



**A guide to inspire people-centered
resilience in Vermont amid
chronic and acute disaster**



Acknowledgements

This toolkit is the result of countless people caring enough to show up, again and again, for their communities, then writing down what they learned. It is a testament to the expertise that comes from lived experience, and the result of countless minds and hearts collaborating to identify a gap and help fill it.

This toolkit was compiled by frontline, grassroots flood responders across Vermont in the wake of flooding in 2023 and 2024, and we humbly present the first edition of this toolkit in the Fall of 2025. This toolkit will continue to change as communities do.

The people who crafted this tool are community members, organizers, and careworkers; specialists and generalists; writers and builders. So many people and organizations participated in and supported the making of this work, this collection of expertise and vision. Here are some, but not all, of them:

Access Ecologies

Community Resilience Organizations (CROs)

Community Resilience for the Waterbury Area (CReW)

Cooperation Vermont

Lamoille Area Recovery Network (LeARN)

Land Access and Opportunity Board (LAOB)

Kingdom United Resilience and Recovery Effort (KURRVE)

Northeast Kingdom Organizing (NEKO)

Rose Core Collective

Rural Vermont



Acknowledgements.....	2
Table of contents by topic.....	5
Introduction.....	6
Who and what is this toolkit for?.....	6
What is resilience?.....	6
What is a resilience hub?.....	6
How do I use this toolkit?.....	6
How does this toolkit interact with emergency management and municipal plans?.....	7
Phases of Disaster.....	7
Knowing your community.....	9
Map: Vermont counties, Regional Planning Commissions (RPCs), Long Term Recovery Groups (LTRGs), and local supply hubs.....	9
Organizing your community: who is here and what are they doing?.....	10
Knowing your ecosystem.....	12
Bringing people together.....	13
Facilitation guides.....	14
We started organizing. How do we know it's working, and when to ask for more help?.....	15
Going deeper: finding the community work you want to do.....	16
Pod mapping.....	17
Emergency Preparedness and Response.....	19
1.1 Emergency preparedness kits.....	19
Household emergency supplies.....	19
Individual emergency supplies.....	19
1.2 Food and water.....	20
Backup food supply.....	20
Community food infrastructure.....	20
Water supply and storage.....	20
Community meals.....	20
1.3 First aid and medical.....	22
1.4 Power supply.....	23
Emergency/backup power.....	23
Solar emergency response trailer.....	23
1.5 Warming/cooling/emergency shelter.....	23
1.6 Vehicles and equipment.....	24
Emergency shuttles.....	24
Shared use vehicles.....	24
Heavy equipment directory.....	24
1.7 Sanitation & Hygiene.....	25
Handwashing, toilets, showers.....	25
Laundry.....	25
1.8 Populations with specific needs.....	26
Folder with resources and templates 1.8 Populations with specific needs.....	26
Children, childcare, and youth engagement with disaster.....	26
Communication and planning.....	26
Senior citizens; people with mobility challenges and other disabilities.....	27



(Im)migrant populations with Limited English Proficiency (LEP).....	28
Farm animals and livestock.....	30
1.9 Community emergency response plans.....	32
Before disaster.....	32
During disaster.....	32
Planning for other kinds of climate disaster.....	33
1.10 Volunteer management.....	34
Recruiting volunteers.....	34
Setting up volunteer shifts.....	34
Managing volunteers.....	35
1.11 Flood recovery supplies and work.....	36
Pumping.....	36
Mucking.....	36
Gutting.....	37
Mold remediation.....	38
1.12 Mutual Aid/Neighbor to Neighbor (N2N).....	39
1.13 Financial resources.....	39
Baseline Community Resilience.....	40
2.1 Basic needs.....	40
Community food production.....	40
Directory of local farmers and producers.....	40
Community meals and food distribution.....	40
Hygiene: Public Showers.....	40
Ridesharing and carpooling.....	41
Network of community physical and mental health workers.....	41
Network of herbal support.....	41
2.2 Shared tools.....	42
Tool lending library.....	42
Tech lending library.....	42
Internet and phone access.....	42
2.3 Community Building.....	43
Local and regional governance and coordination.....	43
Institutional allies.....	43
Business directory.....	43
Tradesfolk directory.....	43
Community spokespeople.....	44
De-escalators and conflict facilitators.....	44
Third spaces.....	44
Skill building workshops.....	44
Fun activities that build community.....	45



Table of contents by topic

Emergency Preparation & Response			Baseline Community Resilience		
Phases of Disaster	7	Planning	7	How does this toolkit interact with emergency management and municipal plans?	
1.1 Emergency preparedness kits	19		9	Map: Vermont counties & other relevant jurisdictions	
1.9 Community emergency response plans	32		12	Knowing your ecosystem	
1.11 Flood recovery supplies and work	36		44	Skill building workshops	
1.8 Populations with specific needs	26	People	9	Knowing and organizing your community	
(Im)migrant populations with Limited English Proficiency (LEP)	28		43	Local/regional coordination	
1.10 Volunteer management	34		43	Community spokespeople	
1.12 Mutual Aid/Neighbor to Neighbor	39		44	De-escalators and conflict facilitators	
1.2 Food and water	20	Food	40	Community food production	
Backup food supply	20		40	Directory of local farmers and producers	
Community meals and food distribution	20		20	Community food infrastructure	
1.3 First aid and medical	22	Health	41	Network of herbal support	
Senior citizens; people with mobility challenges and other disabilities	27		41	Network of community physical and mental health workers	
Farm animals and livestock	30				
1.7 Sanitation & Hygiene	25	Hygiene	40	Hygiene: Public Showers	
1.13 Financial resources	39	Finance	43	Institutional allies and business directory	
1.5 Warming/cooling/emergency shelter	23	Buildings	43	Tradesfolk directory	
			44	Third spaces	
1.4 Power supply	23	Tech	42	Tool and tech lending libraries	
Solar emergency response trailers	23		42	Internet and phone access	
1.6 Vehicles and equipment	24	Transit	41	Ridesharing and carpooling	
Shared use vehicles, emergency shuttles	24				



Introduction

Who and what is this toolkit for?

This toolkit was compiled in the aftermath of flooding in 2023 and 2024 for communities, mutual aid groups, local organizations, and municipalities to use in assessing and building resilience to disaster and disruption. We are community members, organizers, and caretakers. We made this toolkit because we needed it when the waters rose. We hope you choose to use this toolkit as a starting place to develop a Resilience Hub that supports your community in the day-to-day and when acute disaster strikes. You may also find this toolkit useful if you're located somewhere else with a lot of rain, mountains, and people living in floodplains.

What is resilience?

Resilience is the ability of a community to survive, respond, and adapt to disaster with an orientation towards thriving conditions. We recognize that both acute and everyday disasters are conditions that demand increased community resilience.

There are many everyday disasters that shape our world—the rising cost of food, climate disruption, political volatility, and more. Building baseline resilience makes both everyday and acute disasters less destructive.

We know that people who are closest to problems are closest to the solutions. As you use this toolkit, prioritize including people who are often excluded from governance and most vulnerable to everyday and acute disaster.

We are framing resilience as a combination of *stuff* (physical objects), *systems* (real things you can't touch), and the people who run systems, steward stuff, and create community.

What is a resilience hub?

A resilience hub can look many ways, but at its core, it is a **centralized source of information, support, and supplies that supports community resilience**. Here are some examples:

- A library or church basement where emergency supplies are housed and community meals get hosted
- A set of buildings in a town that address various community resilience needs (refrigeration, storage, backup power, water supply)
- A Signal group with representatives from local working groups responsible for different components of community resilience
- A dedicated building like a community center that meets emergency and baseline resilience needs

How do I use this toolkit?

There are three sections in the toolkit. **Knowing your community** is about getting ready to use the toolkit with people in the place where you live. **Emergency Preparedness and Response** is about the stuff and systems that are essential for acute disaster response. The **Baseline Resilience** section is about the stuff and systems we need in order to create safer, thriving conditions for all people outside of and before acute disaster.

The printed toolkit includes basic information; many sections have templates or additional resources you can download. All of this information lives online at resiliencetoolkit.org.

Instead of serving as a prescriptive list of ways to build resilience, think of this toolkit as a set of prompts, or a work plan, for strengthening community-based resilience. In order to work on the projects laid out in this toolkit, you will need a group of people who are excited to work together and solve problems. That group can include people who are already solving problems and planning for disasters, people who are new to your town, and anyone in between.



You should use this toolkit in any way that is useful to you. If your community is already doing resilience work, pull out sections that are relevant, and ignore ones that are not. If your community is getting started on resilience work, use the checklist in this toolkit and hold a gathering to assess vulnerabilities and assets, then identify where you want to start working to increase community resilience. This process will help clarify what form you want your resilience hub to take.

If you want a thought partner or to hire a consultant to support your community in this process, contact Community Resilience Organizations (CROs) - info@gocros.org.

How does this toolkit interact with emergency management and municipal plans?

Many towns and villages are already working on flood mitigation strategies, and have staff or volunteers dedicated to this work. Too often, this work is under-resourced or is unable to reach the people most vulnerable to impacts of acute and everyday disaster. From COVID lockdown to flooding events in the last few years, Vermonters have learned that community-based preparedness and response efforts fill an essential gap.

This toolkit aims to help community groups identify where work needs to be done and provides a holistic framework for thinking about community resilience. It can be challenging to get taken seriously as providers of mutual aid without job titles or official positions. As grassroots organizers who often don't get paid but show up anyway, we know that our work is legitimate and valuable. We hope this toolkit can help you feel and show up that way as well.

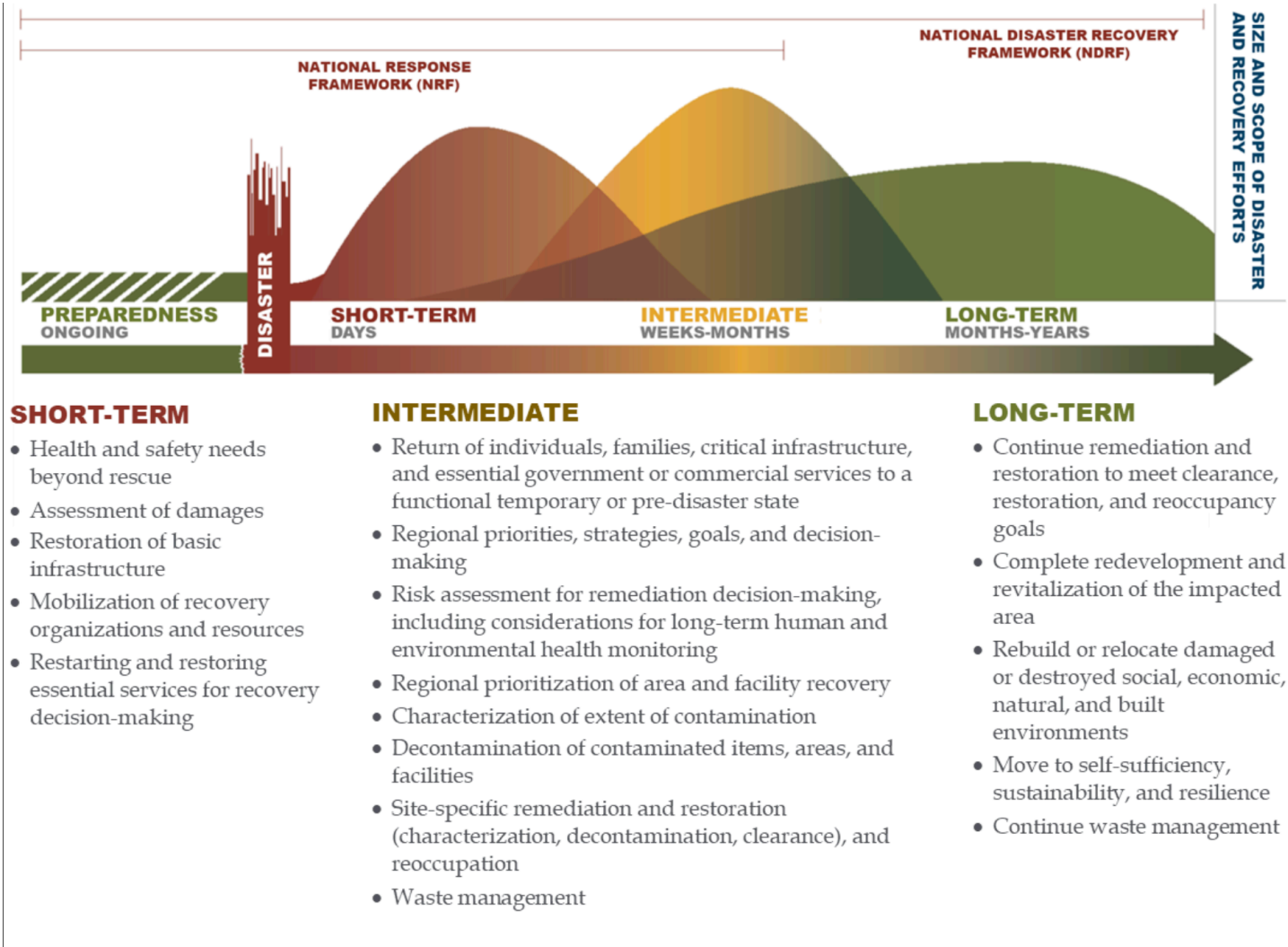
Competition is not necessary between municipal and community plans. If your selectboard is excited about community-based resilience planning, involve them in the use of this toolkit! There is no single plan, tool, or process that will prepare us for collapse and disruption—rather, it will be a combination of working together, learning from each other, and using this toolkit and other resources that gets your community to resilience.

Phases of Disaster

There are different sections of this toolkit that correspond to the different phases of recovery. The **Baseline** sections of this toolkit are intended for use in the **Preparedness** phase. The **Emergency** sections of this toolkit are relevant for **Preparedness, Short-term Recovery, and Intermediate Recovery phase** after acute disaster. For support with Long-term Recovery see the map of Long Term Recovery Groups, which cover most of our state. *See next page for a graphic detailing the phases.*

What's beyond resilience?

Our hope as grassroots organizers and community leaders is that you will use this toolkit to build resilience, and then keep going. We believe that climate disruption, while devastating and dangerous, is also an opportunity to create new ways of being together and getting our needs met so that we don't just survive, but thrive. We hope that communities can become [permanently organized](#)— meaning we are set up to look out for each other all the time, using systems we made to keep us safe.

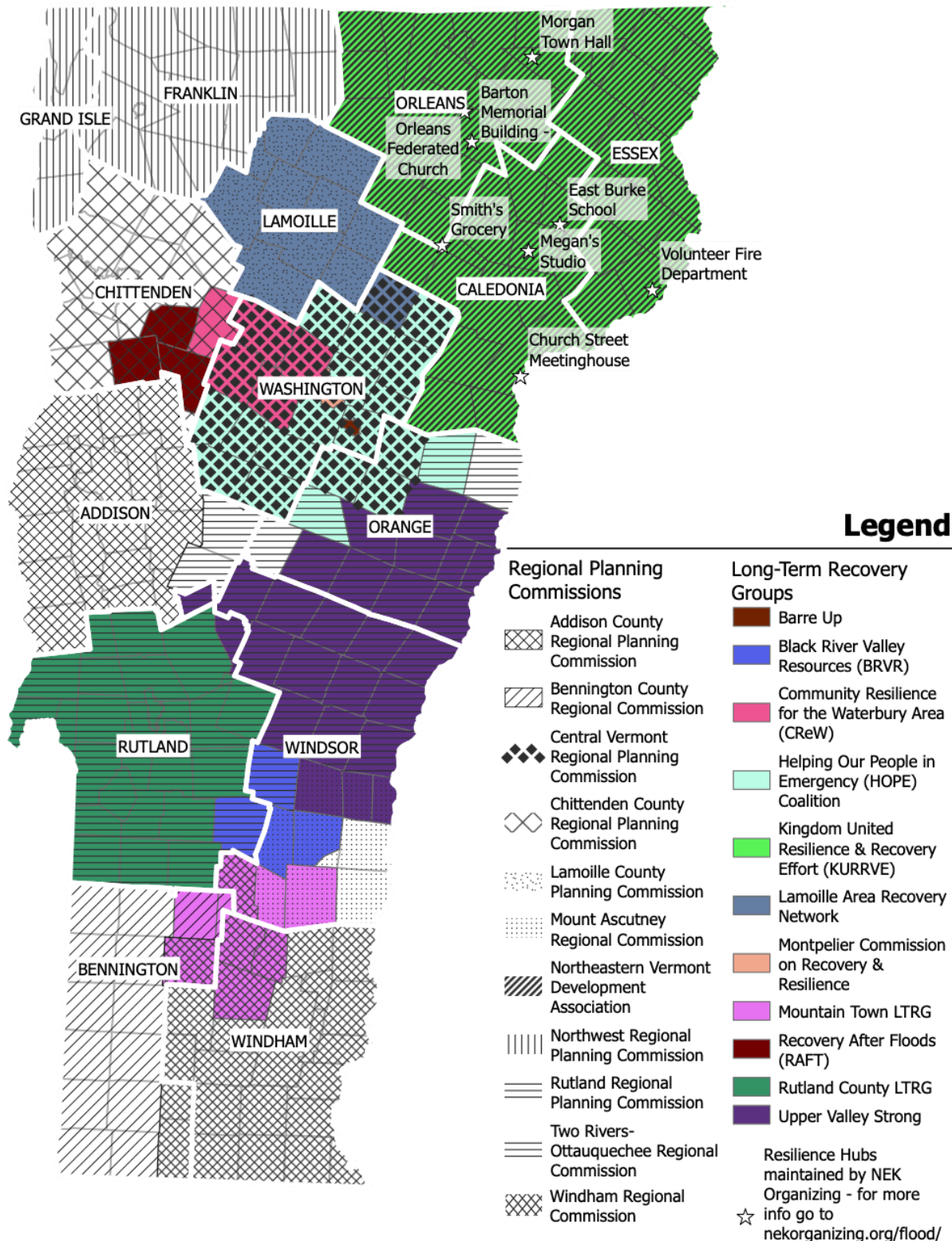


Phases of Disaster graphic from [FEMA](https://www.fema.gov).



Knowing your community

Map: Vermont counties, Regional Planning Commissions (RPCs), Long Term Recovery Groups (LTRGs), and local supply hubs



Find the data from this map, and see data for your town, [in this directory](#).



Organizing your community: who is here and what are they doing?

Folder with resources here: [0. Organizing your community](#)

The first step of organizing your community is thinking about who is in it, and the place where you live. You can do this activity alone, but best to do it with a few other people—friends, colleagues, neighbors.

Mapping your community

Write down three important things about your place/what life is like here.	1: 2: 3:
What are the biggest challenges in your place?	
What are the biggest assets in your place?	
Describe thriving conditions for your place. Use your imagination!	

Who is in your community/place?

Role	Name(s)
Long Term Recovery Group (LTRG) (<i>groups established to support individuals after flooding</i>)	
Fire chief	
Road crew	
Emergency Management Director	
Town clerk	
Selectboard members	
Mutual aid/neighbor to neighbor network leaders	



Leaders/vocal people in your community	
School principal	
General store owner	
State Senator*	
State Representative(s)*	

*Find your legislators at legislature.vermont.gov/people/.

What other dynamics are present in your place?

Who do people listen to?	
Which voices are loudest?	
Who is always showing up to help?	
Who has been in your place the longest?	
Who is the newest in your place?	
Who is struggling the most?	
Who is benefiting from how your place is right now?	
Who in your community might have different needs than most other people? What are those needs?	

Stuff and systems in your community

What emergency supplies are stored in your place, and where?	
--	--



What infrastructure is important to your place? Is it maintained?	
Are there places to gather? What places do people go to most often?	
Which systems in your place work well? Which work poorly?	
What/who are the active community groups, organizations, and town committees?	
How do people receive and share information (local news, social media, gathering places)?	
What essential services are available, and which are missing?	

Knowing your ecosystem

Check out the ANR atlas: <https://anrmaps.vermont.gov/websites/anra5/> for information on the hydrogeology, flood risk, and more in your Vermont community. Click on 'Layers' on the bottom left of the window, and turn on these layers by checking the boxes next to them:

- *FEMA flood layers* show where the edges of floods have gone
- *Soil hydrologic groups* show soil types, and help you imagine which locations will remain wet after flooding, because different types of soil drain more quickly than others.
- *Wetland delineations* show where the land is always also water

What rivers and streams run through your place?	
Where does it get wet first?	
What else do you know about the ecosystem in your place?	



Bringing people together

You can spend any amount of time organizing your community and building resilience. It will probably take 5-10 hours of conversations to get a group of about 10 people ready to organize with you. Meeting once a week can help build momentum, but you can also meet every other week or once a month.

Here are some things to consider when starting to organize your community:

- What work is already happening to build resilience?
- Of the people you mapped, how many do you know? Where can you go to know them better or introduce yourself? Who is missing?
- Why are you excited about building resilience? Can you get comfortable talking about why you care about this to people you don't know well (yet)?
- What problems are most discussed, or most important, to people in the place where you live? How can building resilience help address some of these problems?
- Where can you start talking about building community resilience, and meet people who are interested in working on this with you?

Once you have a few people - it can just be four or ten people! - you can meet. You'll need:

- ☐ A place to meet - preferably somewhere centrally located, comfortable, and accessible
- ☐ Food and/or beverages - maybe a local restaurant can donate a meal, or you can have people bring things potluck-style
- ☐ A way to take notes
- ☐ Printed copies of the toolkit: download pdfs online at resiliencetoolkit.org/downloads.
- ☐ An agenda
 - ☐ Introduce yourself and share about why you feel it is important to build resilience to climate disaster and other disruptions in your community.
 - ☐ Invite everyone else to introduce themselves.
 - ☐ Talk about what you heard as a group: where are there shared priorities and interests? What kind of work are the people in this room interested in doing?
 - ☐ Share printed copies of the toolkit. Invite people to read the introduction and look through the sections. If you like, have people take turns reading parts of the introduction aloud.
- ☐ Do one or more of the activities in the toolkit:
 - ☐ Organizing your community activities (pages 9-11)
 - ☐ Get to know the toolkit interactive activity (facilitation guide below)
- ☐ Reconvene and discuss one or more of these questions:
 - ☐ Who is doing related work already in your community? Are they in this conversation?
 - ☐ Who is missing from this group? Are they people you know, or need to meet for the first time?
 - ☐ Is there more information you need before continuing your organizing? How can you get it?
- ☐ Determine if the group is interested in meeting again, and set a meeting time.
 - ☐ Make a plan for who will find the space to meet, if someone is able to bring food, who will invite the new people you've identified to your group, and any other planning.
 - ☐ Consider posting about your next meeting publicly on local social media, and/or putting up flyers at the grocery store or school.
 - ☐ It makes sense to start with a small group of people, but the more buy-in you have in your community about this project, the more possible it will be.
 - ☐ Plan to conduct the community needs assessment activity (facilitation guide below) at your next meeting!



Facilitation guides

Get to know the toolkit: interactive activity *45 minutes to 1 hour*

This activity will help orient you to some of the sections of the toolkit, and practice using it to solve problems about resilience.

1. Print out the interactive toolkit activity [page of prompts](#), or edit the prompts to best fit the non-flooding disaster you want people to think about. Cut the prompts up along the dotted line.
2. Set the scene: talk about a scenario, either a real one that has happened in your community or an imagined one, that would benefit from increased community resilience. Warn people that it might be a bit stressful to think about these situations, but that planning and working together make them less scary when they're happening. Some ideas:
 - a. Heavy rains drench your town, and the river rises more than it has in the past. Homes along the river are damaged, and many are flooded. Town water is compromised.
 - b. An ice storm comes through and takes out power, cell service, internet.
 - c. Imagine something else realistic!
3. Split your group into smaller groups of 2-5 people each, and give each group a prompt. As you'll see, some questions are about before the disaster; others are about the disaster itself; and the rest are about aftermath. You can also read all the prompts aloud, and if people want to reorganize themselves to work with prompts that interest them more, they can do so.
4. Instruct groups to spend about 20 minutes discussing the prompt and using the toolkit to respond to it.
5. Reconvene as a group and hear from people about what they learned, what questions this activity brought up, and what they found useful in the toolkit.

Conduct a Community Needs Assessment

Every community is different! Use this activity to help identify some of your community's strengths and priorities for further resilience work. It can be helpful to do this activity after going through the Mapping Your Community exercises that begins on page 9.

You can do this activity in a meeting of people interested in building community resilience, or drop off copies of the assessment at local schools, the town office, and the library—or in another setting!

1. Print out copies of the [Community Needs Assessment](#) for everyone in your group.
2. Give people 15-20 minutes to complete the assessment.
3. Break into small groups or pairs to discuss the results once people are finished, then share as a whole group.
4. Make some notes about which questions, issues, and opportunities came up over and over again.
 - a. Was there consensus on a priority issue, or areas in which more information is needed?
 - b. Is there someone who holds relevant information who wasn't in the room?
5. Make a plan to connect with people who can help with the 'three big things' or 'three easy things' you identified in the assessment.
6. Make a plan to share results of the assessment with people who were not present. Consider posting on local social media, putting up flyers at schools, grocery stores, clinics, town offices. The more people you engage in this process, the better your work will reflect the diverse needs and skills of your community.



We started organizing. How do we know it's working, and when to ask for more help?

It can be hard to tell if you're making progress. Here are some signs your work is effective:

- ☐ More than four people attended your first meeting
- ☐ Someone you haven't explicitly invited to participate heard about your work, and is excited to participate in the future
- ☐ You received an email or a call from a town official asking what you're working on
- ☐ You and one, two, or more people are energized and excited to keep working with this toolkit and talking to people in your community about it.

Here are some signs you might be ready to ask for more help and move ahead with plans to launch a resilience hub.

- ☐ Have you met two or more times?
- ☐ Do you have a group of 2-5 people excited about launching a resilience hub?
- ☐ Have you talked to 10+ neighbors to see if they think this is a good idea?
- ☐ Have you used the community needs assessment (above) and begun to identify what your priorities are as a community?
- ☐ Can you identify three sections of the toolkit where you would like support?

Here are some different kinds of assistance to seek out:

- Fiscal sponsorship: access to nonprofit status so you can raise funds and pay stipends without creating a new organization
- Fundraising to support your work
- Technical assistance using the toolkit
 - Help facilitating group meetings
 - Visioning for how to best use the toolkit in your community
 - Subject matter expertise on sections you want to work on
- Relationships with existing institutions like libraries and schools, places of worship, food pantries, community spaces to see if they are interested in participating in your work to launch a resilience hub.
- Connection with elected officials or local committees to advocate for and share about your work

Think about if you can get this kind of help in your community, from people you already know. If not, **reach out to Community Resilience Organizations (CROs)—info@gocros.org**—and we'll do our best to connect you with people and organizations who can assist.



Going deeper: finding the community work *you* want to do

There are so many ways to support community resilience, and each person has a unique set of skills and interests to contribute. It can feel and be isolating to find yourself in a moment of disaster, not knowing who to turn to or how to help. The activities below can guide some of your personal preparedness for difficult times. Respond to the reflection questions below to spur your thinking. [Check out this zine for more ideas.](#)

What special skills do you have? What skills would you like to learn?	
What activities/work do you find rewarding? Think about things you do that other people find difficult, but that you enjoy.	
Do you enjoy collaborating with people or working on projects alone?	
Do you like to spend time inside/outside? Working through a list of tasks, or imagining a new project? Do you enjoy words, numbers, visual art, or another medium?	
What problems are you most excited about solving?	
Who in your community inspires you? What do you find inspiring about them?	

Look at this (incomplete!) list of roles to play in a community, and check out the corresponding toolkit sections to see if any of this work appeals to you. [Check out this list](#) for more ideas.

Roles in a community	Toolkit section
Working with children	1.8
Helping people with health and wellbeing	1.3, 1.7, 2.1
Maintaining infrastructure (roads, buildings, water systems)	1.4, 1.5, 1.9, 1.11, 2.2, 2.3
Managing finances and administration	1.10, 1.13, 2.3
Mediating conflict and facilitating decision-making; Connecting people with each other and information; managing people and projects	Knowing your community, 1.9, 1.10, 1.12, 2.3
Growing food/medicine, Preparing meals	1.2, 1.5, 1.8, 1.10, 1.12, 2.1, 2.3



Building culture through art, spirituality, group activities; creating plans and visions for your community	1.9, 1.12, 2.3
Specialized technical skills (construction, fixing machinery, plumbing, electrical work)	1.6, 1.9, 1.11, 2.2, 2.3
Providing individual help to people (picking up groceries, offering rides, 1:1 emotional support)	1.5, 1.6, 1.7, 1.8, 1.12, 2.1
Stewarding ecosystems (river corridors, tree maintenance)	Knowing your community, 1.9, 2.1, 2.3
Teaching skills/leading workshops	Knowing your community, 1.10, 1.11, 2.2, 2.3
Organizing events	Knowing your community, 1.10, 2.1, 2.3

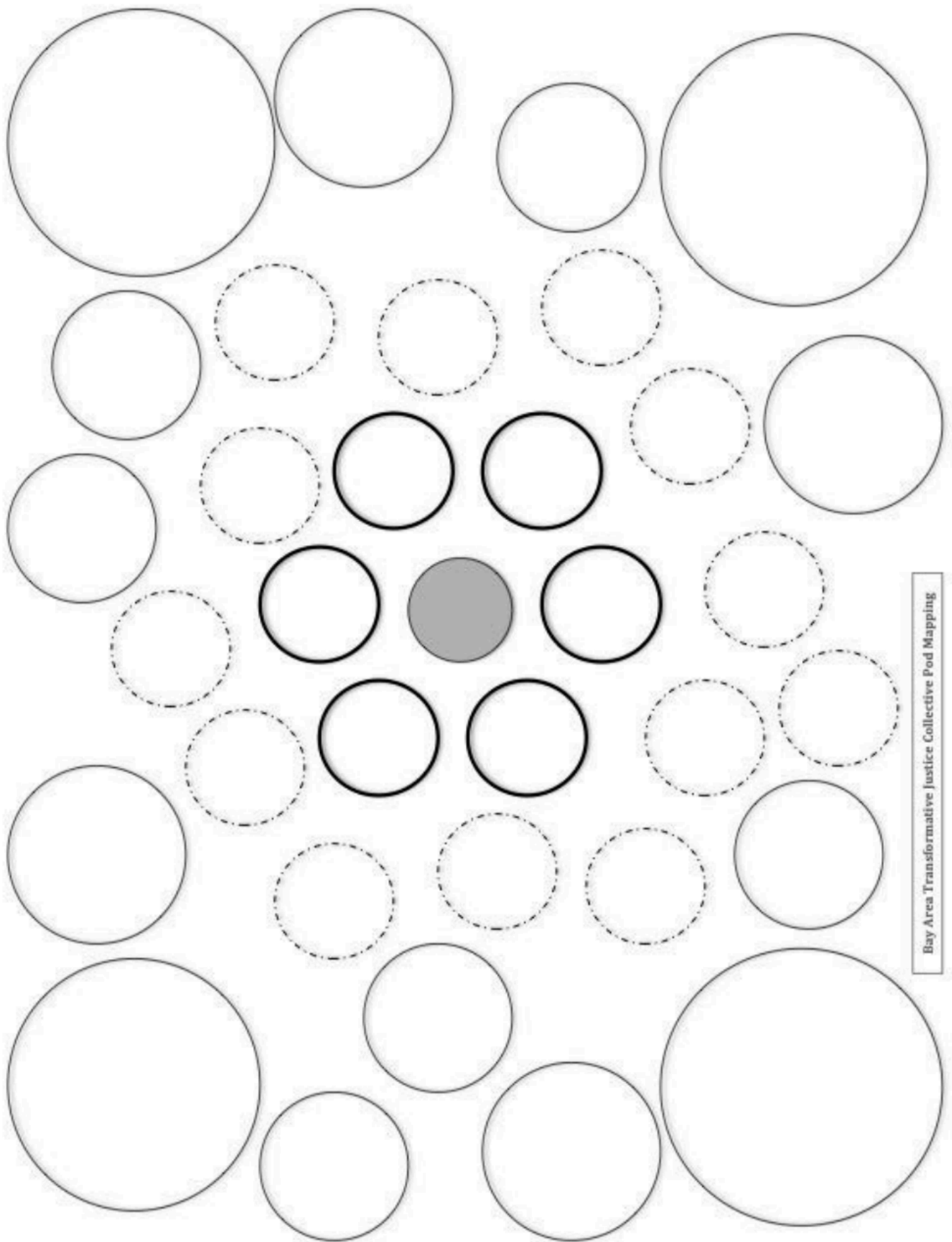
Pod mapping

This activity, developed by the [Bay Area Transformative Justice Center](#), can help identify your “pod” - *who* you can count on for support and connection in the everyday and during disaster. Interpersonal relationships help us move through stress or adrenaline; loved ones help us make sure we are taking care of ourselves, even while showing up to help others.

Use the diagram on the next page to do this activity. To start, write your name in the middle grey circle. The surrounding bold-outlined circles are your pod. Write the names of the people who are in your pod. We encourage people to write the names of actual individuals, instead of things such as “my church group” or “my neighbors.”

The dotted lines surrounding your pod are people who are “movable.” They are people that could be moved into your pod, but need a little more work. For example, you might need to build stronger relationships or trust with them.

The largest circles are community resources. For example: a local food shelf or sexual violence prevention org or a park with your favorite tree that you like to go sit with to take some deep breaths. Or really anyone or anything else you think of as a resource.



Bay Area Transformative Justice Collective Pod Mapping

Pods and Pod Mapping Worksheet

Written by Mia Mingus for the BATJC, June 2016

During the spring of 2014 the Bay Area Transformative Justice Collective (BATJC) began using the term “pod” to refer to a specific type of relationship within transformative justice (TJ) work. We needed a term to describe the kind of relationship between people who would turn to each other for support around violent, harmful and abusive experiences, whether as survivors, bystanders or people who have harmed. These would be the people in our lives that we would call on to support us with things such as our immediate and on-going safety, accountability and transformation of behaviors, or individual and collective healing and resiliency.

Prior to this, we had been using the term “community” when we talked about transformative justice, but we found that, not surprisingly, many people do not feel connected to a “community” and, even more so, most people did not know what “community” meant or had wildly different definitions and understandings of “community.” For some, “community” was an overarching term that encompassed huge numbers of people based on identity (e.g. “the feminist community”); while for others “community,” referred to a specific set of arbitrary values, practices and/or relationships (e.g. “I don’t know them well, but we’re in community with each other”); or some defined “community” simply by geographic location, regardless of relationship or identity (e.g. “the Bay Area community”). We found that people romanticized community; or though they felt connected to a community at large, they only had significant and trustworthy relationships with very few actual people who may or may not be part of that community. For example, someone might feel connected to “the queer community,” but when asked who from that “queer community” they felt they could trust to show up for them in times of crisis, vulnerability or violence, they could only name 2 or 3 people.

Although “community” is a word that we use all the time, many people don’t know what it is or feel they have never experienced it. This became increasingly confusing as we used terms such as “community accountability” or “community responses to violence” and encouraged people to “turn to their communities;” and this became even more complicated in dealing with intimate

and sexual violence because the violence, harm and abuse was often coming from their “community” because so many people are abused by someone they know.

We needed a different term to describe what we meant, and so, “pods” was suggested and it stuck. This is not to say that we don’t use the term “community” still—we do; but we needed to create new language for our work.

We knew that across the board, people who experience violence, harm and abuse turn to their intimate networks before they turn to external state or social services. Most people don’t call the police or seek counseling or even call anonymous hotlines. If they tell anyone at all, they turn to a trusted friend, family member, neighbor or coworker. We wanted a way to name those currently in your life that you would rely on (or are relying on) to respond to violence, harm and abuse.

POD

Your pod is made up of the people that you would call on if violence, harm or abuse happened to you; or the people that you would call on if you wanted support in taking accountability for violence, harm or abuse that you’ve done; or if you witnessed violence or if someone you care about was being violent or being abused.

People can have multiple pods. The people you call to support you when you are being harmed may not be the same people you call on to support you when you have done harm, and vice versa. In general, pod people are often those you have relationship and trust with, though everyone has different criteria for their pods.

Once we started using the term “pods,” we realized a bunch of things:

- **Most people have few solid, dependable relationships in their lives.** Much of this is from the breaking of relationships, isolation, fear and criminalization that capitalism requires. We found that for many people, mapping their pod was a sobering process, as many thought their pod would be larger than it actually was. It is not uncommon for

most people to have 1 or 2 people in their pod. We reassure people this is not a popularity contest, but rather a chance to reflect on why we have so few relationships with the kind of deep trust, reliability and groundedness we need to be able to respond well to violence.

- **Many people have less people they could call on to take accountability for harm they've done than harm that happened to them.** Though competent support for surviving violence is few and far between, we have found that accountable support for someone taking accountability for harm they have done is even harder to find. More often than not, people end up colluding with abusers or reinforcing the shaming and blaming of survivors in their attempt to support someone in taking accountability for harm, if they stay in relationship with people who have harmed or been violent at all.
- **Asking people to organize their pod was much more concrete than asking people to organize their “community.”** Once we had the shared language and concept of “pod,” it allowed transformative justice to be more accessible. Gone were the fantasies of a giant, magical “community response,” filled with people we only had surface relationships with; and instead we challenged ourselves and others to build solid pods of people through relationship and trust. In doing so, we are pushed to get specific about what those relationships look like and how they are built. It places relationship-building at the very center of transformative justice and community accountability work.
- **“Pod people” don’t fall neatly along traditional lines,** especially in situations of intimate and sexual violence. People don’t necessarily turn to their closest relationships (e.g. partner, family, best friends), especially because this is often where the violence is coming from, but also because the criteria we would use for our pod people is not necessarily the same as what we use (or get taught to use) for our general intimate relationships. We have different and specific kinds of relationships with our pod people, often in addition to relationship and trust, they involve a combination of characteristics such as, but not limited to: a track record of generative conflict; boundaries; being able to give and receive feedback; reliability. These are characteristics and skills that we are not readily taught to value in U.S. society and don’t usually have the skillset to support in even our closest relationships.

- **Building analysis was much easier than building the relationship and trust** required for one's pod. Once people started to identify their pod, it became clear that most of the people they would call on were not necessarily political organizers or activists and usually didn't have political analysis. This was true, even for political organizers and activists who were mapping their pods. Using the language of "pods" was a way to meet people where they were and reveal what was already working in their intimate networks. People already had individuals in their lives they would turn to when violence happened (even if it was just one person). So this is where we needed to focus our work, instead of trying to build new relationships with strangers who might share a political analysis, but had no relationship to each other, let alone trust. We set out to build through our relationships and trust. We then worked to support our folks in cultivating a shared analysis and framework for understanding intimate and sexual violence through many things, most notably our transformative justice studies.
- **The BATJC focuses on transformative justice responses to child sexual abuse. Growing and deepening our pods helps us build where children already are.** Utilizing the concept of pods is a way to reach children where they are because a 5 year old is not going to reach out to us for support, nor should they be expected to spearhead a community accountability process. The more we can grow our own pods and have conversations about protecting and supporting the children and youth in our lives, the better prepared we will be to respond to child sexual abuse in our intimate networks.
- **Relationship and trust, not always political analysis, continue to be two of the most important factors in successful TJ interventions**, whether in supporting survivor self determination and healing, or in accountability processes. Though shared language, values, and political understandings can be very useful in responding to violence, we find that these are easier to build where relationship and trust already exist. By building where there is already authentic relationships and trust, rather than trying to piece together shallow versions, we help to set the conditions for, not only, successful TJ responses, but the likelihood that people will respond to violence at all.
- **There are many people who do not have any pod people.** This a very real reality for many oppressed and isolated communities/individuals because of how capitalism,

oppression and violence shape our lives. For example, many disabled people are extremely isolated because of lack of access and resources; many immigrant women of color are isolated because of language or documentation; adults, youth and children who are surviving current abuse such as domestic violence may be isolated by their abusers. We hope that by beginning to build and grow pods where they already exist (or could exist), we can help build the conditions to be able to support people who do not have pods. By growing the number of people in the Bay Area who can recognize, talk about, prevent and respond to violence, we hope to make it that much more likely that people in need of support will find it in their daily lives. We also believe that orienting from a place of growing pods can help us gradually move away from the structures that keep people isolated. In this way, building our pods is not only useful for ourselves and the people in our immediate circles, but has the potential to help build a network of pods that could support anyone experiencing violence.

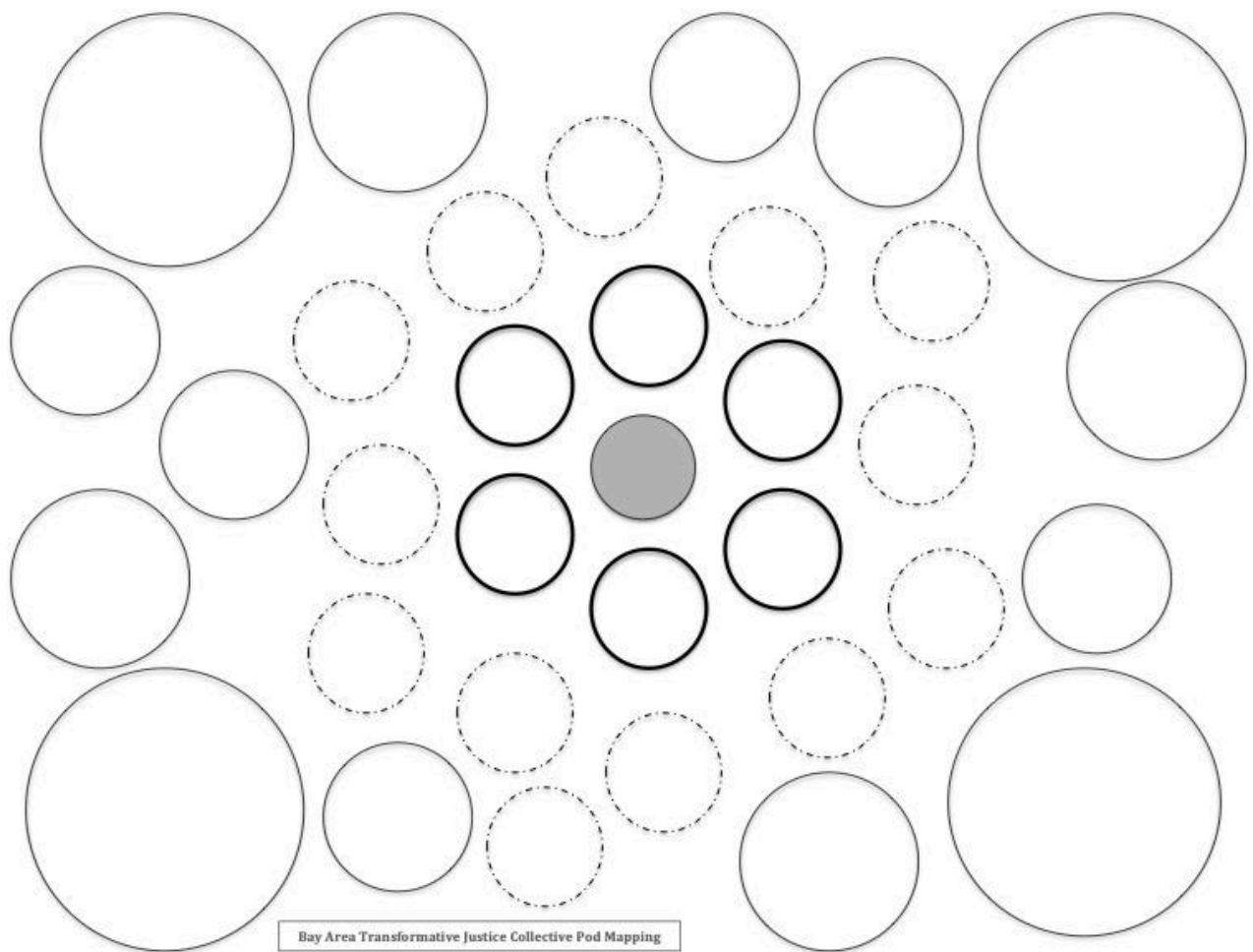
BATJC POD MAPPING WORKSHEET

Below is our Pod Mapping Worksheet. We use this as a template to help people start to identify who could be in their pod(s). We invite people to fill out multiple worksheets for their different pods. This is only a basic template, people are welcome to create their own pod maps.

- Write your name in the middle grey circle.
- The surrounding bold-outlined circles are your pod. Write the names of the people who are in your pod. We encourage people to write the names of actual individuals, instead of things such as “my church group” or “my neighbors.”
- The dotted lines surrounding your pod are people who are “movable.” They are people that could be moved in to your pod, but need a little more work. For example, you might need to build more relationship or trust with them. Or maybe you’ve never had a conversation with them about prisons or sexual violence.

The larger circles at the edge of the page are for networks, communities or groups that could be resources for you. It could be your local domestic violence direct service organization, or your cohort in nursing school, or your youth group, or a transformative justice group.

Your pod(s) may shift over time, as your needs or relationships shift or as people's geographic location shift. We encourage people to have conversations with their pod people about pods and transformative justice, as well as to actively grow the number of people in their pod and support each other in doing so. Growing one's pod is not easy and may take time. In pod work, we measure our successes by the quality of our relationships with one another and we invest in the time it takes to build things like trust, respect, vulnerability, accountability, care and love. We see building our pods as a concrete way to prepare and build resources for transformative justice in our communities.



Print this sheet out and cut along the dotted lines. Give each prompt to a small group, along with a copy of the Toolkit (tinyurl.com/RHTmaterials) or access to the online interface (resiliencetoolkit.org)

Before the flood: Anticipate Disruption

Trees are likely to fall across the main access road into town. How can we address this problem quickly so supplies can get where they need to go?

(hint: Who clears the road? Who coordinates? What tools are cached nearby?)

Before the flood: Know Your Network

If cell and internet go down, how do neighbors stay in touch?

(hint: List three trusted points of contact in each area, then decide how they'll connect; think about locations accessible during flooding)

Before the flood: What existing systems will be asked to step up?

Consider what supports—food shelves, public transit routes, gathering spaces—are already vital for people, especially people experiencing disaster every day. How can you prepare for those supports to meet more need when everyone is experiencing disaster?

(hint: what kinds of baseline resilience systems does your community already have?)

During flooding: Immediate Care

Folks are hungry and disoriented. Someone suggests setting up a barbecue in the center of town. How do we make it safe, welcoming, and coordinated?

(hint: who brings food, water, and utensils? Who handles safety? Who communicates where it is?)

During flooding: Emotional First Aid

Many people are scared and disoriented, and some have just lost everything they have. While physical help like mucking and supply runs are happening, how can we create calm gathering points for people to regroup and feel safe?

(hint: think shade, warmth, sound, volunteers trained in calm presence)

During flooding: Shared Awareness

The situation changes hour by hour. How do we track what's known and what's still uncertain without adding to confusion, especially when communication systems are not reliable?

(hint: whiteboard at the hub? Radio check-ins? Volunteer scribes?)

3 months after flooding: Ongoing Recovery

Some people have stabilized; others are still displaced or exhausted. How do we keep recovery visible and coordinated without losing momentum or empathy?

(hint: map who is still in need, who is available to help, and what is next in rebuilding)

3 months after flooding: New systems

Looking back, what systems help up, and what failed when they were needed most? How can we adapt now, before the next event, to make local response easier and less stressful next time? What new systems sprung up amid emergency response that we want to keep around? What resources do we need to do so?

(hint: consider which conditions were improved in emergency response from their baseline state)

Print this sheet out and create prompts specific to the kind of disaster you want to prepare for. Give each prompt to a small group, along with a copy of the Toolkit (tinyurl.com/RHTmaterials) or access to the online interface (resiliencetoolkit.org)

Example: Before the [disaster]: Anticipate Disruption

[Prompting questions to get people thinking about this point in time and specific situation.]

[hint: What are some additional questions or sections of the toolkit that will help address this questions?]

Before the [disaster]: Anticipate Disruption

Before the [disaster]: Know Your Network

Before the [disaster]: What existing systems will be asked to step up?

During [disaster]: Immediate Care

During [disaster]: Emotional First Aid

During [disaster]: Shared Awareness

3 months after [disaster]: Ongoing Recovery

3 months after [disaster]: New systems

Community needs assessment

Look at corresponding sections of the toolkit to conduct this assessment of what work your community has already done, and where there is more work to do. Cross off what work is already happening or finished. Circle the sections where more work is needed.

Emergency Preparation & Response			Baseline Community Resilience		
1.1 Emergency preparedness kits	18	Planning	11	Knowing your ecosystem	
1.9 Community emergency response plans	31		43	Skill building workshops	
1.11 Flood recovery supplies and work	35				
1.8 Populations with specific needs	25	People	9	Knowing and organizing your community	
(Im)migrant populations with Limited English Proficiency (LEP)	27		42	Local/regional coordination	
1.10 Volunteer management	33		43	Community spokespeople	
1.12 Mutual Aid/Neighbor to Neighbor	38		43	De-escalators and conflict facilitators	
1.2 Food and water	19	Food	39	Community food production	
Backup food supply	19		39	Directory of local farmers and producers	
Community meals and food distribution	20		19	Community food infrastructure	
1.3 First aid and medical	21	Health	40	Network of herbal support	
Senior citizens; people with mobility challenges and other disabilities	26		40	Network of community physical and mental health workers	
Farm animals and livestock	29				
1.7 Sanitation & Hygiene	24	Hygiene	39	Hygiene: Public Showers	
1.13 Financial resources	38	Finance	42	Institutional allies and business directory	
1.5 Warming/cooling/emergency shelter	22	Buildings	42	Tradesfolk directory	
			43	Third spaces	
1.4 Power supply	22	Tech	41	Tool and tech lending libraries	
Solar emergency response trailers	22		41	Internet and phone access	
1.6 Vehicles and equipment	23	Transit	40	Ridesharing and carpooling	
Shared use vehicles, emergency shuttles	23				

Summarize your findings in the table below.

Emergency Preparation & Response		
List the three most important things you circled above.		
Section name	Who can help?	What's the next step?
1.		
2.		
3.		
List the three problems that are easiest to address among what you circled above.		
Section name	Who can help?	What's the next step?
1.		
2.		
3.		
Baseline Community Resilience		
List the three most important things you circled above.		
Section name	Who can help?	What's the next step?
1.		
2.		

3.		
List the three problems that are easiest to address among what you circled above.		
Section name	Who can help?	What's the next step?
1.		
2.		
3.		

Look at both of your summary tables and answer the following questions.

Which areas of work do you think will be the most difficult? Why?	
What resilience interventions will be most helpful for the largest number of people in your community?	
Have you seen resilience work happening in other communities that you would like to replicate in yours? Where and what was it?	
Of all the work that needs to be done, what are you most interested in helping with?	



Emergency Preparedness and Response

Emergency systems often spring into existence when disaster strikes and not a moment sooner. Prepare your community by doing emergency planning work when the sun is shining. Equipping your neighborhood, town, and region to be ready in emergencies also builds baseline resilience.

1.1 Emergency preparedness kits

Folder with resources and templates: [1.1 Emergency preparedness kits](#)

Systems	Stuff
Household emergency supplies	
Households can prepare emergency plans and emergency kits , as well as storing backup food and water supplies. Food and water will need to be refreshed on a regular basis	<p><u>Emergency Kit</u>: keep this in your home</p> <ul style="list-style-type: none"> <input type="checkbox"/> Several days of water and non-perishable food, can opener <input type="checkbox"/> Extra cell phone battery or charger <input type="checkbox"/> Battery-powered or hand crank radio with NOAA weather tone alerts <input type="checkbox"/> Flashlight and extra batteries <input type="checkbox"/> First aid kit <input type="checkbox"/> Whistle to signal for help <input type="checkbox"/> Dust mask, to help filter contaminated air and plastic <input type="checkbox"/> Sheeting and duct tape to shelter-in-place <input type="checkbox"/> Personal sanitation supplies (incl. moist towelettes, garbage bags and plastic ties) <input type="checkbox"/> Non-sparking wrench or pliers to turn off utilities <input type="checkbox"/> Local paper maps
Individual emergency supplies	
Individuals in a household can prepare ' go bags ,' which are easy to grab in case you need to leave quickly.	<p><u>Go Bag</u>: Choose a sturdy and easy to carry bag.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Medications <input type="checkbox"/> 3 days of non-perishable food and cutlery <input type="checkbox"/> Important documents (ID, insurance, copy of lease/deed, car registration) <input type="checkbox"/> First aid kit <input type="checkbox"/> Backup chargers and batteries <input type="checkbox"/> Battery-powered/hand crank flashlight and radio <input type="checkbox"/> Personal health items (toothbrush, glasses, cane, menstrual products) <input type="checkbox"/> Physical map of area with exit routes marked <input type="checkbox"/> Physical list of emergency contacts and addresses <input type="checkbox"/> High quality respirator masks <input type="checkbox"/> Cash in small bills <input type="checkbox"/> Permanent marker <input type="checkbox"/> Water bottles <input type="checkbox"/> Space blanket

Street Medic First Aid Kit

Only carry items you know how to use

90% of first aid is bandaids, sunscreen, and kindness – bring plenty!

Wound Care

- Bandaids
- Non-adhesive pads
- Antibiotic ointment
- Medical tape (Micropore Tape is the best!)
- Gauze squares
- Roller Gauze
- Steri-strips (substitute for stitches)
- Soap (Dr. Bronners is great)
- Potable water for cleaning wounds
- EMT Shears
- Medical Gloves

Bleeding Control

- Tourniquet (if you are trained to use it)
- Hemostatic dressing
- Extra gauze
- Menstrual Pads
- Medical Gloves

Sprains & Breaks

- Bandanas, fabric strips, or triangle bandages
- ACE bandage
- Optional: SAM splint

Blisters

- Moleskin or Molefoam
- Sterile lancets for draining blisters
- “Second Skin” burn gel sheets
- Medical Tape

Ticks & Splinters

- Tweezers
- Yarrow for tick bite poultice

Medications & Herbs

- Ibuprofen
- Aspirin

- Pepto-bismol
- Benadryl
- Optional: Epi-pen (need prescription)
- Yarrow Powder
- Ginger chews
- Rescue Remedy flower essence
- Lavender essential oil
- Calendula salve
- Honey (for burns or diabetic emergencies)

Other:

- CPR mask (if trained in CPR)
- Narcan nasal spray
- Thermometer
- Optional: Pulse oximeter
- Sunscreen
- Covid Masks
- Menstrual pads (for menstruation and/or bleeding control)
- Pen and paper for patient notes
- Sharpie Marker
- Ziplock bags for medical waste
- Duct Tape
- Small snacks to give away
- Sturdy bag to carry it all

Eye Flushes for tear gas or pepper spray (if you are trained in eye flushing)

- Squeezy Water Bottle filled with potable water.
- PPE for tear gas/pepper spray:
 - Medical Gloves
 - Respirator rated for VOCs
 - Sealed swim goggles

List created by Vermont Street Medic
Trainer Murphy Robinson, member of Green
Mountain Area Medics and Yarrow Action
Medical.

Go Bag Gear List

Basics

- Headlamp or flashlight with spare batteries or solar charger (Luci Lights are solar charged & some models will charge a cell phone)
- Pocket Knife
- Fire kit: ziplock bag with dry tinder plus matches/lighter/firesteel.
- Paper map of your state or region
- Emergency cash (at least \$100)
- Charging cords, adapters, and power bank for your phone
- Two week supply of medications
- Compact blanket or sleeping bag
- Small tarp
- Paracord or other rope
- Shelf-stable high-calorie snacks
- Sturdy water bottle & purification method (Aquamira drops , etc)
- Toothbrush & toothpaste
- Small backpack to store it all

Documents

- Passport
- Photocopies of birth certificate, passport, driver's license, SS card, insurance card, legal name change docs, immigration paperwork, property deeds, bank account numbers, prescriptions, etc
- Printed list of addresses and phone numbers of your dear ones

Food & Water

- Lightweight metal pot with lid
- Shelf stable food (lentils and rice)
- Salt, pepper, spices
- Water storage container (MSR Dromedary Bag works great)

Communication, Health, and Safety

- Small radio (solar or crank power)
- Notebook and pens

- Whistle
- Small first aid kit
- N95 masks (for smoke or illness)
- Menstruation & contraception items
- Spare underwear & socks
- Warm layer & warm hat
- Raingear
- Wristwatch
- Duct Tape
- Castile soap for handwashing
- Spare eyeglasses in hard case
- Optional: pepper spray (illegal in Canada)

For Camping & Travel on Foot:

- Comfortable backpack with hip belt
- Lightweight tent & ground cloth
- Compact sleeping pad
- Comfortable hiking shoes
- Spare Socks
- Sun Hat & Sunscreen
- Bug Repellant
- Rope for hanging food at night

Social & Spiritual

- Paperback book
- Personal journal
- Small games (cards, bananagrams)
- Sacred text, tarot cards, etc.
- Small musical instrument (harmonica, ukulele, etc)

For Pets

- Pet Carrier or Leash
- Collapsible water bowl
- Food & meds for a week
- Proof of Rabies shot (needed to cross Canadian border)
- Dog poop bags

List created by Vermont Street Medic
Trainer Murphy Robinson.

Household information	
Home phone	
Address	
Family members - enter info for each member of your family	
Person #1 Name	
Phone	
Email	
Important medical or other info	
Person #2 Name	
Phone	
Email	
Important medical or other info	
Person #3 Name	
Phone	
Email	
Important medical or other info	
Person #4 Name	
Phone	
Email	
Important medical or other info	
Emergency plans	
School name, address	
School phone	
School emergency plan	
Workplace #1 name, address	
Workplace #1 phone	
Workplace #1 emergency plan	

Workplace #2 name, address	
Workplace #2 phone	
Workplace #2 emergency plan	
Emergency contacts	
Name	
Phone/email	
Address	
Name	
Phone/email	
Address	
Emergency meeting places	
Location 1	
Instructions	
Location 2	
Instructions	
Medical information	
Poison control	
Doctor name and phone	
Doctor name and phone	
Pediatrician name and phone	
Health insurance name, policy #	
Health insurance name, policy #	
Assistive device names and information	
Veterinarian name, phone	
Other important information	



1.2 Food and water

Folder with resources and templates: [1.2 Food and water](#)

Systems	Stuff
Backup food supply	
<ul style="list-style-type: none"> <input type="checkbox"/> Create household and community backup stores of food. <input type="checkbox"/> Rotate stock, perhaps in collaboration with a store or food shelf. <input type="checkbox"/> Use critter and humidity safe containers. <p>Consider sourcing and storing food that can be prepared and distributed at community scale, especially in the 1-2 days during / after disaster.</p>	<p>Backup foods to store:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ready-to-eat canned meats, fruits, vegetables and a can opener <input type="checkbox"/> Protein/fruit bars <input type="checkbox"/> Dry cereal/granola <input type="checkbox"/> Peanut butter <input type="checkbox"/> Dried fruit <input type="checkbox"/> Canned juices <input type="checkbox"/> Non-perishable pasteurized milk <input type="checkbox"/> High-energy foods <input type="checkbox"/> Food for infants <input type="checkbox"/> Comfort/stress foods
Community food infrastructure	
<p>Identify community-scale equipment and infrastructure for food security.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Walk in cooler or freezer space <input type="checkbox"/> Root cellar <input type="checkbox"/> Storage or warehouse space for non-perishables and related supplies <input type="checkbox"/> Kitchen/cooking supplies (large pots, spoons, ladles, knives, cutting boards, etc) <input type="checkbox"/> Group meal kit (plates, silverware, napkins, hand sanitizer or hand washing station)
Water supply and storage	
<p>If your municipality's central water system is down, plan for how to source large volumes of water via wells or water trucks, and distribute via water stations in the community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify local clean and potable water sources <input type="checkbox"/> Store 2-5 days of water <input type="checkbox"/> Rotate water stock every 6-12 months and store out of the heat and extreme cold. <input type="checkbox"/> Back-up method to fill up water jugs. <input type="checkbox"/> Test your water; test kits are available thru VT Department of Health. 	<ul style="list-style-type: none"> <input type="checkbox"/> Water storage vessels <ul style="list-style-type: none"> <input type="checkbox"/> IBC totes (275 gallons) <input type="checkbox"/> 5 gallon buckets <input type="checkbox"/> 1 gallon jugs <input type="checkbox"/> Spigots and pumps (gas powered, AC powered, DC powered, hand powered) <input type="checkbox"/> Water filtration system (bleach, iodine, etc)
Community meals	



Provide meals for communities during disaster and recovery. Feeding people is key to sustaining response and relief efforts.

- ☐ If there are existing providers of community meals, ask them to cook large meals for distribution
- ☐ Conduct outreach to ask for meals from nearby restaurants, organizations and community meals in neighboring towns.
- ☐ [Create a directory](#) of, or [set up kitchens](#) in your community available for creating both community meals and possibly meal trains for individual household use. Local churches or restaurants might be able to offer access to a commercial kitchen, reusable plates and silverware, etc.
- ☐ [Create a directory of cooks](#) who are prepared to meal share (cook extra) for households who have lost access to kitchens, food, water, etc
- ☐ Establish a system to distribute food at volunteer coordination and supply pickup sites
- ☐ Set a daily and weekly schedule for meals, and get volunteers to sign-up for making or distributing meals
- ☐ Source food to fill in distribution dates and times
- ☐ [Ensure safe food handling](#) at distribution centers - refrigeration/coolers for things to stay cold vs. crock pots and portable stoves to keep things warm.
- ☐ [Create a directory of food access points](#), using a spreadsheet, [google map](#), or [other format](#). Include resources like food shelves, free food distributions and meal sites, general and grocery stores, farmers' markets.

Kitchen and meal distribution [supplies](#)

- ☐ Walk-in cooler/refrigeration system
- ☐ Chest freezer
- ☐ Oven range, oven mitts
- ☐ Food processor/blender
- ☐ Access to of potable water
- ☐ First aid kit

Kitchen supplies

- ☐ 8 - 10 qt stock pots
- ☐ 10-12 inch frying pans
- ☐ Graters
- ☐ Salad spinners
- ☐ Colander/sieves
- ☐ Cutting boards
- ☐ Sharp knives of multiple dimensions
- ☐ Tea kettle, drip coffee maker
- ☐ Peelers, knives, spatulas, tongs, slotted spoons, thermometer, can openers, whisks, funnels
- ☐ Measuring cups and spoons, muffin tins, rolling pins, casserole dishes, roasting pans
- ☐ Serving platters, bowls, plates and utensils
- ☐ Mixing bowls
- ☐ Baking sheets, loaf pans
- ☐ Large food-grade containers for storing and transporting
- ☐ Containers to bring meals home

Cleaning supplies

- ☐ hand and dish soap
- ☐ Bleach
- ☐ garbage bags
- ☐ pot scrubbers
- ☐ rubber gloves
- ☐ dish cloths
- ☐ towels

Food serving supplies

- ☐ Plates & Bowls
- ☐ Utensils (forks, knives)
- ☐ Cups

[illegible]

[illegible]

Food Equipment Inventory

[illegible]

[illegible]



1.3 First aid and medical

Folder with resources and templates: **1.4 First aid and medical**

Systems	Stuff
<ul style="list-style-type: none"> <input type="checkbox"/> Connect with First Responders and/or rescue squads that serve your area. Types of services: fire departments, first responders (EMTs, back country rescue, etc), ambulance transport <input type="checkbox"/> <u>Create (and circulate!) a list</u> of local emergency response numbers for acute crises and if 911 services are down - identify local paid and volunteer first responders/agencies. Information to collect <ul style="list-style-type: none"> <input type="checkbox"/> what fire department and ambulance service covers your town <input type="checkbox"/> contact information <input type="checkbox"/> how they are funded and whether any are in danger of going under (sustainability) <input type="checkbox"/> Create town-wide inventory of where AEDs are placed and who is trained in CPR. Grants available at https://www.aedgrant.com/. 	<p>Build and store first aid kits, AEDs across the community.</p> <p>First Aid Supplies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adhesive and elastic bandages (multiple sizes) <input type="checkbox"/> Emergency bandages, sterile gauze and adhesive tape <input type="checkbox"/> Antiseptic wipes and solution (Povidone-Iodine/chlorhexidine) <input type="checkbox"/> Antibiotic ointment (Neosporin) <input type="checkbox"/> A&D Burn ointment <input type="checkbox"/> Tweezers & blunt scissors <input type="checkbox"/> CPR face shield <input type="checkbox"/> Latex gloves (many pairs/sizes) <input type="checkbox"/> Alcohol pads & cotton swabs <input type="checkbox"/> Tourniquet(s) <input type="checkbox"/> SAM Splint(s) <input type="checkbox"/> Hand sanitizer (60%+ Alcohol) <input type="checkbox"/> Menstrual products <input type="checkbox"/> N95/KN95 masks <p>Medications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Epi-pen(s) <input type="checkbox"/> Narcan <input type="checkbox"/> Pain Reliever (Acetaminophen, Ibuprofen, Naproxen) <input type="checkbox"/> Anti-histamines (Benadryl) <input type="checkbox"/> Anti-diarrheal (Loperamide) and rehydration salts <input type="checkbox"/> Motion sickness tablets (Dramamine) <input type="checkbox"/> Hydrocortisone cream <input type="checkbox"/> Water purification tablets (Iodine) <p>Equipment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Waterproof dry bag and waterproof pouches <input type="checkbox"/> Mylar emergency blankets <input type="checkbox"/> Hand & foot warmers <input type="checkbox"/> Duct tape <input type="checkbox"/> Flashlight and headlamp <input type="checkbox"/> First Aid manual (waterproof) and notebook & pen <input type="checkbox"/> Emergency whistle <input type="checkbox"/> Biohazard bags <input type="checkbox"/> Copies of personal IDs, medical Insurance and Aid Certification

Street Medic First Aid Kit

Only carry items you know how to use

90% of first aid is bandaids, sunscreen, and kindness – bring plenty!

Wound Care

- Bandaids
- Non-adhesive pads
- Antibiotic ointment
- Medical tape (Micropore Tape is the best!)
- Gauze squares
- Roller Gauze
- Steri-strips (substitute for stitches)
- Soap (Dr. Bronners is great)
- Potable water for cleaning wounds
- EMT Shears
- Medical Gloves

Bleeding Control

- Tourniquet (if you are trained to use it)
- Hemostatic dressing
- Extra gauze
- Menstrual Pads
- Medical Gloves

Sprains & Breaks

- Bandanas, fabric strips, or triangle bandages
- ACE bandage
- Optional: SAM splint

Blisters

- Moleskin or Molefoam
- Sterile lancets for draining blisters
- “Second Skin” burn gel sheets
- Medical Tape

Ticks & Splinters

- Tweezers
- Yarrow for tick bite poultice

Medications & Herbs

- Ibuprofen
- Aspirin

- Pepto-bismol
- Benadryl
- Optional: Epi-pen (need prescription)
- Yarrow Powder
- Ginger chews
- Rescue Remedy flower essence
- Lavender essential oil
- Calendula salve
- Honey (for burns or diabetic emergencies)

Other:

- CPR mask (if trained in CPR)
- Narcan nasal spray
- Thermometer
- Optional: Pulse oximeter
- Sunscreen
- Covid Masks
- Menstrual pads (for menstruation and/or bleeding control)
- Pen and paper for patient notes
- Sharpie Marker
- Ziplock bags for medical waste
- Duct Tape
- Small snacks to give away
- Sturdy bag to carry it all

Eye Flushes for tear gas or pepper spray (if you are trained in eye flushing)

- Squeezy Water Bottle filled with potable water.
- PPE for tear gas/pepper spray:
 - Medical Gloves
 - Respirator rated for VOCs
 - Sealed swim goggles

List created by Vermont Street Medic
Trainer Murphy Robinson, member of Green
Mountain Area Medics and Yarrow Action
Medical.



1.4 Power supply

Folder with resources and templates: [1.3 Power supply](#)

Systems	Stuff
Emergency/backup power	
<ul style="list-style-type: none"> <input type="checkbox"/> Store backup power sources on a trailer or mobile platform to move away from disasters and towards areas of need. <input type="checkbox"/> Keep track of your power sources with the Power Supply inventory template. 	<p>Potential sources of backup power:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Solar panels <input type="checkbox"/> Deep cycle batteries & inverters <input type="checkbox"/> Filled propane tanks <input type="checkbox"/> Gas tanks (non-ethanol with fuel stabilizer additive) <input type="checkbox"/> Diesel tanks and generators
Solar emergency response trailer	
<ul style="list-style-type: none"> <input type="checkbox"/> This trailer can serve as a mobile disaster response unit, be packed to best serve the crisis you're responding to, and provide power for tools, generators, or devices. <input type="checkbox"/> Consider hosting a tool library in a mobile trailer, so tools are easy to move to where they're needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fill a movable trailer with emergency response supplies (see other entries with lists) that is also equipped with a solar panel.

1.5 Warming/cooling/emergency shelter

Folder with resources and templates: [1.5 Warming/cooling/emergency shelter](#)

Systems	Stuff
<ul style="list-style-type: none"> <input type="checkbox"/> Identify accessible day-use sites for people to congregate for cooling/warming centers or rest <input type="checkbox"/> Identify shelters or other accessible places for people to sleep overnight <input type="checkbox"/> Identify local restaurants or people to bring meals to the shelter <p><i>In both cases, look to churches, libraries, schools, municipal buildings, local nonprofits for support in identifying these spaces.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of day use, overnight, and other shelters. <input type="checkbox"/> Create a system for volunteer staffing, delivering supplies, and shuttling people to shelters 	<p>For cooling/warming shelters</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide air conditioning/heating <input type="checkbox"/> Potable water <input type="checkbox"/> Restroom access <input type="checkbox"/> Seating <input type="checkbox"/> Provide a separate room for kids and families <input type="checkbox"/> Offer a shuttle or locate the site near public transit <input type="checkbox"/> If possible, keep a backup power source available <p>Additional supplies for overnight shelters</p> <ul style="list-style-type: none"> <input type="checkbox"/> Foldable cots, sleeping mats, and blankets <input type="checkbox"/> As is possible, create low-stimulation areas with minimal sound, soft seating, and low light

Backup Power Inventory

[illegible]

[illegible]

[illegible]



1.6 Vehicles and equipment

Folder with resources and templates: [1.6 Vehicles and equipment](#)

Systems	Stuff
Emergency shuttles	
<ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of people and equipment available for emergency shuttling to shelters, if personal cars are compromised. <input type="checkbox"/> Connect with town fire/EMTs about if they have equipment designated for emergency evacuation/transportation, and add that to the directory. 	<p>Water transport</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider purchasing kayaks and life vests and storing on high ground for use during flooding (https://foldupkayaks.com/).
Shared use vehicles	
<ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of shared use vehicles, including who owns and insures vehicles. <input type="checkbox"/> Create a system for access and use. Ideally, vehicles are owned by a community entity that has commercial insurance, or the vehicle itself has multiple owners. Or, just toss someone your keys and ask them to return the vehicle when they're done! 	<p>Useful vehicles to have for shared use</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4x4 Truck with a hitch and ample tow capacity <input type="checkbox"/> Dump trailer (handy for moving flood debris, building materials, four wheelers, etc) <input type="checkbox"/> Tool trailer, enclosed
Heavy equipment directory	
<ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of heavy equipment that can be mobilized for emergency use. <input type="checkbox"/> Connect with municipality to understand what kind of heavy equipment they have, and what might be available for community disaster response use. 	<p>Useful equipment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plow Trucks (with salt & sand spreaders) <input type="checkbox"/> Grader <input type="checkbox"/> Front-End Loader <input type="checkbox"/> Backhoe Loader (Front end attachments w/ excavator arm at rear) <input type="checkbox"/> Skid Steer Loader / Bobcat <input type="checkbox"/> Track

[illegible]

[illegible]



1.7 Sanitation & Hygiene

Folder with resources and templates: [1.7 Sanitation and hygiene](#)

Systems	Stuff
Handwashing, toilets, showers	
<p>Identify places for public access to safe sanitation and hygiene.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of local public buildings with bathrooms, sinks and/or showers that could be made available to disaster survivors and volunteers. <input type="checkbox"/> Include handwashing plans in all volunteer work. Provide soap! <input type="checkbox"/> Include a bathroom / sanitation plans in response efforts. <input type="checkbox"/> Share models for safe sanitation with impacted households, especially those that are more remote and can't travel to public restrooms. <input type="checkbox"/> Remind everyone interacting with mucking and grey water to wash their hands BEFORE and AFTER going to the bathroom. <p>Safe sanitation when there is not running water or septic requires a plan to remove and treat waste</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish a safe dumping area at least 50 ft from any wells or waterways, ideally lined or contained to promote thermodynamic composting (heat) and reduce spreading. <input type="checkbox"/> Establish a designated area for emergency toilets with handwashing. 	<p>DIY handwashing station</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use clean water (from a hose), but not potable water when possible <input type="checkbox"/> Make small holes in the lid of a plastic drink bottle and squeeze the bottle to dispense water. <input type="checkbox"/> Purchase water containers with a side spigot, or build them. <p>DIY toilets</p> <ul style="list-style-type: none"> <input type="checkbox"/> For short-term use, all you need is a bucket with a lid and dry material like sawdust, wood shavings or wood chips. Or, build a composting toilet box. <input type="checkbox"/> Stock with period products and toilet paper <p>DIY showers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a 5 gallon bucket and a scoop (smaller bucket or empty yogurt container) to pour water over your head in your current shower/tub. If indoor options are not available, designate a well-draining, firm surface for outdoor showering. Provide privacy using a tarp, sheet, etc. <input type="checkbox"/> There are many outdoor gear/camp shower options for purchase <input type="checkbox"/> After flooding, rivers and lakes may not be safe to swim in. When it is safe, use biodegradable soap if washing in freshwater.
Laundry	
<p>Identify places for public, low-cost and preferably free access to do laundry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of households, businesses and public spaces with washers and dryers <input type="checkbox"/> Contact local churches and other orgs to set up free laundry services. Example here. 	<ul style="list-style-type: none"> <input type="checkbox"/> Washers/dryers <input type="checkbox"/> Manual wash systems - Wash tub <input type="checkbox"/> Detergent <input type="checkbox"/> Clothesline and pins or dry rack <input type="checkbox"/> Laundry baskets/bags <input type="checkbox"/> Portable laundry trailers <input type="checkbox"/> Off grid hand powered or low voltage (solar power) wash systems

[illegible]



1.8 Populations with specific needs

Folder with resources and templates **1.8 Populations with specific needs**

Children, childcare, and youth engagement with disaster

Consider engaging older youth in recovery work—which can build a sense of belonging and connectedness with community in what can be an isolating time. See Section 1.10 on Volunteer Management for more.

Systems	Stuff
Communication and planning	
<ul style="list-style-type: none"> <input type="checkbox"/> Make a plan of where to go/who to call if separated: who will we contact? where will we meet? <input type="checkbox"/> Once old enough, have your child memorize their caregiver's phone number <input type="checkbox"/> Create a backpack/go bag that is easy to travel with for the age/size of the kid <input type="checkbox"/> Have conversations about different kinds of disasters and what to do in case of emergency (e.g., wildfire, flood, communications blackout, etc.) 	<p>Essential Items for Go Bags</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact/emergency phone numbers, including emergency contact info for non-primary caregivers (e.g., uncle, grandparent) in case of separation <input type="checkbox"/> Snacks and water <input type="checkbox"/> Infants - formula and diapers <input type="checkbox"/> Comfort item - stuffed animal, etc. <input type="checkbox"/> Entertainment - game, drawing paper/pens <input type="checkbox"/> Two changes of clothes <input type="checkbox"/> Medications <input type="checkbox"/> List of child allergies, if applicable
Community Care and Well-Being	
<ul style="list-style-type: none"> <input type="checkbox"/> Locate or create a directory of local childcare providers <input type="checkbox"/> Make time and space to talk with young people about their experience of disaster. Ask questions like 'how has this disaster affected you?' and 'what is sticking in your mind about this experience,' and generally, what questions they might have about the situation. 	<ul style="list-style-type: none"> <input type="checkbox"/> If a child has a pediatrician, it is important to connect them to that same doctor for continuity of care. If they do not, you can reach out to a Community Health Worker to connect them with the nearest Community Health Center or Free Clinic



Senior citizens; people with mobility challenges and other disabilities

Systems	Stuff
Communication and Coordination	
<ul style="list-style-type: none"> <input type="checkbox"/> Create a directory of seniors in your town, noting addresses, phone numbers, mobility or health needs, and emergency contacts. <input type="checkbox"/> Partner with senior centers, councils on aging, and home health agencies. Find your local council on aging at https://dcf.vermont.gov/doc/contacts/partners/aaa. <input type="checkbox"/> Set up a “buddy system” or neighborhood pod where each elder has a designated check-in partner. <input type="checkbox"/> Coordinate with municipal emergency managers for welfare checks and transport plans. <input type="checkbox"/> Have first responders learn basics of American Sign Language <input type="checkbox"/> Include visual aids on important informational resources <input type="checkbox"/> Consult with the Vermont Center for Independent Living when creating emergency plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Printed contact sheets with emergency info <input type="checkbox"/> Large-print flyers and phone tree templates <input type="checkbox"/> Radios, landlines, or simple communication devices that work without internet
Preparedness and Supplies	
<ul style="list-style-type: none"> <input type="checkbox"/> Help elders assemble emergency kits with labeled containers and easy-open packaging. <input type="checkbox"/> Identify medication refill and delivery systems (pharmacies, mutual aid networks) <input type="checkbox"/> Connect with local electricians or solar installers about powering medical devices (oxygen, CPAPs, mobility aids). 	Essential Items for Go Bags <ul style="list-style-type: none"> <input type="checkbox"/> 7-day supply of medications and a printed medication list. <input type="checkbox"/> Glasses, hearing aid batteries, mobility aids (cane, walker) <input type="checkbox"/> Spare phone chargers and battery bank. <input type="checkbox"/> Comfort items (blanket, family photos). <input type="checkbox"/> Emergency ID and medical info card.
Shelter and Mobility Support	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify accessible warming/cooling shelters with ramps, restrooms, seating, and quiet spaces. <input type="checkbox"/> Develop local transport plans with volunteers or community shuttles for evacuations or appointments. <input type="checkbox"/> Train volunteers in safe transfer assistance and trauma-informed communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Portable ramps or folding mobility aids. <input type="checkbox"/> Cots with raised legs, pillows, and blankets. <input type="checkbox"/> Transport aids (wheelchairs, folding chairs, lifts).
Community Connection and Well-Being	



<input type="checkbox"/> Involve elders in resilience planning and intergenerational knowledge-sharing <input type="checkbox"/> Host community meals, storytelling circles, or skill exchanges where seniors share local history and survival knowledge. <input type="checkbox"/> Provide emotional support after disasters – partner with counselors, churches, or peer networks.	<input type="checkbox"/> Printed resources directories (Meals on Wheels, Council on Aging, libraries) <input type="checkbox"/> Small grants or stipends for elder volunteers. <input type="checkbox"/> Community bulletin boards and radio announcements for offline updates.
--	---

(Im)migrant populations with Limited English Proficiency (LEP)

Folder with resources and templates: Limited English Proficiency Documents

Systems	Stuff
Plan Ahead	
<input type="checkbox"/> Gather information on the language access needs in your area. Other than English, are there mostly Spanish speakers in your area? Individuals who speak Nepali? <input type="checkbox"/> Partner with organizations and groups that work with (im)migrant individuals who speak other languages. Connecting with schools is a great place to start. <input type="checkbox"/> Connect with community members who are bilingual <input type="checkbox"/> Make a list of organizations and people who can support and connect with LEP individuals <input type="checkbox"/> Learn and use modes of communication that (im)migrant communities frequently use <input type="checkbox"/> Compile a list of resources in other languages around disasters for LEP individuals	<input type="checkbox"/> Will your hub have money that could pay for an interpreter? If so, you can contact someone from AALV for in-person interpreter services (for events planned ahead) or set up an account with LanguageLine , a company that offers professional interpretation services on the go. <input type="checkbox"/> Create a list of people in your community who can be called upon for interpretation in a pinch <input type="checkbox"/> Download WhatsApp . Most countries outside the US use this app. Be aware that many people use WhatsApp because it does not require buying a phone plan and depends on WiFi. <input type="checkbox"/> Look into purchasing mobile hotspots for folks who may need them
Create Connections	
<input type="checkbox"/> Create trust with (im)migrant LEP communities ahead of time to ensure they feel comfortable and safe accessing/reaching out to your hub in the event of a disaster <input type="checkbox"/> Set up a “buddy system” or neighborhood pod where each LEP group/family unit/individual has a designated check-in partner. <input type="checkbox"/> For hard to reach individuals, pass off translated materials to a trusted community member, visit trusted community spaces to	<input type="checkbox"/> Host community meals or gatherings in partnership with trusted community members for LEP individuals <ul style="list-style-type: none"> <input type="checkbox"/> Ensure there are interpretation services available for the event <input type="checkbox"/> Post signage in appropriate languages <input type="checkbox"/> Prepare childcare <input type="checkbox"/> Host events in later hours of the day or on the weekends <input type="checkbox"/> Arrange transportation



<p>share information, or explore the option of home visits to share information with trusted community members</p>	<p><input type="checkbox"/> Translate and share the emergency list of to-go items with individuals</p> <p><input type="checkbox"/> Create a written list of contacts people can reach out to</p>
<p>During Disaster</p>	
<p><input type="checkbox"/> If you are convening people during an emergency, post signage in applicable languages</p> <p><input type="checkbox"/> Develop local transport plans with volunteers</p> <p><input type="checkbox"/> Train volunteers on the procedure for interacting with LEP individuals, from start to finish</p> <p><input type="checkbox"/> Access to services</p>	<p><input type="checkbox"/> Posters, markers</p> <p><input type="checkbox"/> Have laminated cards prepared for quick translation needs</p> <p><input type="checkbox"/> Will you be using a LanguageLine? Have assistance from a bilingual community member? Google Translate is a great app to download if neither is available. You can plan ahead by downloading a language too.</p> <p><input type="checkbox"/> Try not to have children interpret!</p> <p><input type="checkbox"/> Transport aids (infant car seats, toddler car seats, booster seats)</p> <p><input type="checkbox"/> If you are holding food at your hub, try to have some culturally relevant non-perishables stock piled</p>
<p>After Disaster</p>	
<p><input type="checkbox"/> Ensure individuals have access to appropriate needs</p> <p><input type="checkbox"/> Do individuals have healthcare needs?</p> <p><input type="checkbox"/> Provide emotional support after disasters – partner with counselors, churches, or peer networks.</p>	<p><input type="checkbox"/> Parent Child Centers and food shelves can support with access to food and other concrete supports</p> <p><input type="checkbox"/> Connect individuals with a Community Health Worker if there are additional physical and mental health needs to connect individuals with the nearest Community Health Center or Free Clinic</p>



Farm animals and livestock

- ☐ Save the whole family
 - ☐ This should go without saying, but animals under care deserve every consideration possible to be saved during the event of a disaster.
- ☐ Act before - not during!
 - ☐ Livestock can be challenging to corral and move in the best of conditions, never mind during extremely stressful periods of imminent or occurring disaster. If severe weather is anticipated, it will never be the incorrect idea to move livestock preemptively. Whether they are moved to higher ground, indoors, or entirely off-site, do not wait until you & your animals are already under duress to get them moving.
- ☐ Leave no creature fenced
 - ☐ Sometimes adequate removal of livestock and farm animals from the path of a climate disaster is **just not possible**, especially when human safety is at stake. When movement to safety is not a possibility, opening all gates and allowing your livestock freedom to roam can go a long way in ensuring their survival. There are many success stories of farmers opening up pastures before floods, and returning to find their livestock waiting for them! It is incumbent on you to give them every chance for survival, even if they do not make their way back to your pastures.

Systems	Stuff
Before Disaster	
<ul style="list-style-type: none"> <input type="checkbox"/> Create a Plan [Another Plan Template] (With daily feed & water requirements for most livestock) <input type="checkbox"/> Site Safe Housing for Livestock, ideally high & dry! <input type="checkbox"/> Consider Connecting with your local FSA & NRCS Offices <ul style="list-style-type: none"> - While not essential, your local FSA (Farm Service Agency) and NRCS (Natural Resource Conservation Services) agents are valuable resources in times of emergency. Whether applying for disaster insurance, relief programs, or conservation planning to promote on-farm resilience, these offices offer a variety of potential resources for your farm. <input type="checkbox"/> Gather Supplies 	<p>Stockpiling a few days worth of the following supplies (in a dry & secure area) will aid in buffering against the supply chain failures in times of disaster</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feed <ul style="list-style-type: none"> <input type="checkbox"/> Dry & non (or less) perishable ideal for storage <input type="checkbox"/> Hay, bags of grain, pellets, etc. <input type="checkbox"/> Medications <input type="checkbox"/> Bedding <input type="checkbox"/> Minerals <input type="checkbox"/> Water <input type="checkbox"/> Fuel
During Disaster	
<ul style="list-style-type: none"> <input type="checkbox"/> Act Early & Conservatively <input type="checkbox"/> Prioritize Safety <ul style="list-style-type: none"> <input type="checkbox"/> Checking on/moving livestock in the height of disaster can be extremely dangerous. Take every precaution to limit human exposure to peak disaster conditions. <input type="checkbox"/> Turn off any electric fence chargers <input type="checkbox"/> Leave no animal fenced 	<ul style="list-style-type: none"> <input type="checkbox"/> Handling Equipment <ul style="list-style-type: none"> <input type="checkbox"/> Halters, leads, corrals, etc. <input type="checkbox"/> Temporary Shelter <ul style="list-style-type: none"> <input type="checkbox"/> If permanent shelter is in path of disaster, establishing and preparing a temporary shelter (shed, copse of trees, retrofitting



	<p>a basement/garage/greenhouse, etc.) may be necessary.</p> <ul style="list-style-type: none"><input type="checkbox"/> Trailer<ul style="list-style-type: none"><input type="checkbox"/> Livestock may need to be hauled off-site in the event of a disaster. While owning an adequate trailer (or vehicle) may not be accessible/reasonable for all folks, establishing relationships with neighbors who do can be a valuable resource!
After Disaster	
<ul style="list-style-type: none"><input type="checkbox"/> Assess & Clean the Site<ul style="list-style-type: none"><input type="checkbox"/> Debris in pastures/yards can potentially cause harm to returning livestock. Be sure to closely inspect pastures for trash, scrap metal, etc., before reintroducing your animals.<input type="checkbox"/> Ensure Fencing Integrity<ul style="list-style-type: none"><input type="checkbox"/> Before reintroducing livestock walk all fencelines to catch potential sites of damage, sag, electricity grounding, etc.<input type="checkbox"/> Contact your local FSA & NRCS agents<ul style="list-style-type: none"><input type="checkbox"/> If applicable, local agents will come to your property to assist in planning for post-disaster recovery, IDing assistance programs, filing insurance claims, etc.	<ul style="list-style-type: none"><input type="checkbox"/> Debris removal equipment<ul style="list-style-type: none"><input type="checkbox"/> Chainsaws, work gloves, trash bags, eye protection,

Developing a Plan

If you are working with individuals who have Limited English Proficiency (LEP) it is important that you have a plan to ensure people are able to communicate, from start to finish. While this plan will heavily depend on the make up of your community, below are some initial steps to help you guide the creation of your plan:

Step 1: Identify Individuals with LEP

- Identify what languages are in your community
- Identify demographics of LEP community
 - Age
 - Families
 - Location
- Identify Trusted Community Members
 - Are there organizations that have relationships with LEP communities?
 - Do schools or clinics have relationships? Individual employers?
- Identify Methods of Contact
 - WhatsApp?
 - *On phone calls...* will you have interpreters available for a call?
 - Facebook?

Step 2: Obtain Language Assistance Services

- In person interpretation services
- Phone or video interpretation services
- Google Translate
- Bilingual community volunteers

Step 3: Provide Written Translated Materials

- Translate informational material
- Have a set of key phrases translated for disaster scenarios
- Post signage in appropriate language if you are convening individuals
- Provide individuals with a translated list of emergency to-go items
- Help write lists of contacts down for LEP individuals that they can contact in the case of an emergency

Step 4: Train Staff/Volunteers on How to Interact with LEP Individuals

- Start with translated material
 - There will not always be an interpreter available immediately. In the meantime, how will staff/volunteers communicate with LEP individuals? Having laminated cards or phrases remembered can help ease the tension while connecting with interpretation services
- Interpretation Services
 - Train staff/volunteers HOW to use interpretation services. If it is a phone service, ensure they know where to call, what information to provide, etc.
 - *It is best practice to speak directly to the individual in front of you. A professional interpreter is trained to speak as if they were you, using "I" statements. Look individuals in the eye. Speak clearly in short sentences so the interpreter can accurately interpret what you are saying. Allow time for interpretation. Clarify with an interpreter if you are speaking to the LEP individual OR if you need to direct a comment towards them if there is confusion.*

Step 5: Document and Track

- Document which languages appeared, which didn't
- Document what services were used and how helpful they were. Or were they helpful?

Make a list of organizations and individuals who can provide support for people in your community with limited English proficiency.

Languages spoken in your community by folks with limited English proficiency:

[illegible]



1.9 Community emergency response plans

Folder with resources and templates: 1.9 Community emergency response plans

Before disaster

- ☐ Identify if there are already local documents outlining the emergency response plan for your town and town's leaders during an emergency:
 - ☐ Emergency Management Director (EMD): plans for/leads disaster response; develops, updates, and implements local emergency management plan ([LEMPs](#)).
 - ☐ Fire Department: often first line of disaster rescue, sometimes helps with recovery. May have machinery for vehicle extraction.
 - ☐ First Responders/Emergency Medical Services (EMS)
 - ☐ Town Clerk/Administrator/Manager, Select Board Members
 - ☐ Town Road Crew
 - ☐ Mutual Aid and/or Neighbor-to-Neighbor Network leader(s)
- ☐ [Create a directory](#) of emergency managers, municipal leaders, heads of neighbor-to-neighbor groups, etc. that will be used to coordinate and communicate at the town-wide level. [Places to gather information](#): The **911 EMS agency** that covers any given town should have a list of local first-responders.
 - ☐ In the event that the ambulance comes from several towns away, there may be local first-responders, including the fire department, who are linked in with the EMS agency responsible for covering your town more immediately.
- ☐ Share this directory with everyone listed in it, or organize an event where everyone can meet one another and strategize/role play around what they do when disaster strikes
- ☐ Create a clear communication system specifically for emergency response
- ☐ Organize neighborhood pods with block captain/[phone tree systems](#) if there is phone service
- ☐ [Create a directory of neighbors](#) with street addresses, landline contacts, etc.
- ☐ [Create a directory of local first responders](#), paid and volunteer
- ☐ Identify people trained in HAM radio
- ☐ Identify an evacuation plan and options for sheltering nearby if evacuation is not possible.
- ☐ Create a plan for volunteers to physically sweep known problem areas - EMS does not monitor these!
- ☐ Identify a core team of people to do pre-outreach by town or volunteer/supply hub to share [information about preparedness](#), and distribute info on available resources and where to direct needs.
- ☐ If there is none, establish a neighbor-to-neighbor or mutual aid group in your town. Consider partnering with an existing group that already holds a lot of relationships. EMS and some municipalities often have lists of vulnerable people. Make sure those folk are known to the neighbor-to-neighbor group.
- ☐ Identify language access needs and utilize tools like the [GoogleTranslate](#) to support communication during emergencies. The [VT Language Justice Project app](#) can also be used to share informational videos in individuals' language. See [Section 1.8](#) for info on populations with specific needs.

During disaster

- ☐ Hold daily meetings w/ key stakeholders (Mutual Aid Orgs, EMS, EMD, selectboard, etc) and create [situation reports](#) about actions taken during emergency response
- ☐ Hold regular public assemblies at an accessible time/place; share easy to absorb information; distribute other things people need (food, water, fuel). Advertise assemblies with posters and by word of mouth. If you have access to the internet and phone service, utilize phone trees, Front Porch Forum, social media, and local listservs/messaging threads.
- ☐ Create hand-outs/digital surveys to capture requests from impacted residents, which integrate into a tracker for case management



- ☐ Use weather maps at waterdata.usgs.gov/vt/nwis/rt and the [River Aware app](#). Identify people to look at the river and watch for ice and debris dams.
- ☐ Receive/submit alerts at vem.vermont.gov/vtalert and TextMyGov.

Planning for other kinds of climate disaster

While flooding is VT's most common climate disaster, consider other potential events in emergency plans:

- ☐ **Wildfire smoke:** prolonged exposure to wildfire smoke can cause respiratory issues and other health problems.
 - ☐ Monitor air quality levels via [AirNow.gov](https://airnow.gov)
 - ☐ Store N95s/KN95s/respirators along with other emergency supplies to protect people from dangerous air quality ([1.3](#))
 - ☐ Identify public spaces with air filtration if you do not have air filtration at home like libraries, schools, health centers (similar to warming and cooling shelters, [1.5](#)).
- ☐ **Wet bulb temperatures & High Heat Index:** a hazardous combination of high heat and high humidity. Above around 86°F plus high humidity can create wet bulb conditions.
 - ☐ Communicate across community networks and public information channels when heat advisories are in effect ([1.9](#))
 - ☐ Remind people about the importance of hydration; create access to drinking water in public places on hot days by putting out water coolers and signage ([1.2](#))
 - ☐ Especially during the hottest part of the day (11am - 3pm), stay in the shade or in other cool locations, including cooling shelters ([1.5](#)).
 - ☐ Learn the signs of, and communicate about, heat exhaustion (headache, fever, dizziness, fainting, shallow breathing, increased thirst, muscle aches, and nausea).
- ☐ **Drought:** Unlike other weather-related disasters, drought often comes on slowly in our region.
 - ☐ Monitor fire danger to protect people, buildings, and ecosystems from preventable fire damage during drought conditions: fpr.vermont.gov/forest/wildland-fire/monitoring-fire-danger
 - ☐ Cut back on watering lawns and non-food plants; turn off taps; reduce toilet flushing.
- ☐ **Ice & Wind storms** can take out power lines, and in turn, heat and cooling.
 - ☐ At home, store emergency food that does not need electricity to prepare and water on hand ([1.2](#)), and back-up power/heating ([1.4](#))
 - ☐ If staying home is not safe, leave home before travel conditions worsen. Identify local warming and cooling shelters ([1.5](#)) ahead of the storm
 - ☐ Consider back-up communications (radios, walkies, default meetup plans) as electricity, wifi and phones may go down ([1.9](#); [2.2](#))
- ☐ **Public health emergencies and pandemics**
 - ☐ Emergent public health threats can be difficult to plan for, but keeping people healthy can protect communities from the worst impacts of pandemics and other health emergencies. See [Section 2.1](#) of the toolkit for information on meeting basic needs, including health needs.
 - ☐ Creating community emergency response plans ([1.9](#)) beforehand, plans to support populations with specific needs ([1.8](#)), and setting up mutual aid networks ([1.12](#)) can increase community resilience amid public health crises.
 - ☐ Stay updated with new information coming from local, state, or federal government sources, as well as public health officials and experts in your community. Hold community gatherings ([2.3](#)) to share information.

Also consider planning for disasters that include increased military presence or heightened risk of violence.

Neighbor directory for:

[illegible]

The SITREP provides a clear, concise understanding of the situation, focusing on meaning or context in addition to the facts. It does not assume the reader can infer what is important; rather, it deliberately extracts and highlights the critical information. A good SITREP cuts through the noise to deliver exactly what matters: what is happening, what has been done, what will be done next, and what requires attention or decision. It can be delivered in written form or provided verbally in a 30-second to 5-minute duration. ([source](#))

- Date & Time
 -
- Location (Address, Road Marker/Intersection, Specific Area/Region)
 -
- Concise Summary of the situation
 -
- Key Issues: Critical challenges or rate limiting issues
 -
- Actions Taken: Actions taken and results, planned next actions
 -
- Resources Needed: Direct to specific stakeholders (Town Road Crew, EMD, Volunteer Orgs)
 -
- Decision Points: Decisions Needed from higher authority on specific issue
 -
- Next Steps Post Decision
 -

initiator	Phone tree for 40 community members - printable template				
tier 1 callers		name			
tier 2 callers		phone			
tier 3 callers		makes calls to			
tier 3 callers should start their own trees!!	name	name		name	
	phone	phone		phone	
name, phone	makes calls to	makes calls to	name, phone	makes calls to	name, phone
	← name, phone	name, phone	→	name, phone	→
	←		→		→
	←		→		→
	← name, phone	name, phone	→	name, phone	→
	←		→		→
	←		→		→
	← name, phone	name, phone	→	name, phone	→
	←		→		→
	←		→		→

initiator	Phone tree for 40 community members - printable template				
tier 1 callers		name			
tier 2 callers		phone			
tier 3 callers		makes calls to			
tier 3 callers should start their own trees!!	name	name		name	
	phone	phone		phone	
name, phone	makes calls to	makes calls to	name, phone	makes calls to	name, phone
	← name, phone	name, phone	→	name, phone	→
	←		→		→
	←		→		→
	← name, phone	name, phone	→	name, phone	→
	←		→		→
	←		→		→
	← name, phone	name, phone	→	name, phone	→
	←		→		→
	←		→		→



1.10 Volunteer management

Folder with resources and templates:  1.10 Volunteer Management

Recruiting volunteers

- ☐ Post about volunteer opportunities on Front Porch Forum, social media, and in your local paper.
- ☐ See if a local restaurant can provide meals to volunteers.
- ☐ Make lists of organizations and individuals in the community who are willing to volunteer and/or willing to coordinate volunteers during disaster:
 - ☐ Mutual aid and neighbor-to-neighbor networks
 - ☐ Local companies that can offer employee volunteer hours
 - ☐ Faith communities
 - ☐ Schools
 - ☐ Youth organizations
 - ☐ American Legion
 - ☐ Elks Club
 - ☐ Rotary Club
 - ☐ [AHS / VDH regional field Directors can be a conduit to local organizations](#)

Setting up volunteer shifts

- ☐ [SignUp Genius](#) is free and helpful for creating volunteer shifts. The paid version allows multiple volunteer coordinators to log in; you can cancel payment as soon as you're done using it. Download your data regularly to maintain a contact list. You can also use a [shareable spreadsheet](#) on Google or Cryptpad.
- ☐ Create specific time slots and tasks for people to help with.
- ☐ Be clear on what physical abilities people need to be safe and also helpful.
- ☐ Have a diversity of tasks to make space for everyone to engage.
 - ☐ Assess if projects are within your team's "scope" or ability to help.—the home might be gone, it may be structurally unsound or dangerous, you may be unable to get permission from a landlord or homeowner to do work, etc.

Potential volunteer tasks for flood recovery

- ☐ Holding down the supply/volunteer dispatch hub
- ☐ Organizing supplies – especially tracking inventory and restocking Work Totes
- ☐ Supply runs – gathering supplies purchasing or donations
- ☐ Survivor outreach through knocking on doors (canvassing) and making phone calls
- ☐ Data management – tracking projects, updating databases and/or volunteer and survivor contacts
- ☐ Volunteer recruitment, training, and outreach
- ☐ Mucking and gutting houses (see section 1.11)
- ☐ Laundry – Expensive safety equipment like rubber-faced work gloves can be reused if washed, and P100 face masks can be reused if the mouthpiece is wiped with a sanitizing wipe
- ☐ Mental health and child care support for flood survivors
- ☐ Meal providers/servers
- ☐ Caretaking for first responders, organizers and community leaders (meals, respite days, transportation, etc)



Managing volunteers

- ☐ People will want to bring children to the sites to help volunteer. Handle this on a case by case basis and do not send children to locations where there is a concern for bodily safety, such as mold. See [Youth engagement in flood recovery](#) for more information about involving young people in helpful, safe ways.
- ☐ Know what work needs to get done. Use [Crisis Cleanup](#) and track projects in a spreadsheet.
- ☐ Conduct interviews with homeowners to determine scope of work (this can be a volunteer task that precedes other volunteer tasks). Questions for these interviews are pre-loaded in Crisis Cleanup.
- ☐ Create a work sheet for volunteers with info about where they're going, who they're meeting, and what they're doing. This helps coordinate multiple teams at once.
- ☐ For legal/insurance reasons, have flood volunteers [sign a waiver](#) regardless of the scope of their work. Link to your agreement wherever volunteers are signing up for shifts and have people sign agreements before starting work.
- ☐ Tell volunteers what to bring to do the work (sunscreen, water, snacks, durable footwear, etc.)
- ☐ Train volunteers in the tasks assigned each shift and include the importance of taking breaks and hydrating.
- ☐ Organize volunteers into work crews of 3-6 people, ideally large enough so people can take breaks and not work for more than 5 hours. Coordinating work is challenging and situations shift but the more organized you can be, the more likely you'll be to retain volunteers.
- ☐ Count volunteer hours, even if a rough estimate. This can be tracked through collecting work sheets from volunteer crews or through SignUp Genius. Municipalities will apply for grants that require volunteer hours as part of the application. Rough estimates are okay!
- ☐ Feed volunteers! Think about how else you can thank and appreciate them.

[illegible]

Volunteer Service Agreement

Municipality Name:

Municipal contact in charge of volunteer:

Scope and duration of volunteer work or services (to be specified by municipality):

Volunteer Acknowledgement

I, _____, affirm my desire to provide uncompensated volunteer services to this Municipality as such services are described above.

In performing the specified volunteer service, I acknowledge that:

- I am 18 years of age or older and know of no reason, medical or otherwise, which would prevent me from performing the tasks that are required by the above scope of work;
- I have acquainted myself with what is required to perform those tasks, and I represent that I have the skill and ability to perform them;
- I assume full responsibility for my own safety and agree to hold the above-named municipality harmless for any injury to me or damage to my property, except where such injury or damage results from the negligence of the municipality or its employees;
- I am a volunteer worker and therefore am not covered by the town's workers' compensation policy;
- I will perform the volunteer service in compliance with the standards and specifications established by the municipality and further agree to use any personal protective equipment (if any is required) in accordance with guidance from the municipality; and
- I agree that if I will be working with children, the elderly, or other vulnerable populations, I consent to the municipality performing a background check on me.

Volunteer:

Date:

Address:

Phone:

Email:

Attest:

Date:

(municipal representative)



1.11 Flood recovery supplies and work

Folder with resources and templates: [1.11 Flood recovery supplies and work](#)

This section is focused on flood recovery for homes and other buildings, but can be useful for other disasters. These instructions were compiled by NEK Organizing, which has mucked and gutted hundreds of homes in the Kingdom.

Managing flood site and survivor information

- ☐ Vermont will tell people to call 211 to report flood damage. While this is helpful and important to have state data, relief organizations then have to comb through all 211 calls to find flood survivor data. This can be incredibly time consuming, and is a good place for volunteers that cannot do physical labor.
- ☐ Create a [flood survivor/site sheet or tracking system](#) that includes information about the site, the contact information for the survivors, and any other important information going forward into the recovery phase (damage to water, sewer, foundation, etc).

Managing flood recovery supplies

- ☐ Store supplies—for relief, response, recovery—in a place that is dry, flood safe, and accessible by many people. If possible, utilize a lock with a code if possible and have more than one location per town.
- ☐ A cache of pumps, safety equipment, and demolition tools stocked and pre-packed so they're ready for the four types of work that immediately follow flooding: pumping, mucking, gutting, and mold remediation.

Systems	Stuff
Pumping Pumping is the process of removing water from the home via sump, trash, and transfer pumps.	
<p>If there is a sheen to the water, note that oil and/or petroleum may be present. Contact your state's Department of Environmental Conservation before pumping to prevent further, more costly damage to the home.</p> <p>NOTE: Be aware that pumping a basement before water outside has receded may compromise the foundation due to pressure from outside.</p>	<p>Order water testing kits from the Department of Health at healthvermont.gov/lab/forms</p> <p>Sump Pump Kit: Sump pumps are good for removing <u>clean</u> water and are often the first tool to grab post-flood.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sump Pump <input type="checkbox"/> Garden Hose(s) <input type="checkbox"/> Extension cord(s) <p>Other helpful pumps to have on hand</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trash Pump (with hose, filter, and extension) for water mixed with debris <input type="checkbox"/> Transfer Pump (with hoses and extension cords) for the last few inches of water on the floor
Mucking Mucking is the process of shoveling, raking, squeegeeing, and hauling mud, silt, and wet belongings out of the home.	
<p>Notes for team leaders</p> <ul style="list-style-type: none"> • Collect and share information on hazardous conditions - trash, sharps, 	<p>Work Tote: 20-gallon, heavy duty plastic tote filled with safety equipment for 5 people mucking and/or gutting a home. Work totes go out on every job, with every crew, no matter what.</p>



<p>gas leaks, sewage contamination, etc with volunteers</p> <ul style="list-style-type: none"> • Establish location for hazardous materials to be gathered • Identify handwashing station • Demonstrate using proper PPE. And, be prepared for a dynamic in which volunteers are using PPE and residents are not; volunteers get to leave and residents have to remain. It can be helpful to make volunteers aware of this dynamic before heading to the home you're mucking. • Remind volunteers to use proper ergonomics and take breaks to rest and hydrate. • If possible, have a nurse onsite or at your volunteer headquarters to offer tetanus shots! 	<p>Work Tote pack list</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contractor bags - 1-2 rolls <input type="checkbox"/> Goggles - 5 <input type="checkbox"/> Tyvek suits - 5-10 <input type="checkbox"/> P100 respirators (plastic w cartridges) - 5 <input type="checkbox"/> N95 masks - 10 <input type="checkbox"/> Nitrile/hospital gloves - 1 box/bag of S, M + L <input type="checkbox"/> Rubber grip work gloves - 5-10 <input type="checkbox"/> Hand sanitizer & Sani wipes- 1 <input type="checkbox"/> Paper towels - 1 <input type="checkbox"/> First Aid Kit - 1 <input type="checkbox"/> Sunscreen - 1 <input type="checkbox"/> Bug Spray - 1 <input type="checkbox"/> Narcan - 4+ <input type="checkbox"/> Earplugs - 10+ <input type="checkbox"/> Duct tape - 1 <p>Other Muck Tools (not stored in tote)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Head Lamps <input type="checkbox"/> Waterproof/Muck Boots <input type="checkbox"/> Flathead Shovel <input type="checkbox"/> Spade Shovel <input type="checkbox"/> Giant Floor Squeegees <input type="checkbox"/> Steel Garden Rakes <input type="checkbox"/> Power Washer <input type="checkbox"/> Tarps (to slide debris around and also to protect the floor—especially if there isn't a bulkhead and muck and debris needs to come up the stairs inside the home) <input type="checkbox"/> Jet Sled <input type="checkbox"/> Garden Cart/Wheelbarrow <input type="checkbox"/> 5-gallon Buckets <input type="checkbox"/> Generator <input type="checkbox"/> Extension Cords <input type="checkbox"/> Work Lights on Pedestals and/or Clips
<p>Gutting House Gutting is the process of removing sheetrock, insulation and water-logged permeable materials in order to expose joists, studs, subfloor, etc. Gutting allows a home to dry out.</p>	
<p>YOU CANNOT DRY A HOME USING DEHUMIDIFIERS ALONE. Even though gutting is another painful step amidst profound loss, it is absolutely necessary in order to prevent mold.</p>	<p>Gut Kit: 5-gallon bucket filled with demolition equipment for a 5-person crew, useful when mucking is done and there is no longer water inundating the space.</p>



<p>Notes for team leaders</p> <ul style="list-style-type: none"> • Collect and share information on hazardous conditions - trash, sharps, gas leaks, sewage contamination, etc with volunteers • Identify handwashing station • Demonstrate using proper PPE • remind volunteers to use proper ergonomics and take breaks to rest and hydrate 	<p>Gut Kit pack list (for gutting flooded buildings in addition to the Work Tote)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flat crowbars, roughly 15" - 5+ (flat prying tool with beveled ends for removing sheetrock, flooring, trim, and wall panels) <input type="checkbox"/> Boxcutters/utility knives - 5+ <input type="checkbox"/> Extra blades - 5+ <input type="checkbox"/> Hammers - 5+ <input type="checkbox"/> Cat's paw - 1 (small prying tool used for pulling stubborn nails better than a hammer) <input type="checkbox"/> Chalk Line - 1-2 <input type="checkbox"/> Bit box - 1 <input type="checkbox"/> Screwdrivers - 1-2 <input type="checkbox"/> Earplugs - 10+ <input type="checkbox"/> Tape measure - 1+ <input type="checkbox"/> Sharpie - 1+ <p>Other Gut Tools (not stored in tote)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sawzall/Reciprocating Saw <input type="checkbox"/> Impact driver <input type="checkbox"/> Head Lamp <input type="checkbox"/> Dehumidifier <input type="checkbox"/> Fans <input type="checkbox"/> Extension Cords
<p>Mold remediation Mold remediation happens once wet debris, walls, flooring, and insulation are removed.</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Introduce light and air to the space via dehumidifiers, fans, and open doors and windows. <input type="checkbox"/> Apply either a vinegar solution or mold-killing fungicides (not bleach) once moisture levels are below 17 percent in studs and joists. While some fungicides can be applied in wetter environments, it's best to apply chemicals to very dry surfaces for the best outcomes. 	<p>Mold Remediation Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moisture reader <input type="checkbox"/> Agriculture sprayer and/or industrial spray bottles <input type="checkbox"/> Shockwave, white vinegar, or EPA-certified fungicide (not bleach) <input type="checkbox"/> HEPA-filtered vacuum <input type="checkbox"/> Wire brushes <input type="checkbox"/> Deck brushes or other stiff brushes with long handles <input type="checkbox"/> Full PPE: P100 respirators, goggles, rubber gloves, tyvek suits <input type="checkbox"/> Scrapers, pallet knives, blades

Sump Pump Kit: Sump pumps are good for removing clean water and are often the first tool to grab post-flood.

- ☐ Sump Pump
- ☐ Garden Hose(s)
- ☐ Extension cord(s)

Other helpful pumps to have on hand

- ☐ Trash Pump (with hose, filter, and extension) for water mixed with debris
- ☐ Transfer Pump (with hoses and extension cords) for the last few inches of water on the floor

Work Tote: 20-gallon, heavy duty plastic tote filled with safety equipment for 5 people mucking and/or gutting a home. Work totes go out on every job, with every crew, no matter what.

Work Tote pack list

- ☐ Contractor bags - 1-2 rolls
- ☐ Goggles - 5
- ☐ Tyvek suits - 5-10
- ☐ P100 respirators (plastic w cartridges) - 5
- ☐ N95 masks - 10
- ☐ Nitrile/hospital gloves - 1 box/bag of S, M + L
- ☐ Rubber grip work gloves - 5-10
- ☐ Hand sanitizer - 1
- ☐ Sani wipes - 1
- ☐ Paper towels - 1
- ☐ First Aid Kit - 1
- ☐ Sunscreen - 1
- ☐ Bug Spray - 1
- ☐ Narcan 4+
- ☐ Earplugs 10+

Other Muck Tools (not stored in tote)

- ☐ Head Lamps
- ☐ Waterproof/Muck Boots
- ☐ Flathead Shovel
- ☐ Spade Shovel
- ☐ Giant Floor Squeegees
- ☐ Steel Garden Rakes
- ☐ Power Washer
- ☐ Tarps (to slide debris around and also to protect the floor– especially if there isn't a bulkhead and muck and debris needs to come up the stairs inside the home)
- ☐ Jet Sled
- ☐ Garden Cart/Wheelbarrow
- ☐ 5-gallon Buckets
- ☐ Generator

- ☐ Extension Cords
- ☐ Work Lights on Pedestals and/or Clips

Gut Kit: 5-gallon bucket filled with demolition equipment for a 5-person crew, useful when mucking is done and there is no longer water inundating the space.

Gut Kit pack list (for gutting flooded buildings in addition to the Work Tote)

- ☐ Flat crowbars, roughly 15" - 5+ (flat prying tool with beveled ends for removing sheetrock, flooring, trim, and wall panels)
- ☐ Boxcutters/utility knives - 5+
- ☐ Extra blades - 5+
- ☐ Hammers - 5+
- ☐ Cat's paw - 1 (small prying tool used for pulling stubborn nails better than a hammer)
- ☐ Chalk Line - 1-2
- ☐ Bit box - 1
- ☐ Screwdrivers - 1-2
- ☐ Earplugs - 10+
- ☐ Tape measure - 1+
- ☐ Sharpie - 1+

Other Gut Tools (not stored in tote)

- ☐ Sawzall/Reciprocating Saw
- ☐ Impact driver
- ☐ Head Lamp
- ☐ Dehumidifier
- ☐ Fans
- ☐ Extension Cords

Mold Remediation Tools

- ☐ Moisture reader
- ☐ Agriculture sprayer and/or industrial spray bottles
- ☐ Shockwave, white vinegar, or EPA-certified fungicide (not bleach)
- ☐ HEPA-filtered vacuum
- ☐ Wire brushes
- ☐ Deck brushes or other stiff brushes with long handles
- ☐ Full PPE: P100 respirators, goggles, rubber gloves, tyvek suits
- ☐ Scrapers, pallet knives, blades



1.12 Mutual Aid/Neighbor to Neighbor (N2N)

Folder with resources and templates: [1.12 Mutual Aid](#)

Mutual Aid/N2N groups spring up after disasters like COVID lockdown and flooding to direct resources and help. These community efforts are informal (not housed inside of an organization or part of a State agency), which means they keep barriers to accessing help very low. Groups led by people in impacted communities are often the first to show up and help when disaster strikes, because they are showing up for their own community, and also often know where help is needed most. Identifying who you are already in relationship with and proximity to, and acknowledging that we all have something to offer and all have something we need, is crucial. Around the world, mutual aid groups have saved lives and improved material conditions for people when official systems of aid have moved too slowly or failed. Mutual aid and N2N work can happen in countless ways. The most important things are that these groups are formed by and for the community, that they promote solidarity not charity, practice cooperation not competition and recognize that our dignity and survival are bound up together.

<p>Mutual Aid Tenets</p> <ul style="list-style-type: none"> <input type="checkbox"/> Get people together in your community to provide material support to each other <input type="checkbox"/> Build relationships with your neighbors based on trust and common interests <input type="checkbox"/> Make decisions based on consensus vs hierarchy <input type="checkbox"/> Share things rather than hoard <input type="checkbox"/> Recognize the value in all kinds of support: emotional, food, childcare, translation etc. 	<p>Mutual Aid Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find a buddy to work with. <input type="checkbox"/> Build a pod map (see Organizing your community section) <ul style="list-style-type: none"> <input type="checkbox"/> Who could help me? <input type="checkbox"/> Connect with those folks. Ask if they can help! <input type="checkbox"/> Identify who and where you can get and give support <ul style="list-style-type: none"> <input type="checkbox"/> My building, my block, my co-workers? <input type="checkbox"/> Start small, with 15-20 people <input type="checkbox"/> Establish communication channels <input type="checkbox"/> Get the conversation started. What needs, goals, other ideas come up for people? <input type="checkbox"/> Offer help: Grocery and medicine pickup, cleaning, company, etc.
--	---

1.13 Financial resources

Folder with resources and templates: [1.13 Financial resources](#)

- ☐ [Create a directory](#) of people and organizations that can receive financial resources (particularly 501c3s to receive grants and donations). Look to Vermont Community Foundation's flood fund; Resource Generation; and local flood funds for support.
- ☐ [For short-term needs](#): create a local network of direct funders (N2N funds, individuals, local businesses) to make specific and sustaining asks of.
- ☐ [For long-term needs](#): Identify local organizations or people who have skills in making funding proposals to support the response and relief efforts. Consider creating a coalition of organizations active in response to coordinate funding requests.
- ☐ Contact municipal government, Regional Planning Commissions, Long Term Recovery Groups, and State Representatives and Senators about funding for your community.



Baseline Community Resilience

The material in this section builds on systems and stuff outlined in the Emergency Preparedness and Response section to deepen resilience in the day-to-day. Many people in our communities are in crisis all the time, and working towards a reality in which everyone is safe and has their needs met as a baseline means we can all be more resilient when acute disaster strikes.

2.1 Basic needs

Folder with resources and templates: [2.1 Basic needs](#)

Community food production

Growing food locally and in a decentralized way increases food security. Community and collective gardens, town orchards, and other shared food production can produce fresh abundant food for community meals and households.

- ☐ Support your local community garden and look for ways to make it more accessible and successful.
- ☐ If there isn't a community garden in your area, consider starting one!
- ☐ Integrate community garden produce into regular community meals, where you can discuss food justice and food access in disasters.
- ☐ Identify people with knowledge to preserve growing season abundance for winter distribution and ways to share that knowledge.

Directory of local farmers and producers

Collaborate with farmers through on-going community food justice projects that help address food insecurity and compensate farmers fairly. Consider new farmers and those from disadvantaged identities who likely want to serve diverse populations.

- ☐ [Create a directory](#) of [local producers](#) who are interested in connecting with community groups to provide local food through free, low-cost or sliding scale programs.
- ☐ Identify [gleaning networks](#) that have surplus to share for community meals, and could be mobilized to help farmers pre-flood, late or early frost, etc to protect or rapid harvest crops before they are lost.

Community meals and food distribution

- ☐ [Create a directory](#) of free [community meals](#) in your town or nearby.
- ☐ If your community doesn't already offer free meals, reach out to communities that do so to learn their tricks. Often these can be found at churches, senior centers, community centers, parks. The main components you need are: food, cooks, place to offer the meal, volunteers to distribute the food.
- ☐ Pick a place for food distribution that is convenient and accessible for most people.
- ☐ Offer meals on a consistent day/time.
- ☐ Try to get food donated from local grocery stores or farmers.
- ☐ Consider ways to make meals available to people at home through delivery and distribution channels.
- ☐ Identify people who would benefit from food delivery.
- ☐ Recruit volunteers via social media or community networks to drop food off

Hygiene: Public Showers

- ☐ [Create a directory of public showers](#) for use for those who are unhoused or when running water is not available in people's homes. A few leads are - gyms with low-cost memberships, recreation centers, schools (for the children who attend), etc.
- ☐ Consider the needs of your community and if portable/solar trailers or shower stalls would help meet an ongoing need if no public or low-cost shower access is available.



Ridesharing and carpooling

Building and strengthening transportation systems enables people to meet their own needs and become more connected to community. During a crisis having relationships built between carpooling neighbors will create more opportunities for community members to check up on each other.

- ☐ Build, utilize, and strengthen existing mechanisms for low-cost shared transportation
 - ☐ Example: <https://capstonevt.org/find-a-ride>
- ☐ Create community-run and specific carpooling initiatives, like:
 - ☐ organizing community events / meals to advertise & create a carpooling framework
 - ☐ designating carpool areas
 - ☐ Promoting at library, community stores, on Front Porch Forum, etc
- ☐ Creating and disseminating maps (on and offline) of nearest transportation, trails, and routes
 - ☐ Example: Trails maintained by snowmobile clubs such as [Drift Dusters in Derby, VT](#)

Network of community physical and mental health workers

- ☐ [Create a directory](#) of people in your community who are trauma-informed and have specific therapeutic skills to support mental health and nervous systems in disaster-related events. Caring for victims and responders is a part of recovery and can build capacity and resilience for future disaster. Take note if they can:
 - ☐ Offer free, low-cost or sliding scale sessions as a part of their practice
 - ☐ Offer group sessions
 - ☐ Show up near disaster sites to offer emotional support and counseling
 - ☐ Examples: [KURRVE mental health](#), [Vermont Care Partners](#), [SAMHSA Disaster Distress Helpline](#)
- ☐ Consider setting up a recurring community health clinic day with local practitioners and partner with your local Department of Health office
- ☐ If individuals have a primary care provider, it is important to connect them to that same provider for continuity of care. Add community health centers and other similar resources/sites to your directory.
- ☐ For those still needing assistance accessing in clinic healthcare services, connect individuals with a [Community Health Worker](#)
- ☐ [Free Clinics](#) and [Community Health Centers](#) are great resources for those who need sliding scale and financial assistance options
- ☐ If individuals need help applying to health insurance, adjusting information due to disaster (i.e. income) they can connect with a [Vermont Health Connect Assister](#), who is trained to help community members navigate the Vermont health insurance marketplace

Network of herbal support

- ☐ [Create a directory of local herbalists](#) who are available to offer herbal healthcare (physical, emotional) in emergencies as well as long term.
- ☐ Connect local herbalists/apothecaries with long term and emergency resilience planning efforts, and find ways to help them offer free, low-cost or sliding scale services for community members.
- ☐ Work to develop a ready and rotating stock of herbal medicinals as part of the first aid supplies.
- ☐ Offer regular community activities and services where herbal support is available.
 - ☐ Example: [Rose Core Collective](#)

[illegible]

[illegible]

[illegible]



2.2 Shared tools

Folder with resources and templates: 2.2 Shared tools

Tool lending library

- ☐ Identify useful, higher cost, sharable tools and equipment that could be gathered in one space or a people with tools who are willing to lend them. [Create a directory](#) of this information.
- ☐ If your area established a tool lending system during disaster response, consider building up a regularly available library for on-going use. See sections 1.3, 1.6, 1.11 for lists of tools useful for disaster response and recovery.
- ☐ Read up on best practices and existing ways of doing this.
 - ☐ New Suns Community Center (Thetford) and Cooperation Vermont (Marshfield) have tool libraries.
 - ☐ [Library of Things toolkit from Shareable](#)
 - ☐ [myTurn](#), online tool for managing tool sharing
 - ☐ [Tool Library Alliance](#) - lots of resources here

Tech lending library

These items may already be a part of your local library, or could be housed and managed through the library.

Systems	Stuff
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure people know what is available and how to access it. <input type="checkbox"/> Consider making more items available for longer-term use or facilitating direct trades/lends between community members with an extra laptop and someone who lost theirs in a house fire. <input type="checkbox"/> Create a directory of available items. 	<ul style="list-style-type: none"> <input type="checkbox"/> Potential items to include: <ul style="list-style-type: none"> <input type="checkbox"/> Phones <input type="checkbox"/> laptops <input type="checkbox"/> Tablets <input type="checkbox"/> portable hotspots <input type="checkbox"/> Projectors <input type="checkbox"/> speakers <input type="checkbox"/> AM/FM Radios <input type="checkbox"/> Weather Radios <input type="checkbox"/> Walkie Talkies <input type="checkbox"/> GPS (non-vehicle)

Internet and phone access

- ☐ Identify areas for public or low-cost internet access when home systems are down. This is commonly [libraries](#), town offices and schools.
- ☐ Consider reaching out to local businesses that could be made more accessible during disaster (maybe in the town over or a less flood-prone area).
- ☐ Consider investing in a few portable, solar back-up power units as well as power banks that can be stored and ready in public spaces with wifi to create hotspots if phone service is cut out but internet can be accessed. Use tools like the Footprint Project for resources.
- ☐ [Mesh Networks](#) can be established with limited required infrastructure and offer localized peer to peer secure communication and data sharing. Some examples: [Fognet](#) network, [Meshtastic - Low-power data sharing & communications network](#), [DIY Cellular Signal Booster - No Electricity Required](#). More [Information on digital resilience](#) here.



2.3 Community Building

Folder with resources and templates: [2.3 Community building](#)

Many of the activities in the Emergency Response and Preparedness section get people talking to their neighbors, creating systems of connectedness, and building the relationships that undergird resilience. Here are some additional ways to build community.

Local and regional governance and coordination

Practicing and developing coordination and connection between local groups, towns/municipalities, regional and county resources strengthens communities. Coordination helps prepare for emergency response by creating clear lines of communication and expectations.

On a regional scale, identify people and groups to cultivate relationships with and connect to one another:

- ☐ Community institutions (libraries, schools, universities) that have infrastructure, staffing and systems for community use, working to get those institutions to agree to share those resources and systems with the community in general, minimally during emergencies.
- ☐ Community institutions, municipal staff and volunteers, organizations holding the work of emergency response
- ☐ Regional and county resources, like [Regional Planning Commissions](#), community development agencies, and [natural resource conservation districts](#)
- ☐ Mutual aid groups and neighborhood groups that do work on an ongoing basis, not just in response to emergencies

Some strategies and ideas on building these connections:

- ☐ Connect Resilience Hubs and Mutual Aid groups across multiple neighboring towns
- ☐ Host shared events between identified groups
- ☐ Share resources like tools/supplies
- ☐ Strengthen regional governance through events and celebrations

Institutional allies

People associated with institutions—town/municipal leaders, schools, colleges, nonprofits, and foundations—can and should be invested in healthy, resilient communities.

- ☐ Build relationships with institutional allies
- ☐ Identify roles for different types of entities and how they could interface with mutual aid efforts
- ☐ [Create a directory](#) of these contacts

Business directory

- ☐ Connect with local businesses to learn about what services they offer, and how they can help people in your community. [Create a directory](#) of this information.
- ☐ Develop a list of opportunities for private commercial support (storage, heavy equipment, freezer/fridge space, food production, etc.)

Tradesfolk directory

- ☐ [Create a directory](#) of trusted local (or almost local) contractors, electricians, plumbers, land movers, haulers, structural engineers, etc. that could be called any day or during disasters.
- ☐ To help create this tool, put an ask out on Front Porch Forum in your community.
- ☐ Consider hiring folks for on-going projects to support their business in good times and in disaster.



Community spokespeople

A community's stories are always better told by the people living them.

- ☐ [Create a directory](#) of local people trained and willing to speak about their experience with disaster or otherwise with media, elected officials, funders, etc. Representing community needs accurately has real, positive impacts on material conditions.
- ☐ [Develop a media list](#) of local reporters and outlets, and keep it updated. Reach out to reporters to build relationships and establish local spokespeople as trusted sources.
- ☐ Hold practice sessions for people to share and hone their stories about disaster
 - ☐ Resources for giving effective testimony: [Rural VT Activist Toolkit](#) and [Vermont League of Cities and Towns](#)

De-escalators and conflict facilitators

In crises, it's important to have folks who are trained to de-escalate conflict and spread the calm.

- ☐ Hold skills training to teach people broadly [how to intervene in escalating situations](#).
- ☐ Reach out to local mutual aid organizations and ask about setting up de-escalation and/or conflict transformation workshops.
- ☐ Consider creating a team of local people who can attend events where escalated conflict might occur.
- ☐ Hold recurring gatherings for people to come discuss ongoing conflict, support each other, and [practice conflict management and transformation](#).
- ☐ Consider creating a team of local people who can mediate interpersonal or community conflict.

Third spaces

- ☐ Create a directory of businesses, [libraries](#), community centers, public commons, health clinics, [grange halls](#) that can host community events, meetings and gatherings. These third spaces can help hold on-going efforts to build resilience and be prepared to offer space for supplies or disaster response coordination.
- ☐ If your community does not have a place to gather, host meals, or hold events, consider working together to create that place or use existing spaces for community building activities to develop an unexpected third space together.

Skill building workshops

Skill building is a great way to practice working together, learning new things and equipping our community to handle difficult experiences from disaster to grief. Some skill-shares may be certifications that 1-2 people gain and can share informally with other group members, while some may be less formal workshops.

- ☐ Gather a list of skills people in your group are interested in learning.
- ☐ Identify group members who have skills they can teach and reach out to community members who have these skills.
- ☐ Create a rotating series of skill-building workshops that people can sign up for free or low-cost.

Potential skills to build (links are to sample training materials)

Flood and disaster response <ul style="list-style-type: none"> <input type="checkbox"/> Flood Preparation <input type="checkbox"/> General First Aid and Basic Life Support <input type="checkbox"/> Basic Rescue 	Recovery and Coordination <ul style="list-style-type: none"> <input type="checkbox"/> Safe Gut & Mucking - cleaning out households. Examples from Mutual Aid Disaster Relief <input type="checkbox"/> Safe Food Prep
---	---



<input type="checkbox"/> Wilderness First Aid and Wilderness First Responder <ul style="list-style-type: none"> <input type="checkbox"/> Train NEK <input type="checkbox"/> NOLS courses <input type="checkbox"/> Stop the bleed <input type="checkbox"/> Narcan <input type="checkbox"/> Mental health first aid <ul style="list-style-type: none"> <input type="checkbox"/> Radical Mental Health First Aide (RMHFA) Action Plan: “A non-linear, intuitive step-by-step action plan to use when providing support in mental health crisis situations.” <input type="checkbox"/> Herbal First Aid training 	<input type="checkbox"/> Mapping - local resources and updating road hazards <ul style="list-style-type: none"> <input type="checkbox"/> Using tools like Open Street Maps <input type="checkbox"/> FEMA, state and insurance form completion - a Long-term Recovery Group in your area might be able to provide this <input type="checkbox"/> Volunteer coordination <input type="checkbox"/> Mutual aid spreadsheet management <input type="checkbox"/> Meeting and Process Facilitation
Other <ul style="list-style-type: none"> <input type="checkbox"/> Canning and food preservation <input type="checkbox"/> Chainsaw skills <input type="checkbox"/> Welding <input type="checkbox"/> Herbal remedies 	<ul style="list-style-type: none"> <input type="checkbox"/> Gardening <input type="checkbox"/> Media relations <input type="checkbox"/> Conflict de-escalation <input type="checkbox"/> Conflict management <input type="checkbox"/> Grief circles

Fun activities that build community

Gather regularly to be joyful and have fun with your community. This is how we build the relationships that are the foundation for communication, mutual aid and rapid response in times of crisis. Many local institutions like schools, libraries and business may already be primed to host these events, but usually they need people to make it happen.

As a practice of baseline resilience, host regular community meetings on a recurring day of the month (e.g. third Thursdays) in a consistent location. Provide food if you are able, or make it a potluck. If you are hosting a public assembly in which decisions are getting made about local governance, check out [how to host a public assembly](#), pages 11, 18-25. Ideas for fun community building activities:

- ☐ Town dances
- ☐ Music jams or karaoke
- ☐ Community yoga
- ☐ Bingo nights
- ☐ Community meals
- ☐ Public art creation and craft nights
- ☐ Community talent shows
- ☐ Spelling bees

Look to local organizations like the [Civic Standard](#), [NEK Organizing](#), and [Hartland Community Breakfasts](#) for more inspiration.

<p>Examples: Vermont Emergency Management, Vermont Organizations Active in Disaster (VOAD), Vermont Agency of Natural Resources, Vermont Housing and Conservation Board, Vermont Housing Authority, etc.</p> <p>Contacts at well-resourced organizations or funders</p> <p>Example organizations: Vermont Natural Resources Council, Winooski Watershed organizations,</p> <p>Example Funders: Vermont Community Foundation, Byrne Foundation,</p>			
--	--	--	--

Institutional allies contact list					

[illegible]

[illegible]

