[Exercise Name]

**\*Note: Items highlighted in gray will or may need to be changed to reflect the details of your exercise. Delete this text box before producing and distributing this situation manual.**

Situation Manual

[Date]

[This Situation Manual (SitMan) provides exercise participants with all the necessary tools for their roles in the exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators and evaluators, but players may view other materials that are necessary to their performance. All exercise participants may view the SitMan].

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# Exercise Overview

| **Exercise Name** | [Insert the formal name of exercise, which should match the name in the document header] |
| --- | --- |
| **Exercise Dates** | [Indicate the start and end dates of the exercise] |
| **Scope** | This exercise is a tabletop exercise, planned for [exercise duration] at [exercise location]. Exercise play is limited to [exercise parameters]. |
| **Mission Area(s)** | [Prevention, Protection, Mitigation, Response and/or Recovery] |
| **Objectives** | [List exercise objectives; see page 2] |
| **Threat or Hazard** | Ice Storm |
| **Scenario** | [Insert a brief overview of the exercise scenario, including scenario impacts (2-3 sentences)] |
| **Sponsor** | [Insert the name of the sponsor organization, as well as any grant programs being utilized, if applicable] |
| **Participating Organizations** | [Insert a brief summary of the total number of participants and participation level (e.g., federal, state, local, tribal, non-governmental organizations (NGOs) and/or international agencies). Consider including the full list of participating agencies in Appendix B. Delete Appendix B if not required.] |
| **Point of Contact** | [Insert the name, title, agency, address, phone number and email address of the primary exercise POC (e.g., exercise facilitator)] |

# General Information

## Exercise Objectives

The following exercise objectives in Table 1 describe the expected outcomes for the exercise.

| **Exercise Objectives** |
| --- |
| [Define or refine participants’ roles and responsibilities for managing the consequences of an ice storm incident, which should be reflected in their ***plans, policies and procedures*** and other preparedness elements currently in place or under development] |
| [Build relationships between utilities and stakeholders] |
| [Determine neighboring utility water infrastructure capabilities and needs] |
| [Identify other needed enhancements related to ***training and exercises*** and other preparedness elements currently in place or under development] |
| [Insert objective] |

Table 1. Exercise Objectives

The exercise schedule is in Appendix A.

## Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise (Appendix B), and their respective roles and responsibilities, are as follows:

**Players-** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.

**Observers-** Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.

**Facilitators-** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

**Evaluators-** Evaluators are assigned to observe and document certain objectives during the exercise. Their primary role is to document player discussions, including how and if those discussions conform to plans, policies and procedures.

## Exercise Structure

This exercise will be a multimedia, facilitated exercise. Players will participate in the following [three] scenario modules:

Module 1: [The Ice Storm Begins]

Module 2: [The Ice Storm Worsens]

Module 3: [The Ice Storm Ends]

Each module begins with a multimedia update that summarizes key events occurring within that time period.

The facilitator will guide participants through a discussion period, developed using the scenario modules, to describe their actions, decisions and notifications as necessitated by the change in situation or resource status. Players are encouraged to ask questions of other players. Immediately following the discussion period, the facilitator will lead a “hot wash” session among participants to highlight key elements and develop a list of action items.

## Exercise Guidelines

* This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.
* Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.
* Decisions are not precedent setting and may not reflect your organization’s final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.
* Issue identification is not as valuable as suggestions and recommended actions that could improve [prevention, protection, mitigation, response or recovery] efforts. Problem-solving efforts should be the focus.
* Assume there will be cooperation and support from other responders and agencies.
* The basis for discussion consists of the scenario narrative and modules, your experience, your understanding of your Emergency Response Plan (ERP), your intuition and other utility resources included as part of this material or that you brought with you.
* Treat the scenario as if it will affect your area.

## Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following apply:

* [The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems and processes will be evaluated.]
* [The exercise scenario is plausible and events occur as they are presented.]
* [All players receive information at the same time.]

# Module 1: [The Ice Storm Begins]

## Scenario

 [December 24, 2017]: [0700 hrs]

[It is Thursday, the day before Christmas. Many people have left town to visit relatives during the holidays and staffing at the drinking water utility is low. Snow is predicted in many parts of the United States, but local weather forecasters are calling for extremely heavy rain throughout the day. The rain starts as a slight drizzle in the morning, but by early afternoon the temperature drops. The precipitation changes to freezing rain and ice pellets. Within two hours, the accumulation on the streets has created hazardous driving conditions and accidents are reported throughout the area. The water utility director decides to let non-essential personnel leave early given the approaching darkness and the changing weather forecast. The director requests that the second shift try to arrive at the water treatment plant early. Non-emergency utility field operations are stopped due to safety concerns.]

## Key Issues

* [The supplies of diesel fuel and some chemicals at the wastewater plant are low. However, local officials are asking that diesel fuel be reserved for other priorities since continuing inclement weather is delaying re-supply efforts.]

## Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 1. Identify any critical issues, decisions, requirements or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. [How is management staff at your utility notified and kept up to date about severe weather incidents?]
2. [What initial steps would be taken when the ice storm first begins? How would these actions evolve as ice begins to accumulate?]
3. [What are your backup power requirements for essential facilities and equipment? What are your fueling needs for on-site backup generators?]
4. [What procedures have been developed to ensure successful coordination between different city and state departments during severe weather incidents?]
5. [What, if any, regulatory considerations are pressing at this time?]

# Module 2: [The Ice Storm Worsens]

## Scenario

[December 24, 2017]: [1600 hrs]

[The ice precipitation continues throughout the afternoon and the accumulation of its weight on trees is beginning to snap branches. Downed trees are closing roads and taking down power lines. The two substations that supply the drinking water utility are damaged and electrical power goes out. At least 100,000 customers are without power and the number is expected to grow. Electric utility crews are so busy dealing with public safety hazards like live power lines that they are not immediately able to begin restoration efforts. Half of the second shift personnel call to say they cannot make it to work due to impassible road conditions and downed trees.

Three diesel-operated generators at the water treatment plant automatically turn on to operate the plant’s SCADA system, communication systems and two thirds of the treatment processes.

The wastewater utility still has grid power, and has large, backup diesel generator-operated raw sewage pumps that can handle all incoming sewage flow to the wastewater treatment plant by pumping from the equalization basins to oxidation ditches. But, if the power were to go out and the backup generators fail, the plant will go into bypass mode where sewage will not undergo every stage of treatment.]

## Key Issues

* [Water pressure is low in certain areas of the city.]
* [The water utility is overwhelmed with calls from customers lacking water or experiencing muddy water.]
* [The wastewater utility is concerned that if they lose power their diesel fuel supply will not last long, especially with city officials prioritizing diesel fuel supplies for other uses.]

## Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 2. Identify any critical issues, decisions, requirements or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. [How will the workforce be sustained because the second shift could not arrive? What resources are available to assist?]
2. [How will communications be handled to internal staff, to the public and to officials? How will these procedures be carried out in the event of electricity or phone service interruptions?]
3. [How can call volume be shifted away from the water utility?]
4. [How do you determine if an advisory or public notification (such as boil water or do not use) needs to be issued for this incident? How would this occur without power and if normal communication media such as TV and radio outlets are unavailable? What alternative resources could be available to issue an advisory?]
5. [What plans are in place at the water utility to handle emergency operations including the installation and operation of temporary generators and pumps?]
6. [What procedures and/or provisions are in place to support personnel’s specific needs (e.g., access to food and water, sheltering for family members) due to the incident?]

# Module 3: [The Ice Storm Ends]

## Scenario

[December 27, 2017]: [1200 hrs]

[By the fourth day, power has not returned but the weather is becoming more temperate and the ice is melting. The wastewater utility has also lost power and run out of diesel fuel. Officials warn there could be more failures as drooping branches shed ice and snap back to their original positions, potentially taking out more power lines. Also, access to downed power lines and poles remains the biggest obstacle for workers. While the major roads are cleared, many secondary roads in rural areas remain blocked by fallen trees and tree limbs. Officials say about 200 roads are blocked by downed wires, fallen trees and strewn debris. The roads to the water treatment plant are cleared and some utility personnel can drive to the plant. However, others cannot drive to work due to shortages of gasoline caused by the continuing power outages.]

## Key Issues

* [With the loss of the diesel generator-operated pumps, the wastewater treatment plant is now discharging sewage effluent that does not meet permit requirements.]
* [Both drinking water and wastewater utility personnel are having problems accessing critical facilities, especially those in more remote areas.]
* [Workers are fatigued due to a lack of rest and long working hours.]

## Questions

Based on the information provided, participate in the discussion concerning the issues raised in Module 3. Identify any critical issues, decisions, requirements or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns to be addressed, nor is there a requirement to address every question.

1. [What facilities and/or activities are most critical and require immediate attention at the conclusion of response activities?]
2. [How will service be prioritized to ensure critical customers like nursing homes or hospitals have access to potable water? What is the procedure for determining who is a critical customer?]
3. [What additional resources (e.g., personnel, heavy equipment and generators) would the water and wastewater utility need to both sustain the current limited levels of service and repair damage? Where will they come from?]
4. [Are there laboratories that can provide analytical capacity and capability for multiple analytes and disciplines (e.g., chemical, microbiological) to provide the necessary analytical support? What volume of samples can they process?]
5. [What procedures are in place to expedite the recovery process and return to normal business operations? What business continuity planning has been performed?]

# Appendix A: Exercise Schedule

**Note:** Because this information is updated throughout the exercise planning process, appendices may be developed as stand-alone documents rather than as part of the SitMan.

| Time | Activity |
| --- | --- |
|  | **[Month Day, Year]** |
| 00:00 | Registration |
| 00:00 | Welcome and Opening Remarks |
| 00:00 | Module 1: Discussions  |
| 00:00 | Break |
| 00:00 | Module 2: Discussions |
| 00:00 | Lunch |
| 00:00 | Module 3: Discussions |
| 00:00 | Break |
| 00:00 | Hot wash |
| 00:00 | Closing Comments |

# Appendix B: Exercise Participants

| Participating Organizations |
| --- |
| **Federal** |
| [Participating organization] |
| [Participating organization] |
| [Participating organization] |
| **State** |
| [Participating organization] |
| [Participating organization] |
| [Participating organization] |
| **[Jurisdiction A]** |
| [Participating organization] |
| [Participating organization] |
| [Participating organization] |
| **[Jurisdiction B]** |
| [Participating organization] |
| [Participating organization] |
| [Participating organization] |

# Appendix C: Relevant Plans

[Insert excerpts from relevant plans, policies or procedures to be tested during the exercise.]

# Appendix D: Acronyms

| Acronym | Term |
| --- | --- |
| DHS | U.S. Department of Homeland Security |
| HSEEP | Homeland Security Exercise and Evaluation Program |
| SitMan | Situation Manual  |
| SME | Subject-Matter Expert  |
| TTX | Tabletop Exercise  |
| [Acronym] | [Term] |
| [Acronym] | [Term] |
| [Acronym] | [Term] |
| [Acronym] | [Term] |
| [Acronym] | [Term] |