[Name of daycare/preschool – real or fictional] in [location] has been up and running for almost six months now. Student capacity is maxed out at 100, with a growing waitlist as the [daycare/preschool name] program is in high demand due to their prestigious curriculum and strong educational program. The age range of students is from three months to 4 years of age. Renovations were lengthy but the old building was finally converted into a suitable and approved site to provide childcare. Many original elements of the building were able to be refurbished, including hardwood flooring and some crystal light fixtures in the marble stairwells. Although students are on site, there are still some final construction projects taking place.

Maintenance staff are working late one Friday night to fix some electrical issues while students are out of the building, and they can cut power. While working on a circuit breaker in the utility closet connected to one of the preschool rooms that holds 25 students, a worker steps down off a ladder and knocks into a shelf that causes a spill of glass jars, bottles, cleaning supplies and equipment from the top shelf. The glass shatters and the spill spreads out the doorway and into the attached room. The worker fumbles around with a flashlight and scrambles to clean the mess using a mop and a broom. He’s already working past his shift, is frustrated, and doesn’t do the best job cleaning up the area thinking someone else can deal with it. He dumps the mop bucket and mop in the washroom closet down the hall and tosses a cardboard box of broken glass and other debris into the dumpster out back. He leaves behind some residual spill assuming the chemical smell will dry up and air out by Monday morning and heads home.

On Monday, the children return to the building for the start of another week. The preschool teacher notices a slight floor cleaner odor coming from the closet in the corner. She hasn’t been able to use the closet yet because the door had been painted closed. She notices the door is ajar and assumes the crew that was here on Friday finally got the door unstuck. Before she can investigate, her students are rushing into the room, eager to greet her. She shuts the closet door and turns her attention to the class. Around 2pm, the students are preparing for quiet time. They begin to drag their nap mats out from the corner of the room and lay them out. A preschooler finds “sparkles” of shiny liquid near his sleeping mat. Another child accidentally steps in it, sending the sparkles scattering across the floor. The students point it out to the teacher who is unsure of what it could be. She calls her supervisor to the room to check it out. The supervisor immediately identifies it as mercury. Together, they call poison control to see what they should do. Eventually, Poison Control reaches out to [health department name] and contacts the EH Director to alert them to the incident.

**Objectives and Tasks**

1. Ensure participating staff understand the role they might fill during this type of response as well as the role/responsibilities of [agency name] as we fit into the “bigger picture” of the response.
2. Identify if there is a need for [enter name of your public health EOC/command center: ex., PHECC, EOC, etc.] activation. Determine thresholds that would warrant [enter name of your public health EOC/command center: ex., PHECC, EOC, etc.] activation (partial or full) and identify possible triggers for changes in activation (ex., scaling up or down).
3. Understand the process for activating the [enter name of your public health EOC/command center: ex., PHECC, EOC, etc.] and the steps taken for notification, alerting key partners, initial meeting, etc.
4. Identify pre-event incident action planning items (i.e., things we need to accomplish or develop now prior to this type of incident occurring – materials for the [enter name of your public health EOC/command center: ex., PHECC, EOC, etc.] activation process, templates, etc.).
5. Identify potential communication and/or print/digital materials needs.
6. Identify who is at highest risk for this type of incident. What additional needs should we consider for our Access and Functional Needs population?

**Intended Audience**

Health Officer, Medical Director, EH Director, PPHS Director, Nursing Supervisor, EPC, Health Promotions Coordinator, EH Program Coordinator, EH Specialist

**Possible Reference Materials**

* [Incident Response Checklist](S:\\Emergency Preparedness\\Training\\Training\\Leadership Preparedness and Planning Drills\\Noro Outbreak with Employees\\Noro Response Activation Checklist.docx) – If you use this during the drill, “Save As” under your own file/title.
* [EGLE Mercury Page](https://www.michigan.gov/egle/about/organization/air-quality/mercury)
* [MDHHS Mercury Page](https://www.michigan.gov/mdhhs/safety-injury-prev/environmental-health/topics/mercury)
* ATSDR [Don’t Mess with Mercury](https://www.atsdr.cdc.gov/dontmesswithmercury/index.html) Site
* CDC “[Mercury Spill Cleanup](https://www.youtube.com/watch?v=5swmzop3y8k)” – This is a school-based video but has good info!