



# After Action Report

## University High School Reunification Full-Scale Exercise

Summary, Feedback and Improvement Plan for the Exercise  
conducted on April 6, 2018

Illinois State University  
Environmental Health & Safety



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UNIVERSITY**  
*Illinois' first public university*

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## Executive Summary

On April 6, 2018, Illinois State University conducted a full-scale Reunification Exercise involving approximately 375 University High School students and parents.

The exercise tested the recently-completed Relocation and Reunification Plan, including a number of support services offered to parents and students. While each Lab School conducts an annual relocation drill to Redbird Arena, this is the first time the student-parent reunification component was exercised.

By most accounts, the exercise was a success. Feedback and evaluation forms indicated that the exercise generally matured our collective capability to conduct a reunification, should the need arise. The remainder of this report outlines observations, lessons learned, an exercise recap and narrative, and a section on major improvement plans. Several appendices provide supporting materials.

Illinois State University and the Laboratory Schools sincerely think everyone who participated in and supported this ambitious exercise.

## Key Observations and Lessons Learned

This section is part of the Executive Summary and provides a very high overview of the Lessons Learned. These will be expanded upon in the Areas of Improvement

Observation	Summary	Strength/Weakness
<b>Reunification Workflow</b>		
Observation 1.1	Bottlenecks observed at Check-Out tables	Weakness
Observation 1.2	Statistical throughput of 300 parents per hour recorded at Greeting station	Strength
Observation 1.3	Statistical throughput of 127 parents per hour recorded through entire process (from Greeting through Check-Out)	Weakness
Observation 1.4	Arena-wide announcements useful and clear, but not given often enough	Weakness
Observation 1.5	Teachers and students attentively looked for names on the video board and proceeded to Check-Out in a timely manner	Strength
Observation 1.6	Parents not consistently provided clear instructions at Greeting station about next steps	Weakness
Observation 1.7	Check-In staff advised parents to watch video board for name to appear	Strength
Observation 1.8	Exceptions station used cell phones to address issues brought to them	Weakness
Observation 1.9	Reports of a lag between when names entered into Veoci and when names appeared on video board	Weakness
Observation 1.10	No sign at Check-Out table	Weakness
Observation 1.11	Five check-in lines were not proportionally occupied	Weakness
Observation 1.12	Names on video board were "Last Name, First Name" but did not include middle initial	Weakness
Observation 1.13	A/V staff added a third 24-name panel during the exercise	Strength
Observation 1.14	A/V staff processed names on and off the video board according to plan	Strength
Observation 1.15	Siblings were not reunified together	Weakness
<b>Access &amp; Functional Needs and Unique Cases</b>		
Observation 2.1	All students with access and functional needs were reunified according to plan	Strength

Observation 2.2	Counseling services offered and appropriately provided	Strength
Observation 2.3	In one case, it took 5 minutes for EMTs to arrive to a medical and in another, the Nurse dispatched and responded to the student section for a medication request	Weakness
Observation 2.4	In one case, staff escorted parents for deceased notifications to counseling room	Weakness
Observation 2.5	Two unrelated parents brought in for deceased notifications at the same time	Weakness
<b>Operational Communications</b>		
Observation 3.1	Radios checked out appropriately to workers	Strength
Observation 3.2	Proper radio etiquette utilized throughout exercise	Strength
Observation 3.3	“Exercise” appropriately utilized before medical-related calls	Strength
Observation 3.4	No protected information was shared on the radio	Strength
<b>Miscellaneous</b>		
Observation 4.1	Technology (specifically Veoci and the video board) worked well	Strength

## Terms and Definitions

Term	Explanation
AAR	After-Action Report – this document
Actor	Parents and students who participated in the exercise
Controller	Member of the exercise team; this role helps to administer the exercise real-time
EOC	Emergency Operations Center; fixed facility where overall coordination & communications take place
Evaluator	Member of the exercise team; records observations during exercise play
Exercise Director	Member of the exercise team; coordinates all aspects of exercise play
Inject	A written statement provided by a Controller to an Actor or Player. The inject provides specific information designed to have the actor or player respond in a realistic manner.
Observer	Person not participating in the exercise; watch exercise play from a separate area
Player	Person who participates as a staff member/worker during the exercise
RCC	Reunification Command Center; location in the Arena where management of Reunification activities takes place
Safety Officer	Member of the exercise team; ensures safety of all exercise participants and observers

## Pre-Exercise Activities

Over the course of two months leading up to the exercise, U-High staff communicated with parents about the exercise and actively recruited any parent (and their student) who was interested in participating. By the day of the exercise, approximately 180 parents and their 180 students offered to participate. While nearly every parent-student reunification was planned to proceed normally, a number of parents and students were asked to assist with special scenarios, to ensure every aspect of the Plan was tested. The scenarios included:

- Students with limited sight
- Student using a wheelchair
- Student injury
- Student illness
- Students who required medications

- Parent illness
- Parents and students who requested counseling services
- Injury and deceased notifications
- Students who were 18 years old and could self check-out
- Distribution of food and water
- Class that arrived late
- People attempting to pick up students who were not on the authorized list
- People checking in with no photo ID

U-High and Emergency Management staff conducted pre-exercise briefing sessions for parents, students, players and exercise overhead staff. Individual actor cards were distributed to those participants who were playing a special role. On the day of the exercise, parents were asked to assemble in Horton Fieldhouse for a final briefing and students started the exercise from U-High.

## Exercise Recap

Just prior to the start of the exercise, the Reunification Command Center (RCC) was established on the Arena concourse. The RCC assigned roles to Players, issued radios, vests and conducted an initial briefing. From there, each Player proceeded to their assigned positions and prepared for the exercise to begin. Throughout the exercise, the RCC coordinated activities, made P.A. announcements and addressed challenges that arose.

At approximately 12:50 p.m. on April 6, the University High School principal read a pre-written script over the school-wide public address system. The message indicated a simulated tornado had impacted the area and that U-High had sustained damage. The principal ordered a complete school evacuation to Redbird Arena where parent-student reunification would take place. At about 12:52 p.m., students, teachers and administrators headed to Redbird Arena via a planned walking route. All persons relocated to the Arena, even those who were not participating in the exercise.

Upon their entry to Redbird Arena, students and teachers proceeded to designated seating areas in the upper bowl. Teachers took attendance and shared with the Reunification Command Center. For the purposes of this exercise, teachers were provided a modified attendance roster that included the names of only those students who were participating in the exercise.

At about 1:10 p.m., parents were escorted into the Arena to begin the Reunification process. Parents started at the Greeting Station where they completed box 1 of the Reunification Form. The Parent Check-In Station verified eligibility of the person present to pick up each identified student. Parents proceeded to the lower bowl seating to await reunification to complete. Once each student had been checked in twice (once via teacher attendance and once by the parent), players in the A/V room added student names to the Arena's video board.

At that point, parents and their student proceeded to the Check-Out table where paperwork was completed and participants were free to exit after completing an evaluation form. For more than 90% of participants, the workflow above took place. The remaining participants exercised various roles outlined above to help thoroughly test the plan.

A number of support services were tested, including Counseling/Grieving/Injury/Deceased Notifications, medical station staffed by the school Nurse and EMTs and a food/water distribution station. Each of these services were repeatedly used and tested during the exercise. The Salvation Army provided and distributed water and snacks to participants. Each class in the stands progressively dismissed to the Arena concourse to pick up those items.

## Exercise Administration

The exercise was directed by the University Emergency Manager and overseen by a team of 40 controllers, evaluators, safety officers and support staff. Controllers were assigned to each area of exercise play and their responsibilities included ensuring the exercise proceeded as expected. Controllers answered Player and Actor questions and provided “Injects” designed to stimulate action on a specific portion of the plan. Additionally, a few of the Controllers provided briefings to participant groups prior to the start of the exercise.

Evaluators were assigned to each exercise play area and their sole responsibility was to document exercise play against pre-established criteria. Safety Officers were similarly assigned around the venue and they observed and addressed unsafe actions. Finally, exercise support personnel staffed check-in/check-out tables, assisted with setup and tear down and served as runners.

Controller and Evaluator positions were largely staffed by public safety professionals from the State of Illinois Incident Management Team, regional emergency managers and two emergency managers from Ohio State University. Safety Officers were staffed by the University’s Environmental Health & Safety department and exercise support staff came from Environmental Health & Safety and Intercollegiate Athletics.

Written Evaluator observations, notes from an after-exercise Debrief and participant feedback forms were combined to provide the content for this After-Action Report.

## Areas of Improvement

Section expanding on the Take-Aways that were identified as a weakness presented in the Executive Summary. The explanation/action box allows for a more thorough review of the issue and what action is recommended, along with an area of responsibility and a due-date.

This listing does not reflect all of the follow-up activities, but attempts to capture the major efforts.

Observation	Explanation & Action	Responsibility	Due Date
<b>Reunification Workflow</b>			
Bottlenecks observed at Check-Out tables	Doubled the number of computers and staff since the initial drill; will double the number again based on observations during this exercise	Emergency Manager	7/31/2018
Statistical throughput of 127 parents per hour recorded through entire process (from Greeting through Check-Out)	Greatest bottleneck seen at Check-Out station due to insufficient workers; Previous corrective actions should result in throughput rates at or above our target of 150 per hour	Emergency Manager	7/31/2018
Arena-wide announcements useful and clear, but not given often enough	Two announcements given during the exercise; will update Reunification Plan to call for more frequent announcements	Lab Schools	7/31/2018
Parents not consistently provided clear instructions at Greeting station about next steps	Will revisit and revise the instructions provided on the Greeting Station job card	Lab Schools	7/31/2018
Exceptions station used cell phones to address issues brought to them	Will update the Reunification Plan to call for desk phones to be provided at the Exception tables	Emergency Manager	7/31/2018
Reports of a lag between when names entered into Veoci and when names appeared on video board	The student's name cannot be displayed until both the parent checks in and the on-site attendance is recorded. Whichever of these happens last triggers the name to appear on the video board. No obvious way to address this.	N/A	N/A
No sign at Check-Out table	Will produce and store Check-Out signs	Emergency Manager	8/31/2018
Five check-in lines were not proportionally occupied	Will rewatch the video from the exercise and will resegment lines based on volume	Emergency Manager	8/31/2018
Names on video board were "Last Name, First Name" but did not include middle initial	Will revisit and update the A/V Room job card to ensure middle initial is reflected in posting instructions	Lab Schools	7/31/2018

Siblings were not reunified together	Student names are entered on the video board as soon as parents check them in and attendance is recorded. There is currently no intelligence built into the system to flag siblings and place a hold until all siblings are entered into the system.		
<b>Access &amp; Functional Needs and Unique Cases</b>			
In one case, it took 5 minutes for EMTs to arrive to a medical and in another, the Nurse dispatched and responded to the student section for a medication request	Will update the Nurse and EMT job cards to reflect that calls for medical service in the crowd should be handled by EMTs and the Nurse should remain in the medical area. Where appropriate, EMTs should bring patients to the medical area for treatment.	Lab Schools	7/31/2018
In one case, staff escorted parents for deceased notifications to counseling room	Will update job cards to indicate workflow on injury and deceased notifications	Lab Schools	7/31/2018
Two unrelated parents brought in for deceased notifications at the same time	Will update job cards to indicate workflow for injury and deceased notifications	Lab Schools	7/31/2018

## Conclusion

This first of its kind exercise went well. The objectives were substantively met and participants largely indicated that the exercise matured our student-parent reunification readiness. The exercise followed adoption of a Relocation and Reunification Plan and it supported approximately 375 students and parents; 40 Lab school employees and dozens of area observers to experience the mechanics of a parent-student reunification.

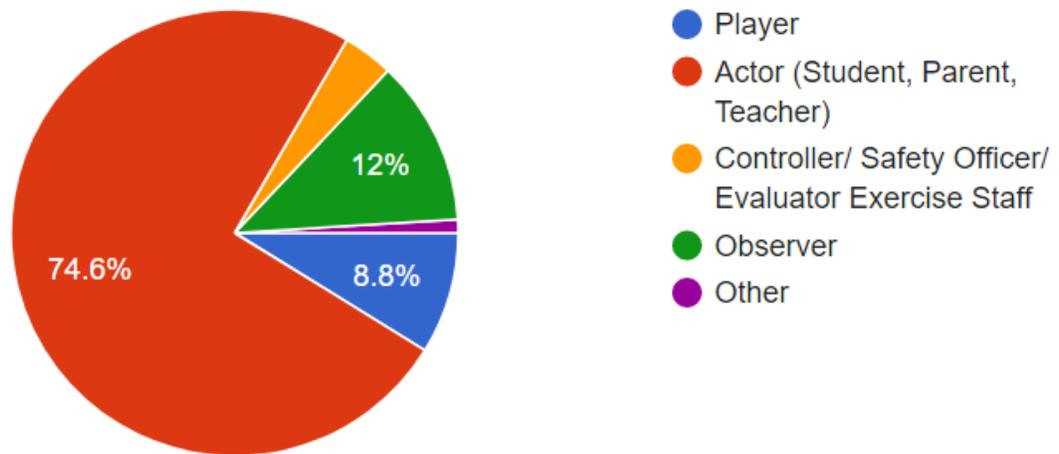
## Appendix 1: Exercise Feedback

Participants were provided feedback forms that asked a mixed of quantitative (rate from 1-5) and qualitative (written Strengths and Areas for Improvement). We received 430 written feedback forms and

### Quantitative Assessment

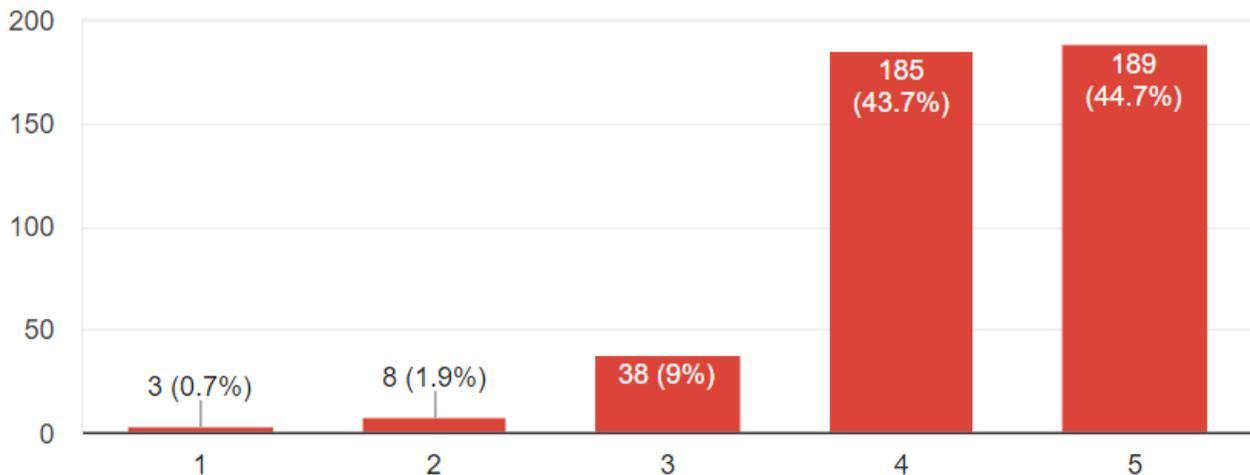
#### Role During Exercise

409 responses



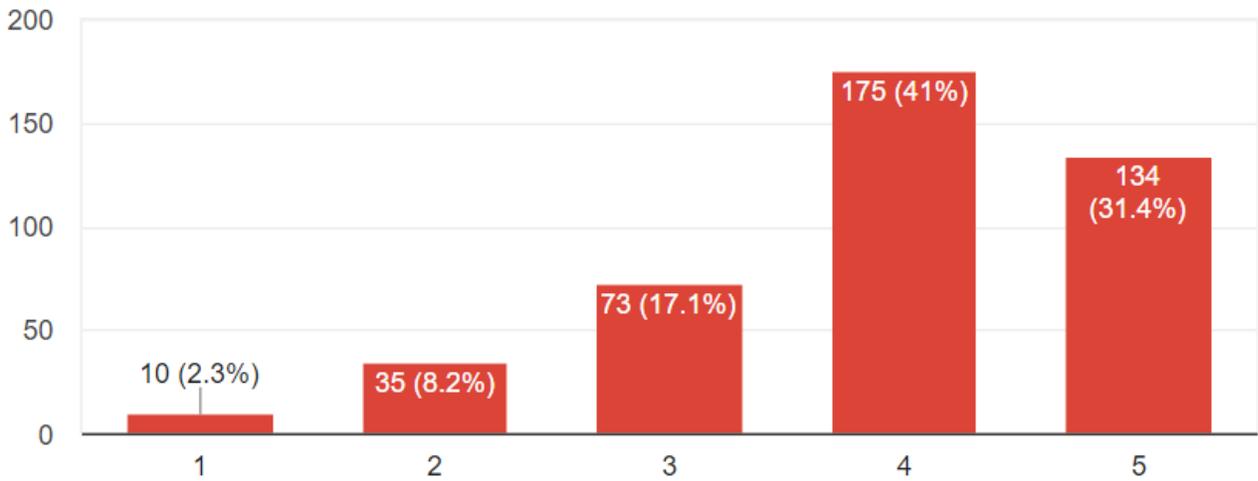
#### Pre-exercise briefings provided the necessary information for my role

423 responses



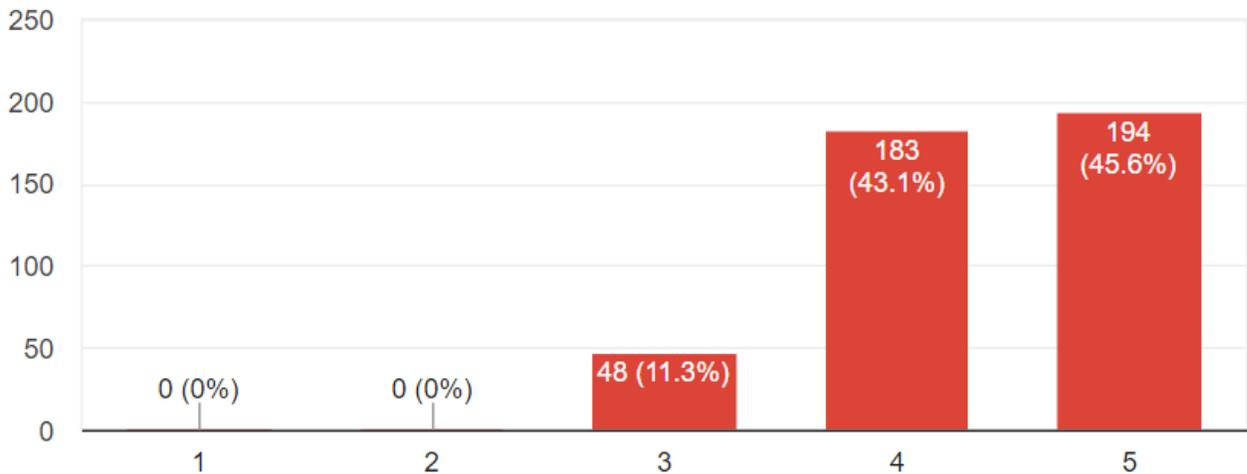
## The exercise scenario was plausible and realistic

427 responses



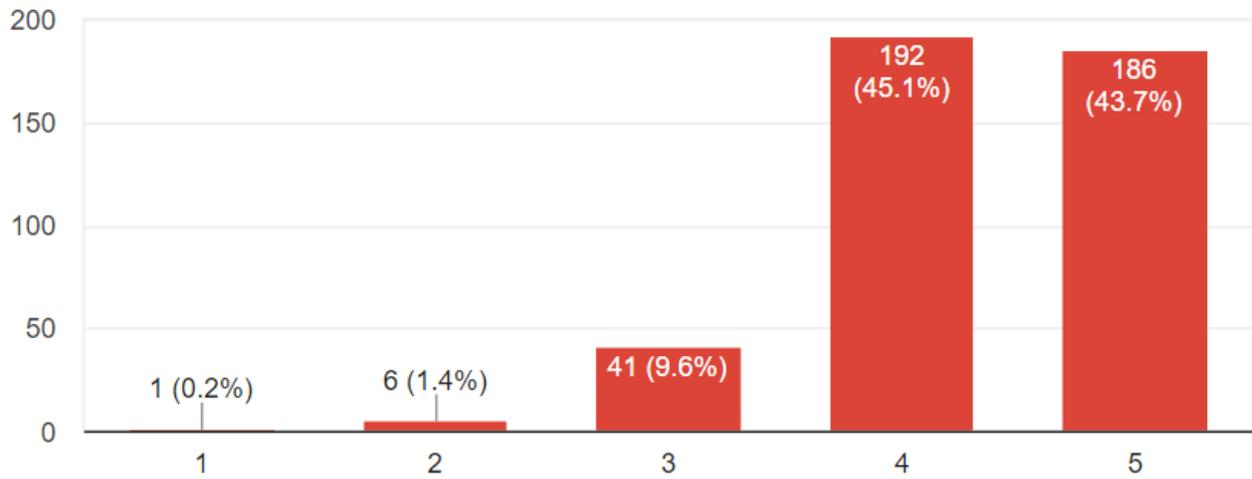
## Exercise participants included the right people and roles

425 responses



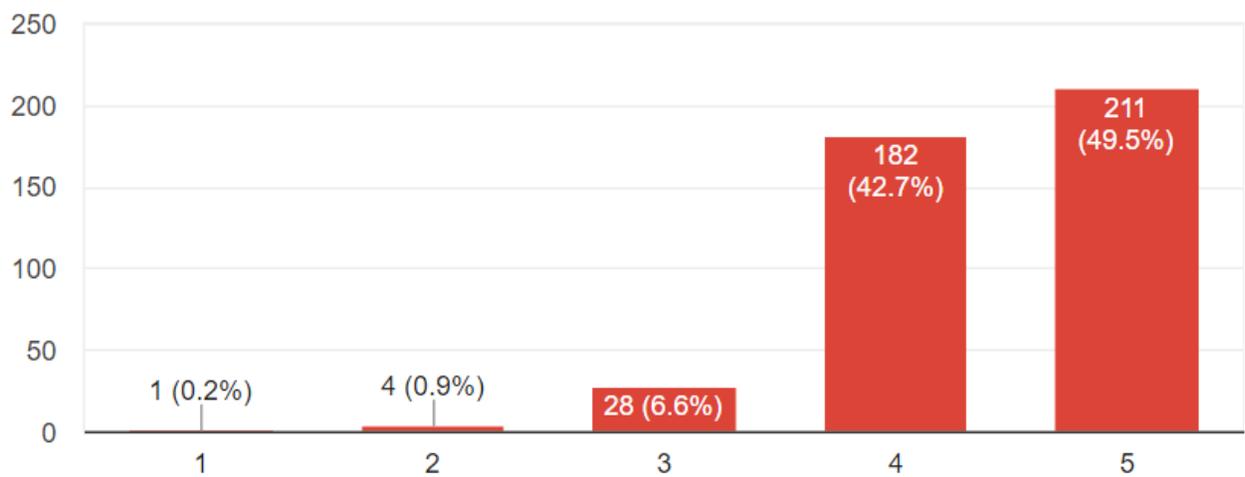
## Exercise participants were actively involved in the exercise

426 responses



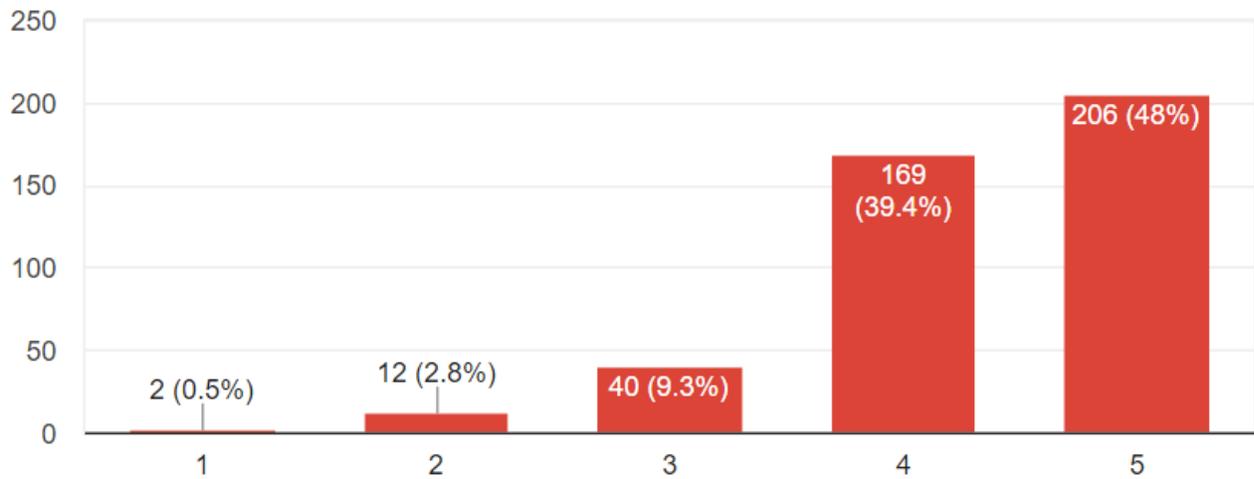
## Exercise participation was appropriation for someone with my level of experience/training

426 responses



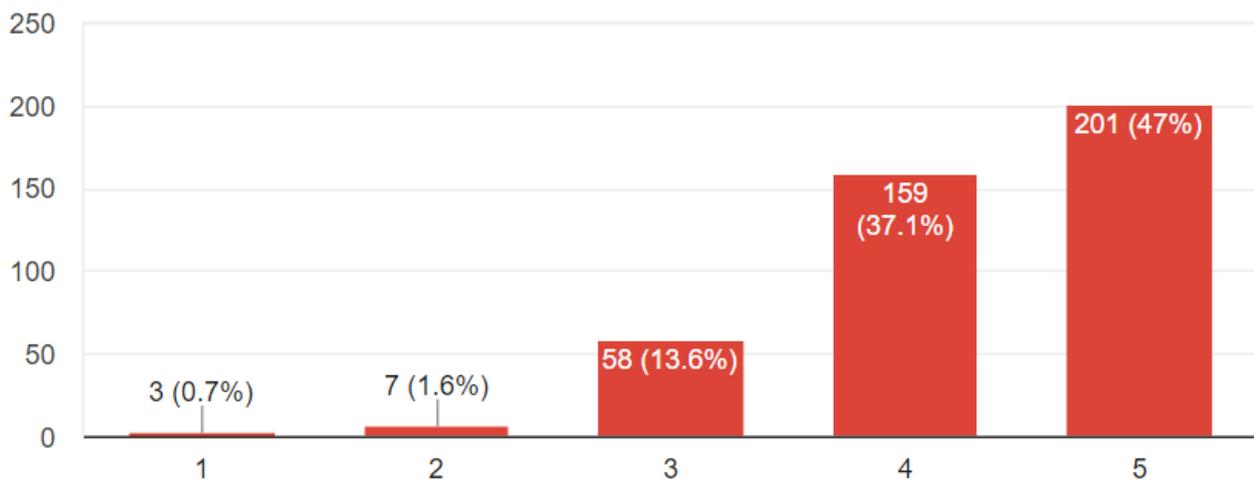
## The exercise increased my understanding about and familiarity with capabilities and resources of the institution

429 responses



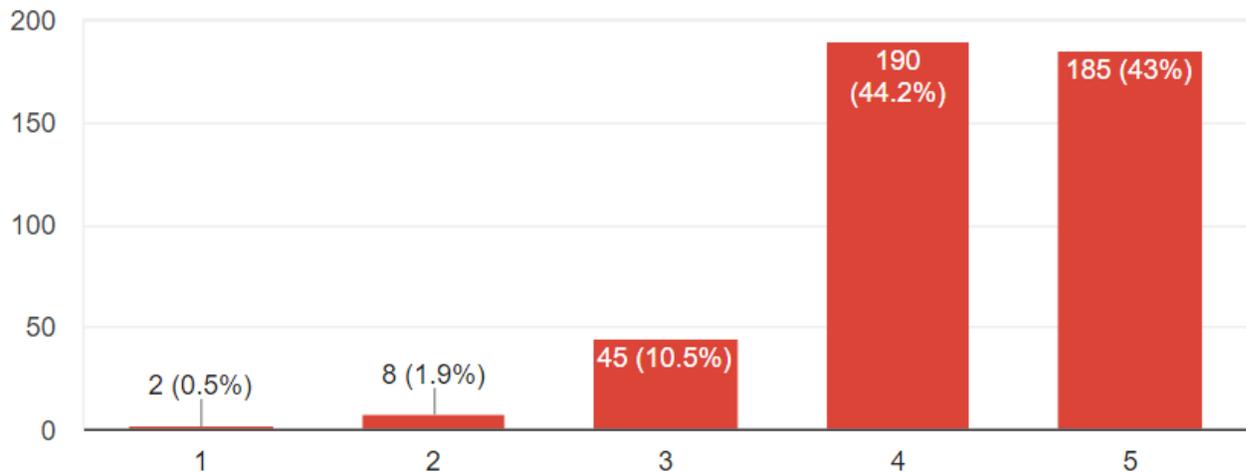
## The exercise provided the opportunity to address significant issues related to reunification

428 responses



# After this exercise, I am better prepared to deal with capabilities around reunification

430 responses



## Qualitative Assessment

We received more than 1,000 written statements relocated to the exercise. Staff organized the feedback by theme, combined duplicates and summarized longer comments. The feedback is shown below, organized by theme. Strengths are presented first, followed by Areas for Improvement.

### Strengths

<b>Organization</b>	Organization, systematic steps
	Communication
	Thorough information
	Directions were clear
	Command and control is evident, well-coordinated
	Efficient, orderly
	Good explanation

<b>Process</b>	Radio discussion went well
	Before drill briefings, learning the process
	Check-in was quick and flowed well
	Check-out process
	Followed protocol when ID was not present
	Flow of students and parents: where to go and what to do

	Veoci system worked well
	Getting out quickly, fast process
	Technology
	Tight security
	Labels were helpful
	Paper work was quick to fill out
	Easy Process
	AV board was very useful
	Noise volume was a minimum
	Being able to see the student prior to check out
	Very visual and easy to interpret
	Personnel was clearly identified
	Vests made players easy to locate

<b>Outlier</b>	Nice to have stands up so parents couldn't get up to kids
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	Everyone working together, collaborative staff
	Staff quick to access and solve concerns
	Calm, patient, pleasant staff
<b>Staff</b>	Everyone was helpful
	Teachers knew what to do, good leadership from teachers
	Professionalism and dedication of staff
	Teachers made sure they knew where I was at all times

	Location
	Redbird
<b>Structure / Location</b>	All students fit in Redbird
	Resources
	Food and drinks

	Students were moved quickly to Redbird
<b>Students</b>	The class was easily accounted for, Attendance
	Keeping the classes together
	Everyone was seated together, faculty knew where everyone was at all times

<b>Readiness</b>	We are the only school that does this
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	Ready for if it happens
<b>Counselors</b>	Counseling resources
	Counselors were responsive, handled situation well
<b>Safety</b>	My medical attention went well
<b>Scenarios</b>	The number of people participating in the exercise, including parents
	Multi injects/scenarios were good, realistic
	Roles: knowing them and type of role
	Scenario from damaged structure of good

### Areas for Improvement

<b>Communication</b>	Scripts for those in communication with parents (check-in, exception table, parent waiting area)
	Communication
	Hard to hear instructions at Horton due to a sport practicing (use loud speaker or printed material)
	Have Greeters point out the quick reference guide on the back of the form as they enter Redbird
	Potential script for announcements on PA system
	Walking talkie ear piece to keep conversation private
	Use landline phones for exception table
	More frequent general announcements
	Use megaphones to hear instructions
	Widespread information
Couldn't hear the loudspeaker	
<b>Slow Process</b>	Order of students being dismissed, first students checked in were last leaving, too slow
	Parents impatient vocalized that they would not sit around and wait
	Check-in staff could be moved to check-out at some point to help with the check-out process
	Check-out too slow
	Slow process, too long
	Speed from school to Redbird
	Shorter process with use of parent phone communication to confirm finding their child

	Announce names to be reunified
	Not efficient process
	More check-out workers, move check in workers to check out station

<b>Siblings</b>	Designated spot for parents with multiple students to pick up
	Sibling pick-up process: Multi students to pick up but only one name on board, couldn't retrieve second student
	Concerned that siblings would be looking for each other and want to be together
	If one siblings name shows, not clear whether they should check one student out or wait for both names before checking out
	If one siblings name shows, not clear whether they should check one student out or wait for both names before checking out
	Only one sheet per student, not two students on one sheet at the check-in table
	Place siblings names together on the board
	18 year old sibling should be able to check out their younger sibling
	Picking up 2 students with different last names had to stand in line twice
One of my children's name never appeared on the monitor	

<b>Safety</b>	a tent for students with minor injuries
	The walk outside could be dangerous due to down power lines
	Too many entrances to Redbird: people were coming in other entrances
	Concerned that if other school's personnel are assisting that it is leaving that school open for multiple attacks
	Heights were scary
	If there was a tornado I do not want to sit above ground
	It took too long for the EMT to arrive
	If there is a weather scenario redbird arena may not be structurally sound

<b>Scenario</b>	Triggers in emotionally -charged environment - loud noises, ISU PD coming into the stands, seeing the principal run across the arena floor
	Scenarios for all "what if's"
	Need more chaos, not realistic
	Larger scale
	Try this exercise again with more parents

<b>Staff</b>	Make a designated route to follow to the stadium. Classes took different routes from U-High to Redbird
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	Too many players in their role
	Train staff who are to deal with death notifications, different person needed (unresponsive)
	Staff learning one area only: need short summary duty card
	Make sure attendance is taken for all students (including free period), easier process
	Knowing where to go with my class in Redbird
	More student runners: assign one runner per section to assist teachers with students
	Information needs to be shared with students so they know what is going on when in Redbird, and where to go
	Personality of staff escorting parents to injured or deceased area
	Counselors weren't very calming
	More staff to direct students where to go
	People guiding staff to checkout so teachers don't have to leave their students
	Training staff on "dos" and "don'ts"
	Had a panic attack (actor role) and the teachers never got him/her to the counselors
	Counselors were nice and supportive, but could increase that a little more
	Put a list of roles at each table
	All teachers need post-it notes - easy to pass on to others and provides a surface to write on. Note cards were hard to manage
	Walking over to Redbird by class so to not get separated
	Back up personnel if a staff is unable to perform their job
	More name entering staff
	Couldn't find teacher to reunify with at Redbird
	Got lost walking from U high to the arena
	have workers in the parents section to answer questions
	Be more assertive to students when directing and telling them what to do
	Counselors never talked to my daughter in the counseling room
	Check in with parents while they are in the waiting area
	Staff availability during a real event

<b>Students</b>	Figuring out where to sit in bleachers and what class to go with
	Addressing social media and personal cell phone use
	Not going to the very top of the stadium
	Seating closer to the bathroom
	Not taken seriously by all students
	Provide activities for students to do while waiting
	Free period students did not know where to go in Redbird

	Phone chargers for parents and students
	There were people on the attendance list who did not go to U High
	Snack and bathroom were not organized for students
	Have snacks/water delivered to student sections. This helps keep the students contained
	Not sitting so high
	Kids moved around too much in stands
	More bathroom breaks
	The ability to leave with friends

<b>AV Room Video Board</b>	AV supervisor along with operators for the radio
	A child who died had name on board
	Post more names on the board at a time
	Number the screens - 1 of 2, 2 of 2
	Increase the number of screens being rotated on the AV board
	More people in AV room
	Putting names on and taking names off board, quicker process
	Spelling of names on AV board
	Wording of the electronic board (put "check out @ bottom of section T" first and then the sentence
	What will you do if there is no technology (power failure)?
	Have names on AV stay up longer
	Orderly calling for kids
	Alphabetize names on AV board
	AV Board was hard to read
	Need another AV operator
No password or instructions left at the computer	
Could not use headsets because baseball was using them so I had to yell out names to Tyler	
Less paper, go more digital	

<b>Check in/ Check out</b>	Make the check in line A-Z instead of Z-A
	Sign at check-out: Get out your driver's license
	Have index cards with the forms so parents can write child's name on cards when checking in
	How does the parent contact the school if their child is with them and DID NOT go to the reunification site?
	A system for divorced parents to be notified if the other parent has picked up the child
	Have parents fill out box 1 of student form in check in line

	Larger signs at check-in to help with traffic flow, include a LARGE arrows to guide parents, and larger alphabet signs
	Need a larger reunion area at check-out area
	Someone in the middle of the floor to direct parents from check-in to waiting area (traffic flow), keep people from line jumping
	Staple names at check-in to emergency sheet and send to Veoci, rather than writing on index card
	Clear indication for runners to collect cards (basket, file tray, assigned to specific tables)
	Alphabet tabs in binders to find letters faster
	Clarify the directions on Box 2 for the exception table - unclear
	Visualization ID: Parent recognizes you, but you do not recognize them...what should be done?
	Pens didn't work (tried 3 before she found one that worked), parent reported that is wasn't a big deal but would have felt more frantic if this will a real situation
	Help parents visually identify their kids in Redbird, calm nerves
	Line into building was long so they waited outside for a long time and it was cold
	Visual to identify where to reunify with student, large sign
	Get parents into building quicker to lessen havoc of parents not seeing their child
	Guardian forms should indicate both legal and nicknames
	Less workers at exception table
	Noisy in the parent prep area
	Parents would like to wait with their child
	Have premade labels with students names on them for check in
	Check in: thoroughly check box 1 before allowing them to check-in
	Need signs saying step down going from the main floor to the waiting area
	In an exercise, parents should stagger in to make it more realistic
	Have a booth where parent/student who have communicated via text could reunified.
	Where do parents go that are leftover at the end
	Better entrance: lines vs herd
	Only have parents show ID once
	Need more books at Check out and Check in

<b>Structure / Location</b>	Time to set up tables and get things ready for reunification. Concerned with this not being ready for the school.
	Horton
	Organization
	Snacks and water for parents

	Separate the counseling room and coroner rooms with greater distance
	accommodations for those with special needs
	Traffic/parking
	A place for parents to go after they are notified of a death

<b>Observers</b>	Having a map of the area would help
	Provide observers with sample forms
	Have observers receive copies of the forms
	Reasoning for the drill seems unclear
	Observers should be seated in a compact space with a narrator
	Unsure of stations

<b>Outliers</b>	Parent was a player with no Skyward card, but didn't receive an envelope so staff didn't know what to do with them. Left in stands to wait
	Police supervision for parents
	Parents who did not volunteer were unable to pick up their kids
	Crisis Go

## Appendix 2: Chronology of Events and Statistics

### Chronology

Time	Event
12:50 p.m.	P.A. announcement at U-High
12:52 p.m.	U-High begins evacuation and relocation to Redbird Arena
12:58 p.m.	First student enters Redbird Arena
1:06 p.m.	All students inside Redbird Arena
1:11 p.m.	Reunification Command Center begins receiving attendance rosters from teachers
1:15 p.m.	Parents begin entering Redbird Arena
1:17 p.m.	First parent check-in
1:31 p.m.	All parents through Greeting station
1:48 p.m.	All parents through Check-In
2:45 p.m.	Last student checks out

### Statistics

- 180 students participated
- 182 parents participated
- 40 Lab School players
- Shortest Reunification Time: 6 minutes
- Longest Reunification Time: 68 minutes
- Average Reunification Time: 30 minutes
- Averaged 300 people through Greeting Station in 1 hour
- Averaged 127 people through the entire process in 1 hour

### **Appendix 3: Public Address Announcement**

The following announcement was read by the University High School Principal to start the exercise:

Exercise-Exercise-Exercise: This is the safety scenario. A tornado with flying debris has impacted the ISU campus community, including our school. While each of you were sheltered-in-place, our building sustained significant damage, to the point where Fire/Rescue personnel has ordered an evacuation. I am initiating a relocation to Redbird Arena, where Reunification activities will take place. Teachers: please escort your classes to Redbird Arena and supervise your students until further notice.

All students who are on their free period, please walk over to Redbird Arena with another class and then report to Ms. Telford to be supervised.

## Appendix 4: Exercise Administration Team

Role	Name
Exercise Director	Eric Hodges
<b>Lead Controller</b>	<b>Derek Carle</b>
Greeting Controller	Bob Doty
Check-In Controller	Steve Roegge
Check-Out Controller	Brian Gorsuch
A/V Room Controller/Evaluator	Dawn Cook
Command Center Controller	Steve Evans
AFN, Medical, Counseling Controller/Evaluator	Bob Clark
Parent Area Controller 1	Phil McCarty
Parent Area Controller 2	Sherry Wooten
Student Area Controller	Julie Grey
Observer Coordinator	Ed Vize
Observer Coordinator	Craig Jackson
<b>Lead SimCell Controller</b>	<b>John Simon</b>
SimCell Controller	Dennis Bingheim
<b>Lead Evaluator</b>	<b>Joe Jones</b>
Greeting Evaluator	Stephanie Vogelsang
Check-In Evaluator	Greg Fisher
Check-Out Evaluator	Rick Scott
A/V Room Controller/Evaluator	Dawn Cook
Command Center Evaluator	Iris Ducey
AFN, Medical, Counseling Controller/Evaluator	Bob Clark
Parent Area Evaluator	Bob Armstrong
Student Area Controller/Evaluator	Stacey Renker
<b>Lead Safety Officer</b>	<b>John Goodman</b>
Safety Officer - Arena Floor, Parents Area	Don Kunde
Safety Officer - Concourse, Student Area	Mark Gramley
Safety Officer - Concourse, Student Area	Doug Stretch
Safety Officer - Redbird, Legends, Exit	Fanny Bowers
EMT 1	Keila Magafas
EMT 2	Jon Tarro
<b>Exercise Support Staff</b>	
Veoci Support	Ryan Friel
Media Liaison	Eric Jome
Media Liaison	Rachel Hatch
Media Liaison	Molly Hartrup
Photographer	Lindsey Schlink
Videographer	Hugh Sullivan
Check-In/Out Table for Exercise Staff, Departure Table for Players	Alicia Lage
Check-In/Out Table for Exercise Staff, Departure Table for Players	Lacey Monterastelli
Sign-In table for Parents	Michael Talamonti
Sign-In table for Parents	Merideth Vesper
Sign-In table for Parents	Tyler Schwab

## Appendix 5: Exercise Photos



