

*Campus Resilience Program*

*Exercise Starter Kit*

**Hazardous Material Spill Tabletop Exercise**

Facilitator Guide

[Insert Date]



**Sponsor Logo**



# Facilitator Guide

[**Planner Note:** The purpose of this Facilitator Guide is to provide a baseline exercise document for facilitators to use in the delivery of the Hazardous Material Spill Tabletop Exercise. The sample content contained in this document can be tailored as necessary to meet the desired goals and outcomes for the exercise by filling in all bracketed content that is highlighted in red. This document is to be used in tandem with the Hazardous Material Spill Tabletop Exercise Conduct Briefing and Situation Manual, therefore any changes made to this document will also need to be carried over into these documents.]

This document is for the use of the facilitator and should not be given to exercise players. It gives the approximate time of delivery for each slide, limited talking points, and possible supplemental questions or issues to raise in discussions if needed. The lead exercise planner and the exercise planning team are responsible for tailoring this document, as appropriate.

| Slide # | Time | Slide Title/Content | Facilitator Notes |
| --- | --- | --- | --- |
| WELCOME AND INTRODUCTIONS, [Insert time – Insert Time] (~ 5 minutes) | | | |
| **[#]** | **[Insert Time]** | **Welcome and Introductions** | *When participants are ready:*   * Introduce yourself as the facilitator and provide a brief explanation of the facilitator’s role during the exercise * Introduce the topic of the exercise: a train derailment and HazMat spill resulting in a campus health crisis * Introduce any additional speakers and allow time for welcoming remarks |
| **[#]** | **[Insert Time]** | **Administrative Remarks** | *Provide brief administrative remarks.* |
| **[#]** | **[Insert Time]** | **Exercise Schedule** | *Briefly review the exercise schedule with participants.* |
| EXERCISE OVERVIEW, [Insert Time – Insert Time] (~ 10 minutes) | | | |
| **[#]** | **[Insert Time]** | **Exercise Overview** | *Provide a brief background on the exercise:*   * This Hazardous Material (HazMat) Spill Tabletop Exercise (TTX) is made available through the Campus Resilience (CR) Program Exercise Starter Kits, and was developed as part of a collaborative effort between the Department of Homeland Security (DHS) Office of Academic Engagement (OAE), and the Federal Emergency Management Agency (FEMA) National Exercise Division (NED) * The CR Program was initiated by DHS/OAE in 2013 and aims to engage colleges and universities across the nation in developing and testing emergency preparedness and resilience planning processes   *Provide an overview of the purpose of the exercise:*   * Each Exercise Starter Kit aims to support practitioners and senior leaders from the academic community in assessing emergency plans, policies, and procedures while also enhancing overall campus resilience * This specific Exercise Starter Kit aims to provide the opportunity to examine response and recovery operations related to a hazardous material spill incident near campus * The materials used during this exercise were provided as templates and were tailored by the exercise planning team to meet the desired goals for this exercise |
| **[#]** | **[Insert Time]** | **Exercise Overview (cont.)** | *Provide an overview of the scope of the exercise.* |
| **[#]** | **[Insert Time]** | **Exercise**  **Objectives** | *Review the exercise objectives:*   1. **Operational Coordination**: Assess the ability to establish an effective command structure that integrates all critical stakeholders to ensure campus and community resources are used efficiently to respond to and recover from a hazardous material incident 2. **Mass Care Services**: Examine the ability to provide life-sustaining and human services to affected populations at your institution to include hydration, feeding, sheltering, temporary housing, evacuee support, and distribution of emergency supplies in the aftermath of a hazardous material incident 3. **Public Health, Healthcare, and Emergency Medical Services:** Assess the ability to coordinate with emergency services personnel to provide lifesaving medical treatment and targeted public health, medical, and behavioral health support to all affected populations on and around campus following a hazardous material incident 4. **Public Information and Warning**: Assess the ability to deliver coordinated, actionable, and timely information to critical partners and stakeholders when faced with a hazardous material incident |
| **[#]** | **[Insert Time]** | **Participant Roles and Responsibilities** | *Briefly review the roles and responsibilities of different types of participants in the exercise.* |
| **[#]** | **[Insert Time]** | **Participating Organizations** | *Briefly review the organizations participating in the exercise.* |
| **[#]** | **[Insert Time]** | **Exercise Guidelines** | *Briefly review the exercise guidelines.* |
| **[#]** | **[Insert Time]** | **Assumptions and Artificialities** | *Note that in any exercise there are certain assumptions and artificialities that participants must accept as being true. Briefly review these assumptions and artificialities.* |
| **STARTEX** | | | |
| MODULE 1: Initial Response [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview** | *Announce that this is the Start of the Exercise and that you will now transition into Module 1.*  *Review the exercise scenario:*   * [Month, Day, Year] – [Month, Day, Year]   + It is the end of the spring semester and many students, faculty, and staff members are spending a lot of time outside   + Consequently, a large percentage of the campus community is outside when a major train collision occurs in the area, causing a tanker car carrying dangerous chemicals to rupture   + A gas cloud begins to quickly move throughout the area surrounding your institution   [Facilitator Note: If your institution is not located near railway tracks, the scenario can be modified to include a railway accident involving a tanker truck carrying the same or similar chemicals.] |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview (cont.)** | *Review the exercise scenario:*   * [Month, Day, Year] – [Month, Day, Year]   + Local 9-1-1 centers receive a swarm of calls from panicked individuals regarding the gas cloud   + Your institution also begins to receive a number of calls from concerned students, faculty and staff in the area   + Your institution’s health center begins to receive multiple complaints from individuals with symptoms of headaches, dizziness, uncontrollable coughing, and difficulty breathing   + One individual who suffers from asthma begins to suffer severe respiratory distress   + The local fire department notifies your institution of the HazMat incident in which a train transporting industrial chemicals derailed, releasing an unknown toxic gas into the surrounding environment   + The collision also caused a small fire, which is impeding the ability to contain the scene   + By this time, images and videos of the incident are rapidly circulating online and across social media; many are expressing panic and confusion over the situation |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 1. Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes. Repeat this at the beginning of each set of discussion questions.*  **Operational Coordination**   1. How does your institution maintain awareness of hazardous materials that travel near or are stored on your campus?  * Who is responsible for this action?   [Facilitator Note: The answer to this question may vary depending on the types of research or other facilities that are currently on-campus. If there are research labs, this question should incorporate their answers.]   1. What plans, policies, and procedures does your institution have in place to guide response   efforts during a potential HazMat incident?  [Facilitator Note: Depending on the answer, ask if there are existing general plans that would address a HazMat incident or if there is a need to develop one.]   * What are your institution’s initial priorities at this point?   [Facilitator Note: Based on the exercise participants – know who you will pitch the first question to and have a plan in place in terms of how many participants / entities you will ask each question. Ensure to ask follow-up questions about potentially conflicting priorities.]   1. How would your institution establish a command structure to coordinate your response efforts?  * Who are your key internal and external stakeholders, and how would your institution incorporate them into this command structure? * How will your institution coordinate with private and public partners to ensure a whole-community preparedness effort?   [Facilitator Note: If you are not familiar with ICS be sure to review ICS principles before the exercise.]   1. What resource gaps could limit your institution’s ability to ensure the safety and security of students, faculty, and staff during a HazMat incident?  * What community resources and aid agreements could compensate for these resource gaps?  1. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (2/4)** | **Mass Care Services**   1. What plans, policies, and procedures does your institution have in place to mitigate the disruption of essential campus services?  * What are your initial priorities in terms of providing mass care services? * Who would you likely be coordinating with to provide these services?   [Facilitator Note: Ensure to ask who at the institution would be considered the “lead” for an event of this type.]   1. What are your institution’s evacuation/shelter-in-place plans, procedures, and protocols?  * Are there identified locations where people should go in the event of an evacuation or shelter-in-place order? * Are students, faculty, and staff aware of these locations and of your institution’s evacuation/sheltering procedures? * How do these plans account the following groups?   + 1. International students     2. Students with access and functional needs     3. Campus visitors   [Facilitator Note: Ensure to ask participants what unique considerations they must plan for with regards to each of these different groups.]   * How does your institution track and monitor self-evacuating students, faculty, and staff?  1. What resource gaps could limit your institution’s ability to provide mass care services?  * What community resources and aid agreements could compensate for these gaps?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (3/4)** | **Public Health, Healthcare, and Emergency Medical Services**   1. What plans, policies, and procedures does your institution have in place to guide your actions during a campus medical crisis?  * At what point would you consider an event of this nature a medical emergency? * At what point would your institution request additional medical resources? * At what point would your institution alert local hospitals or other medical facilities?  1. At this point in the scenario, what would be your health and medical priorities? 2. What other immediate actions would your institution take in order to identify and treat on-campus victims of potential chemical exposure? 3. How does your institution encourage students, faculty, and staff to take individual steps to mitigate the potential impacts of a HazMat incident?   [Facilitator Note: It may be useful to ask what these specific steps are and how specifically these are communicated. It may also be worthwhile asking if any of this information is provided in advance of an incident of this nature.]   1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent and coordinated public messaging throughout the initial response period?  * What plans, policies, and procedures does your institution have in place to guide your internal and external communications strategies?   [Facilitator Note: Be sure that participants are able to name the actual plan. Ask a follow-on question on awareness of the plan by the appropriate offices or departments and training on the implementation of the plan.]   * What internal and external stakeholders are you engaging at this time? * What information would you release to them?  1. How and when does your institution issue warnings, alerts, and other emergency messaging?  * How does your institution use pre-scripted or automated messaging that would expedite critical communications and public messaging?   [Facilitator Note: How often do you review and / or update these pre-scripted messages?]   1. What individual, office, or department coordinates and delivers your institution’s public messaging? 2. How will your institution use social media platforms in support of incident communications and public messaging? 3. [Insert additional discussion questions] |
| BREAK: [Insert Time – Insert Time] (~ 10 minutes) | | | |
| MODULE 2: Continued Response [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview** | *Announce that you will now transition into Module 2.*  *Review the exercise scenario:*   * **[Insert Date and Time]**   + Many students, faculty, and staff members begin to self-evacuate from the area and your institution is inundated with phone calls from worried parents asking what your institution is doing to respond to the incident   + The incident begins to receive major media attention * The number of patients exhibiting or claiming to exhibit continues to rise with [insert number] complaints and [insert number] hospitalizations * Chaos from the incident has resulted in traffic buildups around campus * Students begin to circulate photos and videos of the event on social media with some information being incorrect or misleading with one post evening suggesting the derailment was the result of a targeted attack * Several posts report a “large yellow-green mushroom cloud” that has been spotted near campus |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (cont.)** | *Announce that you will now transition into Module 2.*  *Review the exercise scenario:*   * **[Insert Date and Time]**   + First responders confirm the train was transporting chlorine and due to shifting wind conditions, additional concerns are raised regarding how previously unaffected areas may now be impacted as a result of the incident   + After extinguishing the fire, first responders are able to begin containment and clean-up operations, however, it is estimated that it may take several hours before there is a major improvement to air quality   + Patients reporting various symptoms begin to overwhelming student health services and your institution in inundated with calls from students, faculty, and staff with questions regarding whether they have been impacted and whether they should be seeking medical attention |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 2.*  **Operational Coordination**   1. How have your institution’s priorities changed as more information about the HazMat incident has become available?  * What actions would your institution take at this point to ensure the safety and security of students, faculty, and staff?   [Facilitator Note: Based on what the participants identified as their priorities during Module 1, ask multiple participants if these priorities and actions have changed.]   1. How would your institution maintain an effective command structure to coordinate emergency response efforts?  * How would your institution coordinate with first responders to maintain situational awareness? * Who are the key decision-makers at this point?   [Facilitator Note: Ask if the same individual or individuals is still the “lead” during this phase of the incident or if other individuals support decision-making at this point.]   * What are their specific roles and responsibilities?  1. What resources are currently available?  * What plans, agreements, and contingency contracts are in place to address potential resource shortages?   [Facilitator Note: If yes to resource limitations / shortages - Is it number of personnel? Is it funding?]   1. Who are the key external stakeholders that would support response efforts?  * How would your institution coordinate and communicate with these stakeholders?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (2/4)** | **Mass Care Services**   1. How have your mass care priorities changed as the HazMat incident unfolds?   [Facilitator Note: Ensure to ask follow-up questions about potentially conflicting priorities.]   1. How would your institution track hospitalizations, fatalities, and self-evacuations?  * Who is responsible for this action?  1. How will your institution account for students, faculty, staff, and campus visitors in affected areas? 2. What emergency housing plans, policies, and procedures does your institution have in place?  * What resource gaps could limit your institution’s ability to meet your community’s emergency housing needs? * What community resources and aid agreements could compensate for those resource gaps?  1. In addition to housing, what other services will your institution need to provide for the duration of this incident?  * How might the HazMat incident impede your ability to provide these services? * What resource gaps could limit your institution’s ability to meet these needs? * What community resources and aid agreements could compensate for those resource gaps?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (3/4)** | **Public Health, Healthcare, and Emergency Medical Services**   1. What unique considerations are there to inform medical response efforts (e.g., the type of hazardous material involved, geographic impacts on chemical dispersal, etc.)?   [Facilitator Note: Ask if these considerations are included in existing plans, policies, or procedures.]   1. At this point in the scenario, what are your health and medical priorities? 2. What resource gaps could hinder your ability to provide emergency healthcare and medical services?  * What community resources could compensate for those resource gaps?  1. How would your institution coordinate with emergency responders to implement decontamination procedures (e.g., removal and disposal of contaminated clothing, appropriate bathing measures, etc.)?  * Who at your institution is responsible for leading this effort?   [Facilitator Note: Ask if anyone in the room has participated in drills for this type of incident previously.]   1. How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport sick individuals?  * How would your institution treat cases where unaffected patients claim to experience symptoms?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent and coordinated public messaging throughout this phase of response operations?  * Who is responsible for delivering public messaging? * How does this messaging accommodate international students? Students with access and functional needs?  1. How does your institution ensure timely and accurate situational updates for internal stakeholders throughout the response period?  * Who is responsible for delivering these updates? * What sort of information is your institution releasing at this point?  1. How do your messaging priorities change as you receive more information concerning the HazMat incident? 2. How does your institution notify families, key stakeholders, and the public of students who have been sick or hospitalized due to the HazMat spill?  * Who is responsible for leading this effort?  1. How does your institution counteract false or misleading information? 2. [Insert additional discussion questions]   *Announce that we will now be transitioning to a 10-minute break.* |
| **BREAK: [Insert Time – Insert Time**] **(~ 10 minutes)** | | | |
| **MODULE 3: Short-Term Recovery [Insert Time – Insert Time] (~ 60 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Module 3: Scenario Overview** | *Announce that this is the Start of the Exercise and that you will now transition into Module 1.*  *Review the exercise scenario:*   * [Month, Day, Year] – [Month, Day, Year]   + Clean-up efforts were initially estimated to be complete within 48 hours but now they may last up to five days   + In total, [insert number] students, faculty, and staff have reported symptoms of chemical exposure, [insert number] have been hospitalized, [insert number] are in critical condition, and [insert number] have died as a result of their injuries   + Some hospitalized students begin speaking with the media and your institution is flooded with requests for information and interviews   + Some post containing false information still continue to circulate throughout social media |
| **[#]** | **[Insert Time]** | **Module 3: Scenario Overview (cont.)** | *Review the exercise scenario:*   * [Month, Day, Year] – [Month, Day, Year]   + Emergency response personnel clear the incident site to resume normal operations but there are still lingering concerns about air quality and safety   + Many students, parents, faculty, and staff members have expressed fears over returning to campus; some even refuse to return at all   + Some staff members have also requested temporary work accommodations such as office relocations or the ability to telework   + Some local businesses on and around campus have also given notice that they will temporarily close as a result of the incident   + Media coverage of the event has continued and some stories are claiming that your institution could have done more to respond to the event |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 3.*  **Operational Coordination**   1. How does your institution coordinate the transition from response to short-term recovery efforts? 2. What plans, policies, and procedures guide your institution’s recovery process?    * Who is responsible for coordinating short- and long-term recovery efforts?   [Facilitator Note: Ask if the same individual or individuals is still the “lead” during the recovery phase or if other individuals support decision-making at this time.]   * + What are your institution’s priorities for short-term recovery?  1. What resource gaps could limit your institution’s ability to meet these priorities?   [Facilitator Note: Ask participants to provide specific details regarding these gaps.]   * + What community resources or aid agreements could compensate for those gaps?   + How can your institution coordinate with private and public partners to ensure a whole-community recovery effort?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (2/4)** | **Mass Care Services**   1. What plans, policies, and procedures does your institution have in place to return your campus to a healthy and safe environment?    1. What are your recovery priorities in terms of providing mass care services (e.g., behavioral health services, transition out of temporary housing)?   [Facilitator Note: Ask participants about potential staffing or resource shortages and what plans might be in place to address those.]   1. How would your institution provide, track, and communicate these services to members of the campus community who may be geographically dispersed?    1. Who is responsible for leading this effort?    2. What mutual aid or community agreements exist to support this effort? 2. What resource gaps could limit your institution’s ability to meet your community’s mass care service needs in the aftermath of this type of incident? 3. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (3/4)** | **Public Health, Healthcare, and Emergency Medical Services**   1. How would your institution monitor the recovery of students, faculty, and staff?   [Facilitator Note: Ask participants what type of information they would specifically be collecting.]   1. What are your recovery priorities in terms of providing healthcare and medical services? 2. Are there processes in place to handle the medical insurance claims for an incident of this magnitude?    1. At what point would your institution be able to determine if the campus can be considered safe again?    2. Who is responsible for making this determination? 3. What types of information and resources may be available to educate the campus community about the types of impacts to expect from an incident of this type?    1. How is this information distributed to affected populations? 4. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent, coordinated public messaging throughout the recovery period?    * How does your institution’s communications strategy transition from response-oriented to recovery-oriented messaging?    * How does this messaging accommodate international audiences and audiences with access and functional needs? 2. How does your institution provide internal stakeholders with timely updates concerning recovery efforts? 3. Who is responsible for monitoring and managing inquiries from affected students, faculty, staff, and alumni? 4. Who is responsible for monitoring and managing inquiries from the media?   [Facilitator Note: Ask participants if they would likely conduct a formal press conference regarding this incident.]   1. How does your institution reinforce or restore its reputation in the aftermath of a HazMat incident? 2. How does your institution continue to combat false or misleading information, particularly through social media? 3. [Insert additional discussion questions] |
| **ENDEX** | | | |
| **HOT WASH, [Insert Time – Insert Time]** **(~ 15 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Hot Wash Overview** | *Review the purpose of the Hot Wash noting that it is an opportunity for participants to provide candid feedback on their overall performance as well as the overall delivery of the exercise* |
| **CLOSING REMARKS, [Insert time – Insert Time] (~ 10 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Closing Remarks** | *Thank players for their participation in the exercise. Introduce any additional speakers who will provide closing remarks.* |
| **ADJOURN, [Insert Time]** | | | |