building #444) have electronic message boards. Currently, all RCS classrooms have these message boards. According to the Executive Office of the President, the University is planning to install these message boards in department and college-controlled spaces as well, but it is unclear what the funding source will be. College and department-controlled classrooms in the College of Education are: EDUC (Building #69) 102, 104, 208, 311, 312, 437, 530 and Education North (Building #444) 104A, 110, and 111 (until renovation).

5. Post-event Communication, Evaluation and Debrief of Critical Incidents, Including False Alarms

There is a lack of communication following critical incidents, including false alarms. This leads to speculation, spreading of mis-information, and lost opportunity for evaluation and improvement

- **Recommendation: Post-incident Debrief and Evaluation (C, P, T)** - In coordination with the COE Safety Team, establish a protocol to review and improve emergency and critical incident response. In some situations, this may include a formal critical incident debrief with those affected.
- **Recommendation: Post-incident Followup Communication (C, P, T)** - Establish a communication pathway for the building manager or incident command to inform the College of Education community in a timely manner about the cause of building evacuations, shelter-in-place, and lockdown situations. Include feedback on participants' responses and steps taken to address the challenges and improve future response.

Fire Safety and Building Evacuation

As required by UACIRT, the College of Education has submitted building evacuation plans for both building #69 and building #444 (Please see [Appendix D](#) for building emergency plans with recommended revisions). These plans include procedures for evacuating the building in response to such events as fire, power outages, discovery of a suspicious object, or unexpected release of a hazardous material.

The building evacuation plan is likely the plan familiar to the most people because building occupants are generally experienced in responding to fire alarms. However, the

SPC found a few gaps in protocols, compliance, ADA, and building infrastructure that should be addressed.

1. Protocols for people with mobility limitations.

While most people generally are aware that they should not take the elevators when evacuating the building during an emergency, there is a lack of clear directions for people with mobility limitations who cannot descend the stairs. The building evacuation plans include protocols for people with disabilities, but many people, including those who have mobility limitations, are unaware of these protocols.

- **Recommendation: Stairway Signage (C, F, A)** - Have facilities maintenance create metal signs for each stairway landing indicating that the stairway is an area of refuge for building emergencies, the location of that stairway landing (e.g., SE Stairway, 4th floor), and directions to call 911 to let emergency responders know of your location.
- **Recommendation: Assistance during Evacuations (P, A)** - Business/unit managers should know who on their staff might need emergency accommodations and ensure that those people are aware of this protocol. Course instructors who know of students who have mobility limitations should check in with those students at the beginning of the semester to ensure that they know what to do in case of a building evacuation. Business/unit managers, office mates, and course instructors should report the location of people with mobility limitations to incident command upon evacuating the building.

2. Communication for incident command

In addition to the problems cited above about the lack of protocols for how incident command should function, during a building evacuation, there are no directions for how to communicate with incident command. This is especially problematic for communicating about people who are left in the building (e.g., people with mobility limitations). Furthermore, it is not always clear when an all-clear signal is given who that signal came from.

- **Recommendation: Department/Unit/Floor Evacuation Communication Plans (C)** - Develop department/unit/floor plans for communicating during a building evacuation. This may be through an app such as remind.com or a group text. See recommendation above on [Urgent Messaging App](#).
- **Recommendation: Incident Command Location (P)** - Establish a location where incident command can be found during a building evacuation (e.g., near the south-side meeting point in an evacuation). Incident command should be able

to connect with the UAPD Police Aid who responds to all fire alarms and gives the all-clear signal.

- **Recommendation: Close the Loop (A)** - Incident command must “close the loop” on all people who may have sought refuge on stairwells to ensure that they were evacuated by Tucson Fire Department.
- **Recommendation: Emergency ASL Interpretation (A)** - Incident command must include communication channels for the Deaf and Hard of Hearing community and people who are visually impaired. This may include the identification of certified and licensed ASL interpreters who can be available during an emergency.

3. Infrastructure Improvements

There are a few infrastructure improvements for fire and building evacuation. Education North is lacking fire suppression sprinklers (grandfathered in to current fire codes, so the building is currently still in compliance). Also, there are some updates needed to fire doors in the COE building #69.

- **Recommendation: Fire Suppression Education North (F)** - When Education North is renovated, the entire building will need to have fire suppression sprinklers installed.
- **Recommendation: Electromagnetic Door Holders (F, A)** - Install automatic door opening buttons or electromagnetic door holders on fire doors where there is a conflict between ADA access and fire door closures. Highest priority is the fire door on the first floor near the elevator that also limits ADA access to the rest of the first floor.

4. Compliance

Compliance with existing fire codes needs to be an ongoing monitoring process. The following situations are frequent violations:

- ❖ Combustible items stored in hallways, including bookshelves that do not have closable doors, recycle bins that do not have locks, rolls of butcher block paper, department mailboxes, etc.
- ❖ Combustibles stored on stairway landings
- ❖ Fire doors and automatic doors that are propped open
- ❖ Furniture in hallways that does not allow for at least 3 feet of passage
- ❖ Roller chairs in hallways
- ❖ Extension cords to extension cords
- ❖ Recycle bins on stairway landings that block access to doors
- ❖ Trash bins in hallways that are not emptied every day.

Lack of compliance with fire alarms was also noted in the safety survey as a concern.

- **Recommendation: Compliance Reminders (C, P)** - Building manager should send reminders once per semester about fire code compliance. Departments/units should develop plans to self-monitor for fire code compliance.
- **Recommendation: Refusal to Evacuate (T)** - Evacuation protocols should include that if a person does not wish to evacuate, they will be reported to incident command and UAPD who will handle the situation. Protocols should state that building occupants should not delay their own evacuation if others refuse to evacuate.

5. Fire Safety Training

The University of Arizona Office of Risk Management offers safety training courses.

- **Recommendation: Fire Safety Awareness Training (T)** - It is recommended that all employees and students complete [Fire Safety Awareness Training](#), an online self-paced course on Edge Learning. Those persons interested in how to use portable fire extinguishers safety should also take the hands-on [Fighting Fires with Portable Fire Extinguishers](#) course. Departments/units should consider who in their departments should take this course.

6. Fire Safety Practice

Currently, Risk Management does not require fire/evacuation drills in classroom and office buildings. This situation means that although the building has experienced false alarms, the College of Education community has not received feedback on the effectiveness of their evacuations. Many other universities recommend fire drills at least once per year and some require once per semester.

- **Recommendation: Fire Drills (T)** - The safety team should coordinate with UAPD and Risk Management to hold a fire drill at least once per school year. The drills should be planned and announced well ahead of time. The drills should be evaluated and feedback shared with the College of Education community for the purposes of education and improvement. A drill should also be held for Education North.

Medical Emergencies

Medical emergencies include both medical (e.g., cardiac arrest, stroke, diabetic emergency, asthma, anaphylaxis, etc.) and trauma (e.g., falls, gunshot wounds, etc.) emergencies. Submitted building emergency plans include protocols for medical

emergencies, in general. However, there are recommended guidelines, trainings, and infrastructure that can improve outcomes of medical emergencies.

1. Medically-trained Personnel

There are a number of people in the College of Education who have emergency medical training. However, there is no comprehensive list of who those people might be or how to contact them if their assistance is needed (in addition to calling 911).

- **Recommendation: List of Medically-trained personnel (C, T)** - Building and departments/units should create a regularly updated list of College of Education employees who have emergency medical experience, their office locations, and their phone numbers. These should be people who can respond to emergencies immediately and start care before Tucson Fire Department paramedics arrive. Those employees who have emergency medical training are obligated to respond to the level of their training. The Arizona Good Samaritan Law protects those trained and lay responders from civil liability.
- **Recommendation: CPR and Stop the Bleed Training (T)** - Provide more opportunities and encouragement for employees to obtain training in cardiopulmonary resuscitation (including use of AEDs) ([CPR](#)) and [Stop the Bleed](#).

2. Automatic External Defibrillators (AED) and Bleeding Control Kits

The College of Education Building #69 has one AED located in the lobby near the Kiva and the Education North Building #444 has one AED near the hallway to rooms 110 and 111. Current standards are that a rescuer should be able to obtain an AED within 90 seconds. With only one AED available in Building #69, this standard can probably only be met for incidents that happen on the 2nd floor. There are no bleeding control kits in either building.

- **Recommendation: AEDs (F)** - Additional AEDs should be installed in building #69, with the eventual goal being one AED per floor.
- **Recommendation: Bleeding Control Kits (F)** - Bleeding control kits for mass casualty incidents should be installed in both Building #69 and Building #444, with the same standard for access as for AEDs. Priority should be given to the 2nd floor of Building #69 near the Dean's Office, the Kiva, and Student Services.

Security

Because of recent shooting events on college campuses, including the murder of Dr. Meixner on the University of Arizona campus, building security is a matter of particular concern for people who use the College of Education Building #69 and Education North

Building #444. The main security issues are related to access to the building, protocols for responding to security threats, and communication systems during lock-down events. However, there is also acknowledgement that increased security must be balanced with the risks associated with increased surveillance.

1. Locks on Classroom Doors

A major concern of employees and students is the lack of locks on classroom doors. President Robbins, in his campus communication on [January 18, 2023](#), announced that University Facilities Maintenance is beginning the installation of locks on all classroom doors (RCS centrally-controlled classrooms and departmentally-controlled classrooms, but not conference rooms). The goal is to have all locks installed by the beginning of the Fall 2023 semester.

- **Recommendation: Classroom Locks (F)** - The building manager and departments should identify any conference room or other meeting space that does not have a lock that can be locked from the inside. The building manager and departments should request locks for these doors.

2. Limited Building Access

Many in the College of Education community have expressed concern about the unlimited access to College of Education Building #69 from early morning to late in the evening (6:00 a.m. to 9:00 p.m.). However, Building #69 is a university classroom building that hosts classes and functions from across the campus. This situation makes it difficult to control access to the building. The College of Education Building #69 is currently unlocked and locked for daily business by a UAPD police aid. In a campus communication dated [January 18, 2023](#), President Robbins announced that the University is studying expanding keyless (i.e., Cat Card) access to buildings across campus. There are currently no further details on when keyless access will be available for the College of Education.

Keyless access would allow for the exterior doors to be locked and unlocked remotely. This ability would be a great advantage in the event of a lock-down, as all doors could be locked at the same time. Building access could also be controlled after 5:00 p.m. so that only COE employees and students and instructors who have courses scheduled in the COE would have access after 5:00 p.m..

- **Recommendation: Keyless Entry (F)** - Continue to monitor and advocate for keyless locks that can be automatically and remotely engaged in the event of a building or campus lock-down event.

3. Education North Automatic Access Door

Most people access Education North through the automatic door on the west side of the building. This is a door with an automatic door opener to allow access for people who use wheelchairs. However, because the door has an automatic opener, it has a delayed closure and remains open for much longer than it takes a person who is not using a wheelchair to enter the building. As a result, it would be easy for a person who does not have legitimate access to the building to enter the open door unnoticed.

There is also concern that the access list for AMER-X Cat Card locks is not monitored closely and therefore the number of people who have access to Education North may be greater than the number of people who should have legitimate access at any given time.

These situations create a sense of insecurity for people who work in Education North, many of whom have expressed a heightened concern.

- **Recommendation: Ed North Keyless Entry (F)** - Install another AMER-X Cat Card keyless entry on the east side of the building. This will enable people who regularly work in the building but who do not need the ADO door to enter the building without worrying about the delay in the door closure.
- **Recommendation: Ed North AMER-X List (F)** - More closely monitor the list of people who have Cat Card access to Education North and remove people who no longer need access (e.g., students after their course that was meeting in Education North has completed).

4. Blue Police Call Boxes

RCS University-controlled classrooms have blue emergency call boxes that are direct lines to UAPD. Boxes are primarily listening devices that allow UAPD Dispatch to hear what is happening in a classroom when the device is activated during an emergency. These boxes are preferable to a 911 call from a cell phone because the call will be routed directly to UAPD. (911 calls from cell phones are routed first to Tucson Emergency Communications Center before being transferred to UAPD). College/department controlled classrooms and conference rooms do not have these call boxes. Furthermore, there is no land-line phone in the public spaces or classrooms in Education North Building #444. Additionally, these police call boxes are not accessible to the Deaf and Hard of Hearing community.

- **Recommendation: Police Call Boxes in Department Classrooms (F, C)** - Consider installing police call boxes in college/department

classrooms/conference rooms and high traffic areas such as department office suites.

- **Recommendation: Police Call Box in Education North (F, C)** - Install a police call box or a landline phone in the main room in Education North Building #444.
- **Recommendation: Two-Way Communication for Deaf Faculty (F, C, A)** - Investigate options for two-way communication with UAPD in classrooms for people in the Deaf and Hard of Hearing community. This should include designating a specific classroom that is equipped with two-way emergency communication that Deaf faculty would be assigned to use.
- **Recommendation: Training in use of Police Call Boxes (T)** - Provide training on how to use blue call boxes for instructors and students. This could be accomplished through in-house produced training videos.

5. Cell Phone Access to UA Police Department

911 calls made from a cell phone on the University of Arizona campus will be routed to the Tucson Emergency Communications Center before being routed to UAPD. It is important to know one's location when calling 911. 911 in Tucson does have text-to-911 capability.

As the College transitions from existing phone systems to Zoom Phone, users will automatically be prompted to enable Location Permissions inside the Zoom app. This permission will assist in reporting the person's location during an emergency call.

According to Steve Patterson, Interim Chief Safety Officer, and Herb Wagner, Director of Occupational/Environment Health & Safety (Risk Management), posters with emergency information will be posted in each university-controlled classroom by the start of Fall semester 2023. These posters will include building addresses.

- **Recommendation: Building Addresses (T, C)** - All persons should know the address of the College of Education Building #69 and Education North Building #444. This information should also be included in course syllabi for on-campus courses.
- **Recommendation: Emergency Posters in Department Classrooms (C)** - Order and install similar emergency posters for college/department-controlled classrooms and conference rooms.

6. After-Hours Safety

All employees and students should be aware of campus after-hours safety services including [Safe Ride](#), [Night Cat](#), and the [LiveSafe](#) app. UAPD is also a good resource for after hours safety.

- **Recommendation: After-Hours Safety Services (C, P)** - Departments should remind all employees and students to use after-hours safety services.

Lockdowns Orders and Active Shooters

Lockdown orders are issued by UAPD through UAlert when a human threat exists and exterior doors need to be locked to prevent unauthorized persons from entering the building. Active shooter situations are when a person is engaged in shooting a firearm, either inside or outside the building. There are a number of issues related to lockdowns and active shooter situations that need to be addressed.

1. Protocols for Lockdowns and Active Shooter Situations

The College of Education has protocols for lockdowns and active shooter situations. However, in general, the College of Education community (and the University community more broadly) are unfamiliar with protocols for lockdowns. People are becoming more familiar with active shooter protocols, but there are still gaps in education about these situations.

- **Recommendation: Lockdown and Active Shooter Protocol Training (T)** - Lockdown and active shooter protocols should be included in all emergency training opportunities. In addition, all employees and students should be required to complete the Active Shooter course on Edge Learning at least once per year.

2. Locking Exterior Doors During a Lockdown Order

In the event that a lockdown order is given over UAlert, all exterior doors must be locked. However, it is not clear (a) who is responsible for locking which doors and (b) where the keys (hex keys) are located to secure the crash bars on exterior doors.

- **Recommendation: Locking Exterior Doors (P)** - The safety team and building managers should assign persons to each door who will lock the doors in the event of a lockdown emergency. The location of keys and crash bar hex keys should be known to more than one person.

3. Glass Doors and Windows

There are many areas in the College of Education Building #69 with glass doors, glass windows in doors, and glass partitions between offices. These spaces are particularly vulnerable in lockdowns and active shooter situations. There are films

that can be applied to glass to increase its ballistic resistance. However, the SPC received conflicting opinions from safety experts about the efficacy of these films.

- **Recommendation: Ballistic Glass Film (F)** - Investigate the cost and effectiveness of ballistic films for glass. Of priority would be glass in Student Services area, main lobby entry doors, and World of Words.
- **Recommendation: Remove Unnecessary Glass (F)** - Remove unnecessary glass windows. Examples include the frosted windows in doors to the Dean's office area. Also replace half security doors with full doors.
- **Recommendation: Window Coverings (F)** - People who have offices with glass windows should be advised to place shades or posters over these windows to prevent people outside the office from seeing into the office. These covers prevent others from identifying potential valuables in the office and also better secure the space during a lockdown order.

4. Refuge Spaces

All building occupants should identify areas of refuge where they would retreat in the event of a lockdown order or an active shooter situation.

- **Recommendation: Identify Refuge Spaces (P, T)** - All departments/units should identify refuge spaces for retreat. Once locks are installed in classrooms, most classrooms will become refuge spaces. Many offices qualify as refuge spaces. Occupants in vulnerable areas such as office suites, high traffic areas, and areas with excessive glass, should have a plan for accessing the nearest refuge spaces. Refuge spaces may include nearby offices, interior offices, work rooms, or closets. The location of keys to potential refuge spaces should be identified to people who might potentially use those areas. All building occupants, including employees and students, should be familiar with active shooter and lockdown protocols to know how to secure refuge spaces. Criteria for refuge spaces include
 - ❖ Solid walls, preferably brick or concrete
 - ❖ Few windows
 - ❖ Solid doors with interior locks
 - ❖ Lights that can be turned off
 - ❖ Furniture for barricades
- **Recommendation: Refuge Spaces for People with Disabilities (A)** - Consideration of how people with disabilities will access refuge rooms must be made ahead of time. For example, in a run-hide-fight situation, people with mobility issues or visual impairments may be safer hiding immediately than trying to move away quickly and therefore must identify the closest refuge area or be

able to make their office space safe so that they do not have to move. Incident command should know the location of these spaces likely to be used by people with disabilities and have the ability to communicate with people in these spaces.

5. Duress Alarms

At this time, the SPC is not recommending duress (panic) alarms in the College of Education or Education North buildings. Duress alarms will elicit a full tactical response from UAPD. Without having people properly trained in their use and insurance that the alarms will be near desks staffed at all times, duress alarms may increase rather than reduce security risk. Instead, consider adding more blue police call boxes or, at a minimum, ensure that a landline phone is available to areas that may be points of first contact (e.g., Dean's office, Student Services, Department Offices). This recommendation may be revisited as needs and technologies evolve.

6. Lockdown Communication

Lockdown orders will be issued by UAPD through UAlert. All College of Education community members should use and respond to UAlerts. Lockdown orders should not be initiated internally unless a threat is imminent.

7. Lockdown Practice

The efficacy of any emergency protocol depends on conducting practice scenarios. However, practicing full-scale lockdown or active shooter responses is especially challenging and anxiety-producing because it is difficult to communicate to all building occupants that a particular activity is a drill and not an active situation. UAPD recommends that table-top exercises be conducted instead.

- **Recommendation: Tabletop Exercise Protocols (P)** - The College Safety Team should develop guidelines and scenarios for tabletop emergency exercise.
- **Recommendation: Tabletop Exercises (T)** - Departments/units should hold tabletop lockdown and active shooter exercises at least once per year.

Threat Assessment and Response

Threat assessment plays a critical role in preventing violence. Since the release of the PAX report, which highlighted the role of a lack of effective threat management in the death of Dr. Meixner, the University has re-organized threat assessment systems. However, there are still important gaps in the threat assessment systems that need to be addressed at both the College and University levels.

In conversations with Steve Patterson, Interim University Chief Safety Officer and head of the University Threat Assessment Management Team (TAMT), if one perceives an imminent danger of violence, the protocol is to call 911. If violence is not imminent, then

a report should be made to [TAMT](#). TAMT is supposed to respond, usually through email, within 48 hours.

1. Threat Assessment

In the responses to the survey of the College of Education community, the SPC found that many people are not familiar with what threat assessment is, sometimes confusing or conflating it with security features such as locks and door access. In addition, many people are unfamiliar with threat assessment and response protocols.

- **Recommendation: TAMT (T)** - Protocols for reporting threat assessment to TAMT should be shared regularly at College and department meetings.
- **Recommendation: Threat Assessment Video (T)** - All members of the College of Education community should view the [video](#) All Together Now: A Community Approach to Recognizing, Reporting, & Responding to Concerning, Aberrant, or Threatening Behaviors available on the TAMT website.

2. Health and Safety Emergency Exception in FERPA

Many people are unaware of FERPA's health or safety emergency exception for disclosing concerns about students' behaviors to TAMT or other relevant officials. The Executive Office of the President announced on [May 1, 2023](#), that the required University FERPA training on Edge Learning has been updated to provide clarification around the FERPA health or safety emergency exception. Furthermore, the University [FERPA website](#) has been updated with information on this exception.

- **Recommendation: Update FERPA Trainings (T)** - Encourage all course instructors, program directors, and others who work with students and student records to review the [FERPA health or safety emergency exception](#), and renew their FERPA training credentials.

3. De-escalating Conflict and Threats

No current University or College guidance is available for how to de-escalate conflict or threatening situations. Not all situations where one perceives threat should result in a 911 call and a police response, but 48 hours is too long to wait for assistance from TAMT in a potentially threatening situation. Guidance is needed to distinguish between situations where one may feel uncomfortable with another person and a truly potentially violent situation. The wrong response could inflict additional harm. Furthermore, with an effective response, many threatening situations can be de-escalated before they become harmful or violent.

- **Recommendation: De-escalation Protocols and Response (P, T, C)** - The Safety Team should develop protocols for responding to and de-escalating conflict and threatening situations. This structure might include communications for signaling

a potentially threatening situation to others who can initiate a response protocol. The COE CIRT should include those with special training in de-escalating potentially harmful or violent situations. In addition, [useful strategies](#) for de-escalating potentially harmful or violent situations should be compiled and communicated across the college. These protocols should be practiced at the department/unit level as part of tabletop exercises.

Shelter-in-Place

Shelter-in-place protocols are intended to keep people inside the building when unsafe conditions exist outside the building. Reasons for a shelter-in-place order include natural disasters or extreme weather conditions. The shelter-in-place order is given for different reasons than a lockdown order and the protocols for shelter-in-place are also different from a lockdown. The most important distinction is that during a shelter-in-place emergency, exterior doors to the building should remain in their normal operating level for that time of the day so that people outside the building can seek refuge inside.

1. Shelter-in-Place Orders and Protocols

People are generally unfamiliar with shelter-in-place protocols and the distinction between shelter-in-place and lock-down orders.

- **Recommendation: Shelter-in-Place Awareness (T)** - Shelter-in-place protocols should be included in any comprehensive emergency protocol resource and emergency training. Departments/units should share locations of shelter-in-place locations.
- **Recommendation: Shelter-in-Place Locations (P, A)** - Departments and units should identify specific rooms that are adequate for shelter-in-place spaces. This would include interior rooms with few windows but accessible to those seeking shelter. Needs such as access to restrooms, water and access for persons with disabilities should also be considered.

Other Emergencies

There are a number of other emergencies that could happen, including infrastructure issues, bomb threats, chemical spills, etc. Specific protocols for these events are available in the [Campus Emergency Response Plan](#) on the [UACIRT](#) website. In general, these protocols follow the above guidelines for evacuations, lockdowns, medical emergencies, and shelter-in-place.

- **Recommendation: CERP (P, C)** - Links to the CERP should be included in all emergency preparedness communications and resources, including the COE Hub.

V. Next Steps

The Safety Protocol Committee suggests the following next steps and timeline for addressing the recommendations in this report.

Summer 2023

- Begin developing a [comprehensive communications plan](#), including [urgent messaging app](#).
- Create a resource for departments/units for Fall semester orientations for employees and students. Include
 - [Reviews](#) of existing emergency protocols and building emergency plans
 - [Threat Assessment](#) and [FERPA](#)
 - Suggested emergency response [language for syllabi](#)
 - Updates on University safety initiatives
 - Required and suggested trainings

Fall 2023

- Convene [College of Education Safety Team](#)
- Develop comprehensive [incident command and chain of command](#)
- Begin developing department/unit level emergency plans for
 - Communication ([messaging trees](#))
 - [Evacuation](#)
 - [Lockdowns](#) & [Refuge Spaces](#)
 - [Shelter-in-place](#)
 - [Medical emergencies](#)
 - [Assisting people with disabilities](#)
- Assess feasibility and timeline for suggested facilities improvements
- Develop [safety reporting procedures](#)

Spring 2024

- [Re-assess](#) safety protocols and building emergency plans
- Begin work on [comprehensive emergency protocol resources](#), including [videos](#)
- Begin work on [post-incident debrief, evaluation, and communication protocols](#)
- Continue working through list of recommendations

Summer or Fall 2024

- Develop and conduct [fire drill](#) and [lockdown tabletop exercises](#)

VI. Appendices

Appendix A - Consolidated List of Recommendations

- P - Protocols
 C - Communication (for communicating before, during, and after emergencies and critical incidents).
 T - Training
 A - ADA
 F - Facilities

All rows below are hotlinked to bookmarks in the report.

Recommendation	P	C	T	A	F
General Recommendations					
1. Structures for prioritizing, managing, and accountability for safety					
Develop a College Safety Team	x	x			
Department/Unit Emergency Protocols	x				
Safety Concerns Reporting System		x			
2. Incident Command					
Identify and Define Incident Command	x		x		
Department/Unit Incident Sub-Command	x		x		
Critical Incident Flow Chart	x				
3. Knowledge of Existing Protocols					
Building Emergency Plans Review	x				
Course Safety Orientations and Syllabus Language		x			
Comprehensive Emergency Protocols Resources		x		x	
Safety Videos			x	x	

Recommendation	P	C	T	A	F
Employee Onboarding			x		
Annual Employee Protocol Reviews			x		
4. Emergency Communication					
Comprehensive Emergency Communications Plan		x			
Urgent Messaging App		x			
Messaging Trees		x			
Message Boards		x			
5. Post-event Communication, Evaluation and Debrief of Critical Incidents, Including False Alarms					
Post-incident Debrief and Evaluation	x	x	x		
Post-incident Followup Communication	x	x	x		
Fire Safety and Building Evacuation					
1. Protocols for people with mobility limitations					
Stairway Signage		x		x	x
Assistance during Evacuations	x			x	
2. Communication for incident command					
Department/Unit/Floor Evacuation Communication Plans		x			
Incident Command Location	x				
Close the Loop				x	
Emergency ASL Interpretation				x	
3. Infrastructure Improvements					
Education North Fire Suppression					x

Recommendation	P	C	T	A	F
Electromagnetic Door Holders				x	x
4. Compliance					
Compliance Reminders	x	x			
Refusal to Evacuate			x		
5. Fire Safety Training					
Fire Safety Awareness Training			x		
6. Fire Safety Practice					
Fire Drills			x		
Medical Emergencies					
1. Medically-trained Personnel					
List of Medically-trained personnel		x	x		
CPR and Stop the Bleed Training			x		
2. Automatic External Defibrillators (AED) and Bleeding Control Kits					
AEDs					x
Bleeding Control Kits					x
Security					
1. Locks on Classroom Doors					
Classroom Locks					x
2. Limited Building Access					
Keyless Entry					x
3. Education North Automatic Access Door					

Recommendation	P	C	T	A	F
Ed North Keyless Entry					X
Ed North AMER-X List					X
4. Blue Police Call Boxes					
Police Call Boxes in Department Classrooms		X			X
Police Call Box in Education North		X			X
Two-Way Communication for Deaf Faculty		X		X	X
Training in use of Police Call Boxes			X		
5. Cell Phone Access to UA Police Department					
Building Addresses		X	X		
Emergency Posters in Department Classrooms		X			
6. After-Hours Safety					
After-Hours Safety Services		X	X		
Lockdowns Orders and Active Shooters					
1. Protocols for lockdowns and active shooter situations					
Lockdown and Active Shooter Protocol Training			X		
2. Locking Exterior Doors During a Lockdown Order					
Locking Exterior Doors	X				
3. Glass Doors and Windows					
Ballistic Glass Film					X
Remove Unnecessary Glass					X
Window Coverings					X

Recommendation	P	C	T	A	F
4. Refuge Spaces					
Identify Refuge Spaces	x		x		
Refuge Spaces for People with Disabilities				x	
5. Duress Alarms					
6. Lockdown Communication					
7. Lockdown Practice					
Tabletop Exercise Protocols	x				
Tabletop Exercises			x		
Threat Assessment and Response					
1. Threat Assessment					
TAMT			x		
Threat Assessment Video			x		
2. Health and Safety Emergency Exception in FERPA					
Update FERPA Trainings			x		
3. De-escalating Conflict and Threats					
De-escalation Protocols and Response	x	x	x		
Shelter-in-Place					
1. Shelter-in-Place Orders and Protocols					
Shelter-in-Place Awareness			x		
Shelter-in-Place Locations	x			x	
Other Emergencies					

Recommendation	P	C	T	A	F
CERP	x	x			

Appendix B - Resources

Safety Reports

[Faculty Senate Interim Safety Report](#)

[PAX Report](#)

University of Arizona Safety Resources

[ASUA Safe Ride](#) (ASUA)

[Executive Office of the President](#)

[January 18, 2023 Safety Communication](#)

[May 1 2023 Safety Communication](#)

[Office of Risk Management](#)

[Critical Incident Response Team](#) (UACIRT)

[Campus Emergency Response Plan](#) (CERP)

[FERPA](#) (UA)

[Fire Safety](#) (UA)

[Night Cat](#) (UA Parking & Transportation Service)

[Threat Assessment Management Team](#) (TAMT)

[UAlert](#)

[UA Police Department](#) (UAPD)

[UA Safety](#) (Centralized Safety Website, UA)

Training Resources

[All Together Now Video](#) (Threat Assessment)

[Cardio-Pulmonary Resuscitation](#) (CPR) (UA)

[De-escalation Strategies](#)

[FEMA Introduction to Incident Command ICS 100 course](#)

[FERPA Training](#) (UA)

[Fighting Fires with Portable Fire Extinguishers](#) (UA)

[Fire Safety Awareness Training](#) (UA)

[Stop the Bleed](#) (UA)

Communication Resources

[Layered Solutions](#) (Deaf and Blind School Mass Notification Systems)

[Remind.com](#) (Mass messaging)

ADA

[Arizona Partners in Preparedness Webinar](#) on Emergency Management and the Americans Disabilities Act: Requirements and Best Practices

[Assisting People with Disabilities to Evacuate](#) (Gallaudet University)

Appendix C - Summary of Safety Survey Responses

127 responses - 121 (95.2%) from COE, 3 (2.4%) from Ed North, 3 (2.4%) for both COE and Ed North.

COE

Security

Concerns

- Multiple unsecured entry points
- Limited signage with safety instructions
- No protocol for critical incidents
- Classroom doors open outwards
- Lack of locks on doors
- Non-standard locks (key fobs) on doors (e.g. dean's office)
- Feeling insecure when alone on a floor (e.g., 8th floor)
- Lack of communication about incidents
- Maintenance (e.g., pipe issues in the basement)
- Lack of protocols for dealing with a threatening student in class
- Glass doors or windows in doors in classrooms
- Lack of trust in UAPD and upper administration
- Doors locked at night are found unlocked in the morning (e.g., WOW)
- Building security at night
- People around building at night
- No one knows who everyone is so can't tell if someone should be there
- Classrooms in the basement feel like a trap

Suggestions

- One entry and exit to building open; rest should be emergency exit only.
- Building announcement system for lockdowns - practice
- Locks on classroom doors
- Share information about incidents across departments
- Keycard access
- Surveillance cameras in hallways, entrances, exits
- ID badges with panic buttons
- Lock building after 5:00 p.m.
- Window coverings for doors
- Safety protocols in syllabus
- Security guards
- Publish work schedules so we know who is where

Evacuation

Concerns

- Lack of organized procedures
- Lack of practice fire drills
- Classrooms with too much furniture so access is blocked when class is full
- Lack of clear protocols for people who have limited mobility
- Compliance - people not following directions in emergency situations
- Lack of signage about evacuation, protocols, etc.
- Lack of communication about fire drills
- Bicycles, scooters, skateboards blocking pathways
- What to do if there is a flood in the basement
- Lack of communication during fire drills
- Room numbers don't make sense
- Not sure what to do if can't use elevators

Suggestions

- Education and assistance to get people to comply with evacuations and other safety regulations
- More signage
- Floor monitors for fire drills - and everyone knows who those people are
- Loudspeaker system
- Slides on the windows; slides in the stairwells
- External fire escapes
- Floor-specific plans
- Trainings and workshops
- Better options for bike security so people don't bring bikes in building
- Clear chain-of-command
- Master email list for communication

Threat Management

Concerns

- Glass offices (e.g. WOW, student services)
- Bias in threat assessment -
- Concerns of specific communities not taken seriously (LGBTQ, non-English speakers, women)
- Lack of communication among instructors about threats
- Lack of training about how to respond to threats
- Don't know who is a threat
- No way of knowing who should be in building or not

Suggestions

- Threat assessment training
- Better communication
- Pictures of individuals who are a threat
- Better access to threat assessment reporting links
- Crisis response training

Communication

Concerns

- Lack of communication about and during emergencies
- Lack of reporting procedures (safety issues, threats, emergencies)
- Communication is only one-way.
- Lack of specific and targeted communication
- Timeliness of communications
- UAlert too broad and too late
- Lack of communication among professors/instructors
- Students don't know or aren't included in safety communications
- Lack of coordination/conflicting messages
- Lack of response to reporting issues

Suggestions

- Text message communications
- COE zendesk alert system
- Direct and specific instructions
- Transparency
- Announcements over intercoms/loudspeakers
- Phone trees
- Use of social media
- Assistive technology for Deaf employees
- More signage, tile on Hub, videos, posters in hallways
- Signals for lock downs different from evacuation

Other Safety Concerns

- Elevators
- Basement pipes

Ed North

Security

Concerns

- Building is empty but doors not locked
- People letting in people who knock without knowing if they should be in building
- No emergency phone inside or near building
- Cannot close key-card door behind you
- Too many people have access

Suggestions

- Install emergency phone
- Provide people with keys so they can enter building through a more secure door
- Emergency contacts
- More robust workforce in the building

Evacuation

Concerns

- Only some of the red emergency lights work

Suggestions

Threat Assessment

Concerns

-

Suggestions

Communication

Concerns

- Lack of an emergency phone
- Lack of communication about emergencies

Suggestions

Other Concerns

Concerns

- Drinking water filter is broken
- Kitchen sink water is brown

Suggestions

Appendix D: Current Building Emergency Plans

The following documents are the current College of Education Building Emergency Plans with recommended revisions (strike through and purple text)

- [College of Education Building #69](#)
- [Education North Building #444](#)

UNIVERSITY OF ARIZONA

BUILDING EMERGENCY PLAN

Building Name: Education ~~& Education North~~

Building Address: 1430 E. 2nd Street ~~& 1501 E. Speedway~~

Building Manager Name: Michelle Tellez

Date Completed: April 14, 2023

GENERAL GUIDELINES

This document is intended to serve as a guide to be used in conjunction with the University's [Campus Emergency Response Plan \(CERP\)](#) for employees, students, and DCCs in emergency situations. Employees should familiarize themselves with these procedures before an emergency occurs and review the document annually. New employees must be instructed to read the procedures during their onboarding process.

UAlert is the primary source of information during any type of emergency. **When a potential emergency exists, UAPD should be notified immediately by calling 9-1-1.** UAPD will notify

everyone within the University and provide information and instructions through the UAlert system.

During an emergency when people need to be directed to another area within the building or evacuated from the building, certain duties need to be performed by each department:

- Familiarize yourself with all emergency exits in ALL areas where you work. If you are away from your department, follow the appropriate emergency procedures for exiting the building. Do not return to your department and/or office.
- Employees will not be responsible for removal of everyone in the building, only for making sure everyone knows the evacuation route and emergency exit locations.
- Departments will issue their own procedures for securing valuable items.
- Departments will be responsible within office areas for notifying everyone to evacuate and directing them to the closest emergency exit.
- Assist people with disabilities.
- Only if able to do so quickly, take personal belongings (keys, purses, wallets, phone, etc.).
- DO NOT use elevators. If you are on an elevator, get off at the next floor immediately.
- Go to the emergency assembly areas or points, listed below.
- DO NOT re-enter the building until directed to do so by appropriate personnel.
- Keep calm, do not show panic or agitation.
- In all cases, personal safety is the primary concern.

There are many types of emergencies detailed in the University of Arizona's [Emergency Procedures](#). The directions for medical emergency, evacuation, lock-down, and shelter-in-place during an emergency are below.

If your building contains any [chemicals or possible hazardous materials](#) that cause a spill or accidental release, please contact RLSS at 520-626-6850.

MEDICAL EMERGENCY

- CALL 9-1-1
- Unless trained, do not render assistance above basic first aid.
 - Determine the welfare of the ill or injured person by asking, "Are you okay?" and "What is wrong?"
 - If the ill or injured person is unconscious, check pulse and breathing and perform CPR if necessary.
 - Control serious bleeding by direct pressure and elevation of the wound.
 - Keep the ill or injured person still and comfortable; have them lie down if necessary.
- Those persons with medical training should provide aid up to their level of training.

- Do not attempt to move the injured person unless they are in immediate danger.
- Clear the area of unnecessary people.
- Have someone meet and escort the medical team to the victim
- Limit your communications with the ill or injured person to quiet reassurances.
- After the person's immediate needs have been met, remain to assist the investigating officer with pertinent information about the incident.
- If the victim is an employee, notify their supervisor.
- The locations of the automated external defibrillators (AED) and trauma first aid kit are listed below.

EVACUATION

Evacuation points for this building are listed at the end of this document.

Circumstances that may require evacuation include, but are not limited to:

- Power failure
- Criminal activity
- Discovery of a suspicious object
- Fire
- Unexpected release of a hazardous material

Notification for building evacuation will come through the building's fire alarm system and/or UAlert.

If evacuation of part of or all the campus is necessary, monitor UAlert, email, and the University Incident page <https://www.arizona.edu/incident> for additional information.

Always remain calm and follow the directions given by emergency responders (police and fire) as they arrive.

Follow the evacuation procedures:

- Evacuate the building using the nearest ~~exit~~ exit (or alternate if nearest exit is blocked).
- **Do not use the elevators.**
- ~~If you are working in a laboratory, as quickly as possible, shut down any lab procedures involving heated reactions before you leave. Secure any hazardous materials or equipment before leaving.~~ In the case of a fire, close all doors as you leave your work area, including any that have been propped open.
- Follow directions given by building managers and/or emergency responders.
- Go to the designated evacuation point.

- Assist people with disabilities. ~~Disabled people~~ **People with disabilities** can direct others on how to assist them with evacuation. University personnel should defer to the **person with disabilities** ~~disabled person~~ and only assist in ways the **person with disabilities** ~~disabled person~~ and University personnel feel comfortable. **Non-emergency personnel should not carry people up or down stairs.**
- **Do not re-enter the building until directed to do so by emergency response personnel.**

For fires:

- Activate the building's fire alarm by pulling a manual fire alarm station. These devices are located at all stairwell doors and exits from the building.
- Report any details of the fire to UAPD after evacuating, stating the building name and number.
- Never enter a building if you hear the fire alarm siren or see the fire alarm strobes flashing.
- **Never re-enter a building you have evacuated until you have heard the "All Clear."** Both UAPD and Tucson Fire Department (TFD) will silence the fire alarm sirens when they arrive at a building so they can communicate over their radios. Just because you may hear the fire alarm siren turn off does not mean the building can be re-entered. Wait at the designated evacuation point for notice from UAPD that you can go back into the building.

EVACUATION FOR ~~DISABLED PERSONS~~ **PEOPLE WITH DISABILITIES**

Before an evacuation happens, supervisors **and instructors** should specifically make sure that any ~~disabled employee~~ **person with a disability** is informed of the closest evacuation points and procedures in the event of an emergency. All other employees **and students** should also be informed of these procedures.

In an emergency, an elevator may not be available.

If a person with a disability is able to exit the building without using the elevator, then they should follow the appropriate exit route.

If exit from the building is possible only by use of the elevator, a ~~disabled person~~ **person with disabilities** should follow these procedures:

- Move to the nearest "area of safe refuge," which includes enclosed or exterior stairwells and remain there.
- In case of a fire, enclosed building stairwells are "areas of safe refuge" because they have a higher fire-resistive rating.
- Make sure any doors to the stairwell are closed. Open doors will violate the safe "envelope" and might allow smoke, and possibly fire, into the stairwell.

- The ~~disabled person~~ **person with disabilities** should remain in the stairwell. **Do not attempt to carry anyone up or down the stairs.**
- Call or text 9-1-1 with specific location information and notify someone (like a coworker, supervisor, instructor, or building monitor) of their location.
- Anyone with location information should inform the Tucson Fire Department (TFD) Incident Command Center that there is a ~~disabled person~~ **person with disabilities** who may require evacuation assistance.
- After UAPD has given the “All Clear”, an employee or supervisor should go immediately to the safe refuge area and notify the **waiting** ~~disabled person~~.

More specific evacuation procedures can be found on the University of Arizona’s [Emergency Procedures](#).

LOCKDOWN

A lockdown will be ordered when a particular human threat exists, and a building or buildings needs to have exterior doors/entrances locked, to prevent an unauthorized person or persons from entering the building.

The authority to issue a lockdown will come from designated individuals within UAPD. UAPD will notify Amer-X to initiate a lock down of one or more buildings within the University of Arizona.

It is important to understand if a building is placed on lockdown, employees should discourage, but not physically prevent any person from exiting the building. The building will remain on lockdown until the appropriate authorities have communicated the threat no longer exists.

The goal of a lockdown is to limit exposure to danger by preventing persons from entering campus buildings. If a lockdown is ordered:

- Stay inside. Do not leave the building unless an imminently dangerous situation arises inside. If outside, seek shelter in the nearest open building.
- Choose a room with a sturdy door and lock.
- Close windows, shades, and blinds
- Be out of view of the hazard. Stay away from glass windows or doors.
- Be cognizant of which way the door opens
- In addition to locking the door, fortify doors with heavy items such as furniture.
- Stay low and hide behind large items that may provide full or partial cover.
- Avoid detection by turning cell phones on silent and room lights off.
- Monitor UAlert, email, and the University Incident Page <https://www.arizona.edu/incident> for updates and further instructions.

- Once in a secure location, do not leave until receiving the “all clear” notification from law enforcement or UAlert.

SHELTER-IN-PLACE

Shelter-in-place is designed to keep you safe while indoors. Reasons for a shelter-in-place order may vary but will most commonly be given for a natural disaster or weather condition. Notification for shelter-in-place will be given through UAlert or through your chain of command. The exterior doors of the building will remain at their normal operating level.

If a shelter-in-place is ordered:

- If outside, seek shelter in the nearest building, preferably in an interior room with few windows.
- Allow access to others seeking shelter.
- Close all exterior doors, windows, and any other openings to the outside.
- Avoid overcrowding by selecting several rooms if necessary.
- When considering what rooms or spaces in a building could be used for a shelter-in-place, think about potential restroom needs, water access, [access to persons with disabilities](#), etc.
- Monitor UAlerts over email and text message for further instructions.
- Report any emergency or unusual condition by calling 9-1-1.
- Do not leave the building until receiving the “all clear” from a law enforcement officer or UAlert.

Significant Building Information: The following information should be distributed to all building occupants annually. An Emergency Procedures poster with key information will be posted throughout the building.

SIGNIFICANT BUILDING INFORMATION

BUILDING NAME: Education

BUILDING ADDRESS: 1430 E. 2nd Street, 85719

POINT OF ENTRY FOR THIS BUILDING: North and South Doors

BUILDING EXITS: South, East, West, and North doors

PANIC BUTTON LOCATIONS: NA

ADA (WHEELCHAIR) ACCESSIBLE SECURE ROOM LOCATIONS: West and South doors [\[refuge areas are stairway landings on all stairways\]](#)

THIS BUILDING IS EQUIPPED WITH SECURITY CAMERAS: No.

AED LOCATIONS: 2st Floor, West End of bldg next to Kiva Auditorium (room 211)

TRAUMA MEDICAL KIT LOCATIONS: NA

EVACUATION POINT FOR EMERGENCIES, SUCH AS FIRE:

Evacuation Point #1 – South end of building- 200 feet away

Evacuation Point #2 - Across 2nd Street



EVACUATION POINT FOR ACTIVE THREAT:

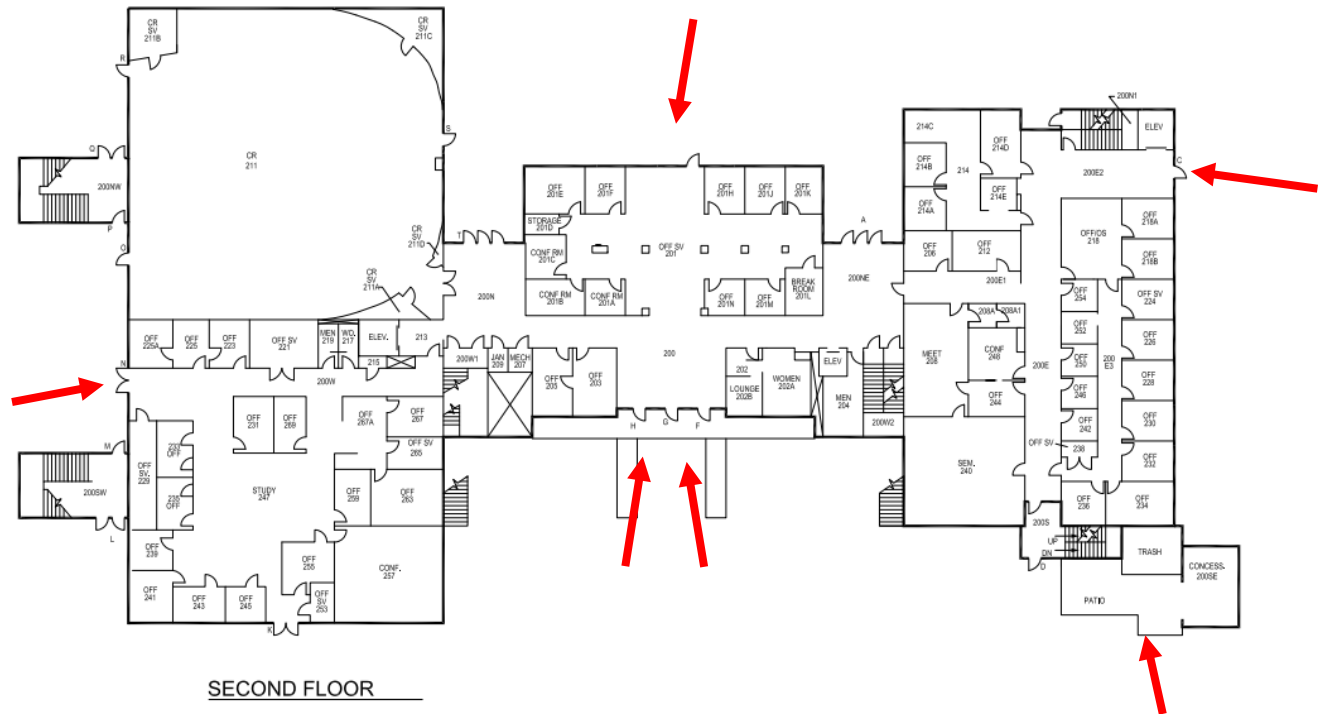
Run! Away from the active threat and exit the building. Place as many buildings between you as possible, and then contact your supervisor for accountability.

EVACUATION ROUTE: Follow the exit signs above doorways and in the hallways to the nearest exit.



PRIMARY EXITS:

[Arrows should point out. Add arrows out to the lobby exits on the north side of the building, hallway exit on SE side of building, and south side of Dean's office suite and exit arrows for Kiva. Arrow on SE side is in wrong location (no exit there)]



UNIVERSITY OF ARIZONA

BUILDING EMERGENCY PLAN

Building Name: Education North

Building Address: 1501 E. Speedway 85721

Building Manager Name: Michelle Tellez

Date Completed: April 14, 2023

GENERAL GUIDELINES

This document is intended to serve as a guide to be used in conjunction with the University's [Campus Emergency Response Plan \(CERP\)](#) for employees, students, and DCCs in emergency situations. Employees should familiarize themselves with these procedures before an emergency occurs and review the document annually. New employees must be instructed to read the procedures during their onboarding process.

UAlert is the primary source of information during any type of emergency. **When a potential emergency exists, UAPD should be notified immediately by calling 9-1-1.** UAPD will notify everyone within the University and provide information and instructions through the UAlert system.

During an emergency when people need to be directed to another area within the building or evacuated from the building, certain duties need to be performed by each department:

- Familiarize yourself with all emergency exits in ALL areas where you work. If you are away from your department, follow the appropriate emergency procedures for exiting the building. Do not return to your department and/or office.

- Employees will not be responsible for removal of everyone in the building, only for making sure everyone knows the evacuation route and emergency exit locations.
- Departments will issue their own procedures for securing valuable items.
- Departments will be responsible within office areas for notifying everyone to evacuate and directing them to the closest emergency exit.
- Assist people with disabilities.
- Only if able to do so quickly, take personal belongings (keys, purses, wallets, phone, etc.).
- DO NOT use elevators. If you are on an elevator, get off at the next floor immediately.
- Go to the emergency assembly areas or points, listed below.
- DO NOT re-enter the building until directed to do so by appropriate personnel.
- Keep calm, do not show panic or agitation.
- In all cases, personal safety is the primary concern.

There are many types of emergencies detailed in the University of Arizona's [Emergency Procedures](#). The directions for medical emergency, evacuation, lock-down, and shelter-in-place during an emergency are below.

If your building contains any [chemicals or possible hazardous materials](#) that cause a spill or accidental release, please contact RLSS at 520-626-6850.

MEDICAL EMERGENCY

- CALL 9-1-1
- Unless trained, do not render assistance above basic first aid.
 - Determine the welfare of the ill or injured person by asking, "Are you okay?" and "What is wrong?"
 - If the ill or injured person is unconscious, check pulse and breathing and perform CPR if necessary.
 - Control serious bleeding by direct pressure and elevation of the wound.
 - Keep the ill or injured person still and comfortable; have them lie down if necessary.
- Those persons with medical training should provide aid up to their level of training.
- Do not attempt to move the injured person unless they are in immediate danger.
- Clear the area of unnecessary people.
- Have someone meet and escort the medical team to the victim
- Limit your communications with the ill or injured person to quiet reassurances.
- After the person's immediate needs have been met, remain to assist the investigating officer with pertinent information about the incident.
- If the victim is an employee, notify their supervisor.

- The locations of the automated external defibrillators (AED) and trauma first aid kit are listed below.

EVACUATION

Evacuation points for this building are listed at the end of this document.

Circumstances that may require evacuation include, but are not limited to:

- Power failure
- Criminal activity
- Discovery of a suspicious object
- Fire
- Unexpected release of a hazardous material

Notification for building evacuation will come through the building's fire alarm system and/or UAlert.

If evacuation of part of or all the campus is necessary, monitor UAlert, email, and the University Incident page <https://www.arizona.edu/incident> for additional information.

Always remain calm and follow the directions given by emergency responders (police and fire) as they arrive.

Follow the evacuation procedures:

- Evacuate the building using the nearest ~~exit~~ exit (or alternate if nearest exit is blocked).
- **Do not use the elevators.**
- ~~If you are working in a laboratory, as quickly as possible, shut down any lab procedures involving heated reactions before you leave. Secure any hazardous materials or equipment before leaving.~~ In the case of a fire, close all doors as you leave your work area, including any that have been propped open.
- Follow directions given by building managers and/or emergency responders.
- Go to the designated evacuation point.
- Assist people with disabilities. ~~Disabled people~~ People with disabilities can direct others on how to assist them with evacuation. University personnel should defer to the person with disabilities ~~disabled person~~ and only assist in ways the person with disabilities ~~disabled person~~ and University personnel feel comfortable. Non-emergency personnel should not carry people up or down stairs.
- **Do not re-enter the building until directed to do so by emergency response personnel.**

For fires:

- Activate the building's fire alarm by pulling a manual fire alarm station. These devices are located at all stairwell doors and exits from the building.
- Report any details of the fire to UAPD after evacuating, stating the building name and number.
- Never enter a building if you hear the fire alarm siren or see the fire alarm strobes flashing.
- **Never re-enter a building you have evacuated until you have heard the "All Clear."** Both UAPD and Tucson Fire Department (TFD) will silence the fire alarm sirens when they arrive at a building so they can communicate over their radios. Just because you may hear the fire alarm siren turn off does not mean the building can be re-entered. Wait at the designated evacuation point for notice from UAPD that you can go back into the building.

EVACUATION FOR ~~DISABLED PERSONS~~ PEOPLE WITH DISABILITIES

Before an evacuation happens, supervisors and instructors should specifically make sure that any ~~disabled employee~~ person with a disability is informed of the closest evacuation points and procedures in the event of an emergency. All other employees and students should also be informed of these procedures.

In an emergency, an elevator may not be available.

If a person with a disability is able to exit the building without using the elevator, then they should follow the appropriate exit route.

If exit from the building is possible only by use of the elevator, a ~~disabled person~~ person with disabilities should follow these procedures:

- Move to the nearest "area of safe refuge," which includes enclosed or exterior stairwells and remain there.
- In case of a fire, enclosed building stairwells are "areas of safe refuge" because they have a higher fire-resistive rating.
- Make sure any doors to the stairwell are closed. Open doors will violate the safe "envelope" and might allow smoke, and possibly fire, into the stairwell.
- The ~~disabled person~~ person with disabilities should remain in the stairwell. **Do not attempt to carry anyone up or down the stairs.**
- Call or text 9-1-1 with specific location information and notify someone (like a coworker, supervisor, instructor, or building monitor) of their location.
- Anyone with location information should inform the Tucson Fire Department (TFD) Incident Command Center that there is a ~~disabled person~~ person with disabilities who may require evacuation assistance.

- After UAPD has given the “All Clear”, an employee or supervisor should go immediately to the safe refuge area and notify the ~~disabled~~ **waiting** person.

More specific evacuation procedures can be found on the University of Arizona’s [Emergency Procedures](#).

LOCKDOWN

A lockdown will be ordered when a particular human threat exists, and a building or buildings needs to have exterior doors/entrances locked, to prevent an unauthorized person or persons from entering the building.

The authority to issue a lockdown will come from designated individuals within UAPD. UAPD will notify Amer-X to initiate a lock down of one or more buildings within the University of Arizona.

It is important to understand if a building is placed on lockdown, employees should discourage, but not physically prevent any person from exiting the building. The building will remain on lockdown until the appropriate authorities have communicated the threat no longer exists.

The goal of a lockdown is to limit exposure to danger by preventing persons from entering campus buildings. If a lockdown is ordered:

- Stay inside. Do not leave the building unless an imminently dangerous situation arises inside. If outside, seek shelter in the nearest open building.
- Choose a room with a sturdy door and lock.
- Close windows, shades, and blinds
- Be out of view of the hazard. Stay away from glass windows or doors.
- Be cognizant of which way the door opens
- In addition to locking the door, fortify doors with heavy items such as furniture.
- Stay low and hide behind large items that may provide full or partial cover.
- Avoid detection by turning cell phones on silent and room lights off.
- Monitor UAlert, email, and the University Incident Page <https://www.arizona.edu/incident> for updates and further instructions.
- Once in a secure location, do not leave until receiving the “all clear” notification from law enforcement or UAlert.

SHELTER-IN-PLACE

Shelter-in-place is designed to keep you safe while indoors. Reasons for a shelter-in-place order may vary but will most commonly be given for a natural disaster or weather

condition. Notification for shelter-in-place will be given through UAlert or through your chain of command. The exterior doors of the building will remain at their normal operating level.

If a shelter-in-place is ordered:

- If outside, seek shelter in the nearest building, preferably in an interior room with few windows.
- Allow access to others seeking shelter.
- Close all exterior doors, windows, and any other openings to the outside.
- Avoid overcrowding by selecting several rooms if necessary.
- When considering what rooms or spaces in a building could be used for a shelter-in-place, think about potential restroom needs, water access, [access to persons with disabilities](#), etc.
- Monitor UAlerts over email and text message for further instructions.
- Report any emergency or unusual condition by calling 9-1-1.
- Do not leave the building until receiving the “all clear” from a law enforcement officer or UAlert.

Significant Building Information: The following information should be distributed to all building occupants annually. An Emergency Procedures poster with key information will be posted throughout the building.

SIGNIFICANT BUILDING INFORMATION

BUILDING NAME: Education North/Education Annex

BUILDING ADDRESS: 1501 E. Speedway 85721

CONTROLLED POINT OF ENTRY FOR THIS BUILDING: West Door

BUILDING EXITS: West and North Doors

PANIC BUTTON LOCATIONS: NA

ADA (WHEELCHAIR) ACCESSIBLE SECURE ROOM LOCATIONS: West door [\[there are no refuge rooms for wheelchairs. West door is ADO door\]](#)

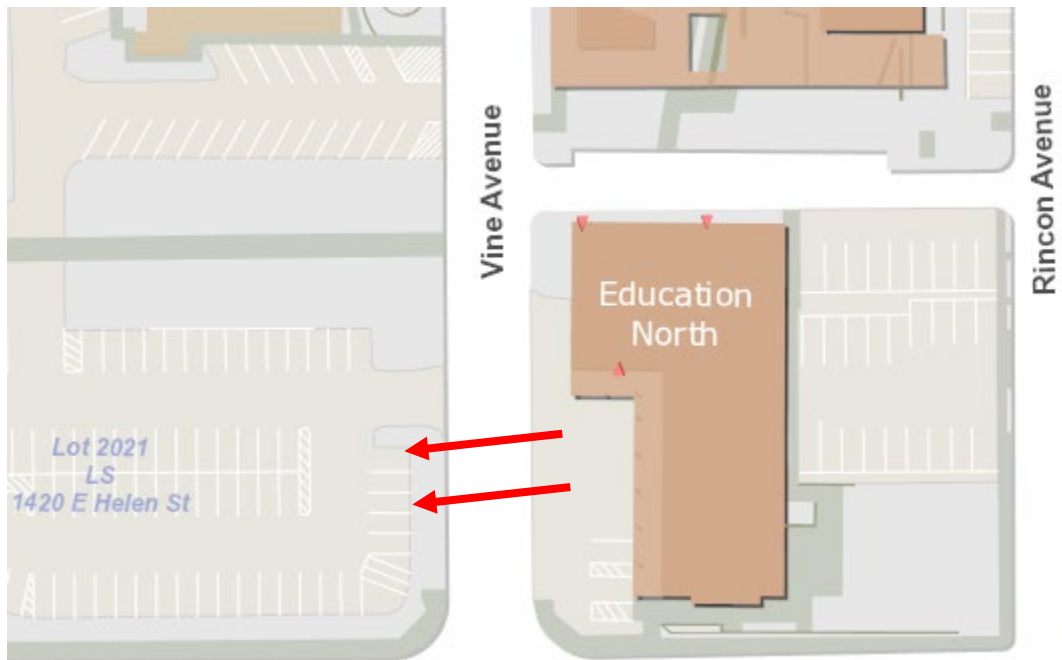
THIS BUILDING IS EQUIPPED WITH SECURITY CAMERAS: No.

AED LOCATIONS: 1st Floor, east wall next to room 108A

TRAUMA MEDICAL KIT LOCATIONS: NA

EVACUATION POINT FOR EMERGENCIES, SUCH AS FIRE:

Evacuation Point #1 – West end of building, across Vine Street, to parking lot #2021



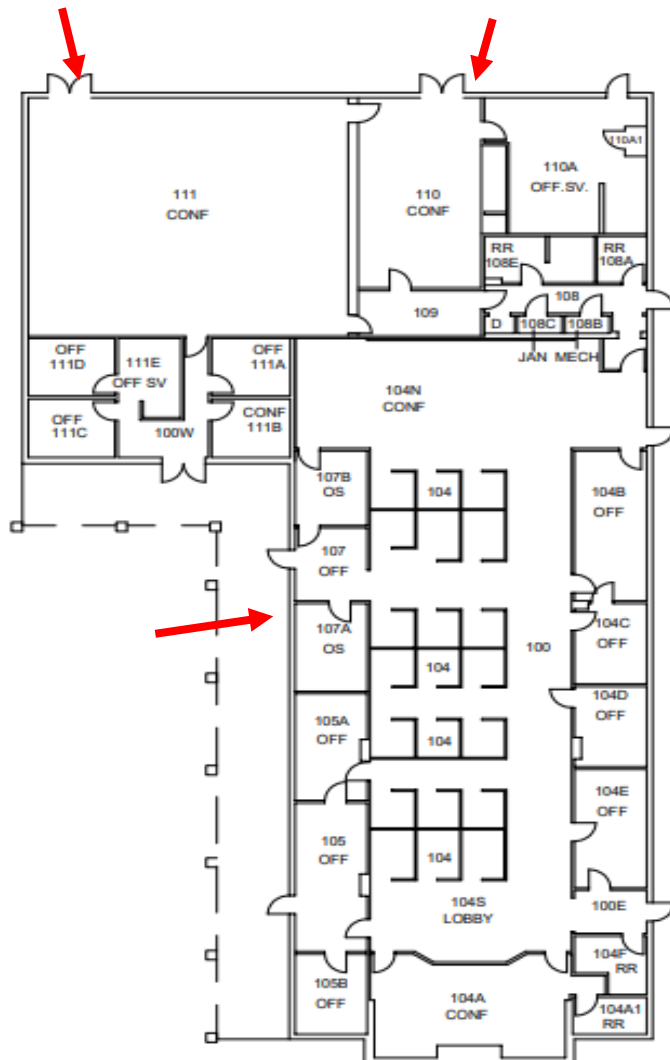
EVACUATION POINT FOR ACTIVE THREAT:

Run! Away from the active threat and exit the building. Place as many buildings between you as possible, and then contact your supervisor for accountability.

EVACUATION ROUTE: Follow the exit signs above doorways and in the hallways to the nearest exit.

[Add additional exit arrows to exits on east, and southwest]

PRIMARY EXITS



EDUCATION NORTH

1501 E. SPEEDWAY BLVD., TUCSON, AZ
