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# **Youth Program**

# **Emergency Preparedness Plan**

# **Template**

This plan was updated:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next review date:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## **Youth Program Information**

Program Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Director Contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Program Location (including address): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Program Locations (including addresses): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Local Police: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Hospital Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Hospital Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **About Emergency Planning**

This document is intended as a template to guide emergency planning and response by youth programs at the University of Minnesota. Included you will find considerations and recommended actions to take to prepare for and respond to potential emergencies, as well as space to document your program-specific plans.

Your response plans should answer these questions[[1]](#footnote-1):

* Who can direct your response (e.g., an evacuation)?
* When and how will parents/guardians be notified of the emergency?
* Who will decide what to tell your youth participants and when?
* How will you signal an emergency -- and the type of emergency -- to those in your program or facility?
* How will everyone in the facility be accounted for after an evacuation?
* What will be taken during evacuation?
* To where will children, staff, and others be evacuated?
* How will children and staff be transported?
* What coordinating actions with University or community public safety and/or emergency management officials are necessary?
* Who is responsible for each action documented in your plan?

We recommend emergency planning be conducted as a team exercise, so as many staff as possible feel invested in preparing for -- and equipped to respond to -- an emergency. Plans should be reviewed, evaluated, and amended on a periodic basis. You may also include youth participants in planning and preparation:

* [Child Safety Before, During & After a Disaster](https://www.redcross.org/get-help/how-to-prepare-for-emergencies/disaster-safety-for-children.html) (Red Cross)
* [Ready Kids](https://www.ready.gov/kids): includes age-specific tips, including [preparedness games](https://www.ready.gov/kids/games)
* [Youth Roles (Youth.gov)](https://youth.gov/youth-topics/youth-disaster-preparedness-and-response/youth-roles)
* Ready Wrigley [checklists](https://www.cdc.gov/cpr/readywrigley/checklists.htm) and [books](https://www.cdc.gov/cpr/readywrigley/books.htm) (CDC)

## **Communication Plan**

It is important to ensure communication can occur within your youth program in the event of an emergency.

Staff may not always be together when an emergency takes place. A communication plan should include considerations to ensure staff can contact one another and the program director. In addition, an emergency event may necessitate communicating with other University individuals outside of program operations. The plan should include contact information for all individuals that need to be notified in the event of an emergency.

Additionally, a communication plan should include procedures for contacting participant’s emergency contacts. Staff should have hard copies of all participant’s emergency contacts on hand at all times throughout the program and parents/guardians should be informed of how they will be notified in the case of an emergency.

Staff should be prepared to operate in the case that regular communication methods are not available (i.e. cell phone service goes out).

**My Youth Program Communication Plan:**

## **Medical Emergency**

In the case of an urgent medical emergency:

* Remain calm and call 911
* Provide location (address, building name and room number, if applicable), nature of injury or illness, current condition of the participant and any other requested information
* Remain on the phone until directed to hang up
* Do not move the participant unless they are in immediate danger
* Stay with the participant and have another person go outside to meet the emergency responders
* Inform the emergency responders of any additional medical information listed on the participant’s medication treatment authorization form (if applicable)
* Contact the participant’s parent/guardian to inform them of the incident
* In the case that the participant is taken to the hospital, stay with them until their parent/guardian arrives or they are released. Bring the medication treatment authorization form to the hospital with you (if applicable).

In the case of a non-emergency medical incident:

* Staff should possess the knowledge and tools to provide basic first aid to participants, or know where the nearest first-aid certified individual is and be able to contact them.

Documentation procedures should be in place to document injuries, both emergency and non-emergency.

**My Youth Program Medical Emergency Plan:**

## **Fire/Evacuation**

In the case of a fire:

* Manually activate the fire alarm
* Walking quickly with youth participants, leave the building immediately using the closest emergency exit, do not use elevators
* Help people who need assistance if possible, including young children and those with disabilities
* Close doors and windows behind you, but do not lock them
* Move to a safe location away from buildings and/or to your building’s/program’s designated meeting site
* Call 911 as soon as you are in a place of safety. Notify fire personnel of the location, nature, and size of the fire and if you think anyone may still be in the building
* Call the Program Director to inform them of the incident
* Take attendance each time you arrive at a new location
* Re-enter the building only when instructed by fire personnel

In the case of a non-fire evacuation:

* Walk quickly with youth participants and leave the building via the designated exit, do not use elevators
* Help people who need assistance, including young children and those with disabilities
* Assemble at designated meeting site
* Take attendance each time you arrive at a new location
* Wait for instructions from the Designated Public Safety Official(s)

Prior to the start of youth program, the program director should review evacuation procedures and determine the nearest exits, best routes, and assembly sites. They should also ensure that exits, routes, and assembly points are manageable for youth. Program directors should train staff on procedures, and plan a fire/evacuation drill. A fire/evacuation drill should be held with each group of participants during the first 24 hours of a new session. All doorways and paths of egress, such as staircases, should be kept clear of any obstructions.

All youth programs should be included in their sponsoring unit’s Fire Safety and Evacuation Plan.

Map of U of MN (Twin Cities): <https://campusmaps.umn.edu/>

**My Youth Program Fire/Evacuation Plan (including exits and primary, secondary mass assembly areas):**

## **Earthquake**

If you are indoors:

* Drop to the ground, cover your head and neck with your arms, take cover under a sturdy object, and hold on until shaking stops
* If a sturdy object is not available, move to an inside corner of the room, away from windows
* Stay away from glass, outside walls or anything that could fall
* Stay inside and wait for the all clear before leaving your safe place
* For those in wheelchairs: Make sure your wheels are locked. Remain seated until the shaking stops. Protect your head and neck with your arms or whatever is available and maintain your position with head and neck covered until shaking stops

If you are outdoors:

* Stay outdoors
* Move to an open area away from trees, buildings, utility poles and lines, or signs
* If you are near a tall building, get inside the building’s lobby to protect yourself from falling bricks, glass or other debris
* If you are near the waterfront, move to higher ground

After an earthquake:

* Be prepared for aftershocks
* Check yourself and participants for injuries and provide first aid if needed. Do not move seriously injured persons unless they are in immediate danger
* Check around you for dangerous conditions, such as fires, downed power lines and structure damage.
* Evaluate for yourself, or wait for instructions from your Building Coordinator or Program Director, to determine if evacuation is necessary.
* If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops.
* If possible, do not use the phone for local calls, except emergencies, during the first 15-30 minutes after the earthquake. Overloading the phone system may delay the delivery of emergency assistance.

Prior to the start of youth program, the program director should review earthquake procedures, train staff on procedures, and plan an earthquake drill. An earthquake drill should be held with each group of participants during the first 24 hours of a new session.

**My Youth Program Earthquake Plan:**

## **Active Shooter**

Active shooter situations require law enforcement to take immediate action. Active shooter response strategies are outlined below. Every incident varies - be flexible in determining which strategy works best in your specific situation. Consider and prioritize the physical and emotional safety of the youth in your care at all times.

* Assess the situation and consider your options:
	+ Leave the scene - If it is safe to do so, exit the building with youth participants, moving quickly and leaving belongings behind. Help and warn others if safe to do so. Go to a safe place and find cover if possible. Take attendance when you arrive at a secure location.
	+ Find a place to hide - Lock the door and lock and cover windows to the room you are in. Turn out the lights and silence electronic devices. Make the room look as though it is empty. Instruct youth participants to remain calm and quiet. Take attendance of participants if possible.
	+ As a last resort, distract and disable the shooter.
* When safe to do so, call 911. Provide as much info as possible, including the location and number of shooters, description of the shooter(s), weapons used, and number of potential victims.

After the violence has stopped, how will you know it is safe?

* Monitor U of MN Alert
* You can call 911 to confirm that police are present outside your door/location

Prior to the start of youth program, the program director should review active shooter procedures, train staff on procedures, and plan an active shooter drill. An active shooter drill should be held with each group of participants during the first 24 hours of a new session.

**My Youth Program Active Shooter Plan:**

## **Threats of Violence**

*Bomb Threat*

If you receive a bomb threat over the phone, stay calm, obtain as much information as possible from the caller and report the threat immediately to 911. Be sure to note:

* Precise time of the call
* Caller’s exact words and language (well spoken, taped, irrational, foul, incoherent, etc.)
* Noticeable characteristics of the caller (gender, age, calm/angry, excited/slow, etc.)
* Information regarding the device and possible location
* Background sounds (machine, voices, street noises, music, etc.)

Ask the person questions, such as:

* Where is the bomb located?
* When will the bomb explode?
* What does the bomb look like?
* What kind of bomb is it?
* What will cause the bomb to explode?

*Threatening Phone Call*

Threats are often received by telephone and all calls must be taken seriously. If you receive a threatening phone call:

* Get a coworker to call 911 while you are on the line.
* Keep the caller on the line by asking questions.
* Permit the caller to say as much as possible without interruption. Take notes on everything said and on your observations about background noise, voice characteristics, etc.
* Notify the program director, or other program administrators as directed.

*Suspicious Mail/Package*

Mail and packages can be used to deliver potentially hazardous materials. Before opening, take care to examine the item for anything unusual. If a package raises concern:

* Handle with care
* Do not open, smell, touch, or taste any contents of the package
* Leave the area, isolate it by shutting doors behind you, as you leave
* Do not use your cell phone within 300 feet
* Treat it as dangerous and call 911

**My Youth Program Threats of Violence Plan:**

## **Facility Emergencies**

*Utility Failure*

Utility failures include power outages, gas leaks/unusual odors, or broken/malfunctioning life-safety equipment. In the event of a power outage, many campus facilities are equipped with emergency generators to power critical operations and emergency lighting to aid in the safe evacuation.

In the case of a utility failure:

* Always report utility failures to the appropriate authorities for your location.
* If the utility emergency poses a public safety threat or emergency, contact 911 and be prepared to provide failure type and location.
* Officials may evacuate a building due to utility failures.
* If not on University property, be aware of the procedures for that facility in case of a utility emergency.
* In the case of a power outage, be prepared:
	+ Keep a flashlight with spare batteries immediately accessible
	+ Know how to locate the closest exit
* In the event of a large-scale power outage:
	+ Remain calm
	+ Do not light candles or any other types of flames for lighting
	+ Unplug computers and turn off light switches

*Hazardous Materials Spill*

As the University of Washington is a research facility and is powered by fossil fuels, there are chemicals and other hazardous materials stored and used on campus. The materials are stored in locked areas that youth participants will not be able to access during their visit to the campus.

In the rare case of a hazardous materials spill during your program:

* Do not attempt to clean unless properly trained in managing chemical spills.
* Secure the area, call 911 and provide information on location and type of release or spill.
* Report the incident, you can submit a to Environmental Health and Safety (EHS) by calling 612-626-6002.
* Evacuate all personnel and participants from the immediate work and/or laboratory area; if the release or spill has the potential to impact a larger area, activate the building’s fire alarm and follow evacuation procedures.

**My Youth Program Facility Emergencies Plan:**

## **Severe Weather**

While ‘severe’ weather is rare for Minnesota, climate change could lead to more frequent and extreme weather events, such as floods, heat waves, and unsafe air quality.

Check local weather information for up-to-date weather advisories and information. If you are routinely involved in outdoor activities, have a way to check weather information from your location. If you are in a remote location without cellular or internet service, obtain a weather radio for your program.

In the case of needing to shelter in place until the weather emergency passes:

* If outdoors, seek shelter
* Take attendance every time you move locations
* Take cover under a sturdy object or against an interior wall
* Monitor U of MN advisories and local media
* Wait for the all clear before leaving your safe place

In the case of extreme heat or unsafe air quality:

* If outdoors, go inside
* Take attendance every time you move locations
* End program activities early or cancel program activities if unsafe air quality prevents program activities, especially any outdoor physical activity
* Communicate procedures for ending early or canceling program ahead of time to parents/guardians

**My Youth Program Severe Weather Plan:**

## **Lost or Kidnapped Youth**

To minimize the risk of a lost or kidnapped youth, take attendance at the beginning and end of each program day and any time participants move to a new location and maintain proper staff to participant ratios. Keep detailed records of locations where program participants are at all points throughout the program day.

 In the event of a lost participant:

* Assemble the participants in a common assembly area and match the headcount against the attendance sheet
* Thoroughly and continually search the facility and adjacent outside area(s)
* Ask staff and other participants when they last saw the missing youth
* Contact 911 immediately to help find the missing youth. Provide the following information:
	+ Youth’s name and age
	+ Address
	+ Physical and clothing description of the youth
	+ Medical status, if appropriate
	+ Time and location youth was last seen
	+ Person with whom the youth was last seen
* Notify Program Director
* Have youth’s information including picture, if possible, available for the police upon their arrival
* The Program Director should notify parent/guardian(s) of missing youth and inform them of the steps being taken

**My Youth Program Missing or Kidnapped Youth Plan:**

## **Field Trips or Travel**

To maintain safety of all staff and participants while on field trips or otherwise traveling offsite, the following safeguards should be taken:

* Obtain the following and keep with staff in written form:
	+ Youth list by assigned vehicle
	+ Supervisor/Chaperone list by assigned vehicle
	+ Map of intended route
	+ Youth’s emergency and medical information/supplies
	+ List of important phone numbers (including youth’s emergency contact information and supervisor/ chaperone phone numbers)
	+ Instructions about what to do in case of potential emergencies. Share the location of these instructions with youth in case staff are unable to use it (i.e. staff is injured in a traffic accident)
	+ Appropriate mass assembly locations at/near your travel destinations, in case of emergency
* Seat staff throughout the vehicle during transport
* Assign a designated meet up location at the field trip destination that is communicated to all the youth in case they get separated
* Bring first aid kit and attend to any medical needs
* In the case of an emergency:
	+ Call 911 if emergency medical treatment or police are required
	+ Contact program director and other administrative personnel as needed to provide updates and actions being taken
	+ Program Director will contact parents/guardians and give updates of actions being taken and indicate any change to meeting locations or pick-up times

You may also be interested in [sample forms/templates for field trips available on the shared](https://www.washington.edu/cms/youth/program-planning/documents-tools-and-templates/) drive/Precollege Network.

**My Youth Program Field Trip/Travel Plan:**

**Reunification**

In the wake of an emergency or disaster, reunifying youth with their parents/guardians is a top priority. These considerations[[2]](#footnote-2) can help you create a reunification plan to be shared with staff and parents.

1. Work with the Emergency Management office to designate a specific location for children within mass assembly areas
* When identifying an area, you may want to consider:
	+ an area that allows for multiple youth groups to congregate together
	+ proximity to supplies and support
	+ proximity (as is possible) to likely reunification points (for parents/guardians)
* Secondary assembly points should also be designated, in case the primary assembly point is inaccessible during an emergency.
1. Create signage to facilitate easy identification of youth by first responders and parents/guardians within mass assembly areas. Include sign-making supplies, or pre-made signs, in your [emergency supply kit](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/129/2020/01/13232424/Hazard-Resource-Assessment-Tool.pdf).
2. Reuniting parents and guardians with their children
* Create a plan to release the child to their parent/guardian
	+ What documentation/identification is necessary to release a child to an adult?
	+ Staff must document who the child left with: how and where will this information be collected?
	+ If a child has been taken to receive first aid or other care somewhere else, a staff person should be designated to accompany them to that location. How will such designations/departures from the assembly point be communicated among staff?
* Minors age 16 and older may be allowed to leave independently once contact has been made with a parent or guardian and it has been determined the outside environment is safe for travel.
	+ Will your program allow this? If so, how and where will these departures be documented?
1. Communication to parents and guardians with information on emergency response and reunification
* Communicate to parents in orientation/handbook about reunification location and procedures ([sample](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/129/2020/01/13232704/Sample-Parent-Communications-Plan.docx))
	+ Procedure for releasing child to parent/guardian and necessary documentation to facilitate release
	+ Expectations for experience at assembly points (e.g., traffic congestion, delays in reunification as staff follow procedures to ensure youth safety, etc.)
	+ Communicate to parents in orientation/handbook about the main methods you will use for communication after an event
* Collect multiple modes of contact information from parents (phone numbers, email addresses, additional emergency contacts)
* Use more than one mode of communication to parents
	+ Text, phone call or email to parents
	+ Message left on a designated voicemail
	+ Notification on program website (e.g., banner at top of page) and/or social media pages, as applicable
	+ Parents may also sign up for UW Alert
* Consider sending periodic updates to reassure parents of the well-being of their children during the post-emergency reunification process. Even if there is no news it can be helpful to communicate and let parents know that things are status quo.
	+ Who and how should parents communicate to program staff or other emergency responders? Parents should not call UMPD, as this interferes with dispatch. Parents should only call 911 to report emergencies, not to request information.
1. Assign staff roles to support the reunification process in your emergency planning, and train staff accordingly.

**My Reunification Plan:**

## **After an Emergency**

Following an emergency, it is important for youth programs to attend to the impact of the emergency on both their youth participants and their staff. It is also an appropriate time to review and revise your emergency plans or program operations or logistics, based on your experience during and after the emergency.

Helping return a sense of normalcy and routine can be an important safeguard for youth following the disturbance and potential trauma of an emergency. Programs can implement simple steps to build resilience among their participants and help youth cope with their emotional and physical needs. Some resources to assist programs in doing this work include:

* YPDS’s Post-Emergency Recovery document
* [SAMHSA’s Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event](https://store.samhsa.gov/system/files/sma12-4732.pdf)
* [FEMA and the American Red Cross: “Helping Children Cope with Disaster”](https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness___Disaster_Recovery/General_Preparedness___Recovery/Emotional/Helping_children_cope_with_disaster_-_English.pdf)
* [Save the Children’s “Journey of Hope” and “Shelter from the Storm” programs](https://www.savethechildren.org/us/what-we-do/us-programs/child-protection)
* Mercy Corps’ “[What Happened to MY World?](https://www.mercycorps.org/sites/default/files/file1134070665.pdf)” (natural disaster focus)

Staff may also need additional support coping with their experiences and returning to their duties. Consider convening group meetings, perhaps with relevant experts or resources in attendance, to debrief the events and responses.

* [CDC’s Emergency Responders Tips for Care](https://emergency.cdc.gov/coping/responders.asp)

**My post-emergency plan for staff and participant care:**

**My Emergency Preparedness Plan/program operations review and revision plan:**

## **Additional Resources**

[Health, Safety, and Risk Management](https://hsrm.umn.edu/)

Safety on Campus: <https://safe-campus.umn.edu/>

Public Safety: <https://publicsafety.umn.edu/>

Safe U Notifications: <https://safe-campus.umn.edu/>

1. Adapted from FEMA. (2016). IS-0366.a Planning for the Needs of Children in Disasters. Available from https://emilms.fema.gov/IS0366a/lesson8/PNCD01summary.htm. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)