

# HURRICANE PREPAREDNESS PLAYBOOK

Dr. Cade Brumley, Louisiana State Superintendent of Education



LOUISIANA DEPARTMENT OF  
**EDUCATION**



**AT&T**

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# INTRODUCTION

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Created by Louisiana State Superintendent Dr. Cade Brumley in November 2021, the Protect Louisiana Schools Hurricane Preparedness Commission (PLSHPC) is Louisiana's first statewide commission centered on solidifying our public schools' core infrastructures and creating operational best practices for school systems and leaders during natural disasters.

The PLSHPC brought together experts from the private sector, academia and government to formulate comprehensive recommendations that will modernize Louisiana's education infrastructure and equip school systems with the necessary tools to protect their students, staff and facilities before, during and after a hurricane.

Thank you to the following commission members for contributing their time and knowledge to the creation of this resource:

- Mark Abraham, Louisiana State Senator, District 25
- Ted Beasley, Executive Director of Public Affairs, Louisiana Department of Education
- Kendricks "Ken" Brass, Louisiana State Representative, District 58
- Karl Bruchhaus, Former Superintendent, Calcasieu Parish School Board
- Catherine Cassidey, Principal, Southside High School, Lafayette Parish School System
- Sharon L. Clark, Charter Director, Sophie B. Wright High School
- Tiffany Delcour, Chief Operating Officer, New Schools for New Orleans
- Trey Folse, Assistant Superintendent of System Relations, Louisiana Department of Education
- Dr. Kimberly L. Foster, Dean, School of Science and Engineering, Tulane University
- Dr. Carol J. Friedland, Director, Louisiana State University Agricultural Center
- Spencer Harris, Child Welfare & Attendance Supervisor, Livingston Parish
- Matt Johnson, Chief Strategy Officer, Louisiana Department of Education
- Talé D. Lockett, CEO, Algiers Charter School Association
- Philip Martin, Former Superintendent, Terrebonne Parish School District
- Dr. Elizabeth Matthews, Assistant Professor, College of Engineering & Science, Louisiana Tech University
- Kelli Oertling, Principal, Lakewood Elementary School, St. Charles Parish Public Schools
- Mark Richards, Emergency and Security Studies, Tulane University
- Jen Roberts, CEO, Agenda for Children
- Trevis A. Thompson, School Safety Officer, Governor's Office of Homeland Security & Emergency Preparedness
- Doris Voitier, Superintendent, St. Bernard Parish Public Schools
- Anna Williamson, Chief Program Officer, Agenda For Children

## LOUISIANIANS,

Since 2020, Louisiana citizens have been catastrophically impacted by six hurricanes — two of which were among the strongest in our state’s history. Many coastal schools have been devastated from the repeated barrage of high winds, torrential rain, and flash floods. Along with billions of dollars in damages, these storms also tested, once again, the resilience of our people. Our schools just weren’t built to withstand the frequency and scale of these continued natural disasters.

Despite all of this, Louisiana’s students, teachers, administrators, and parents have shown unwavering resilience in the face of extraordinary adversity. They have done their part — now is the time for us to do ours.

Until now, the Louisiana Department of Education has lacked the type of resources and guidance to protect Louisiana schools. I launched the Protect Louisiana Schools Hurricane Preparedness Commission (PLSHPC) to fix that gross oversight. This is Louisiana’s first statewide commission of its kind. Our mission includes three main goals:

- **EMPOWER** school systems and leaders with the tools to protect their facilities pre- and post-hurricane.
- **FORTIFY** Louisiana’s core educational infrastructures.
- **BUILD** operational best practices for school systems and leaders before, during, and after hurricanes.

This playbook represents best practices and guidance of experts from the private sector, academia, and government. These recommendations will help modernize Louisiana’s education infrastructure and equip school systems with the necessary tools to protect their facilities pre- and post-hurricane.

Thank you everyone who played a role in building this playbook. We look forward to continuing the conversation around school safety in the years ahead.



*Cade Brumley*

**Dr. Cade Brumley**

Louisiana State Superintendent of Education



On behalf of the 3,200 AT&T employees who call Louisiana home, I applaud the tremendous work being done by the Louisiana Department of Education's Hurricane Preparedness Commission. We are proud to support the work that has led to the Hurricane Preparedness Playbook and commend the Commission's focus on the key areas of Preparation, Mitigation, Response, and Recovery.

With the approaching Hurricane Season, our teams have been hard at work, focusing on Preparation and Mitigation, working to enhance our networks and expand access to our services in communities across Louisiana.

That work is critical to improving our wireless network coverage, helping give residents and first responders faster, more reliable wireless service. In addition, we are working aggressively to expand AT&T Fiber – our fastest and most reliable in-home broadband service – into new communities.

In addition, we are working to make our network more resilient to better ensure reliable connectivity in the event of natural disasters.

These efforts reflect our commitment to keeping communities – and the families, students, teachers, and school personnel that call them home – connected.

We have invested in Louisiana communities for more than 140 years. Our employees live and work in communities across the state. We volunteer in classrooms, and we serve on PTAs. We are proud to call Louisiana home, and we are honored to support the work of the Hurricane Preparedness Commission as they continue to strengthen our communities.



A handwritten signature in black ink that reads "David J. Aubrey".

**David J. Aubrey**

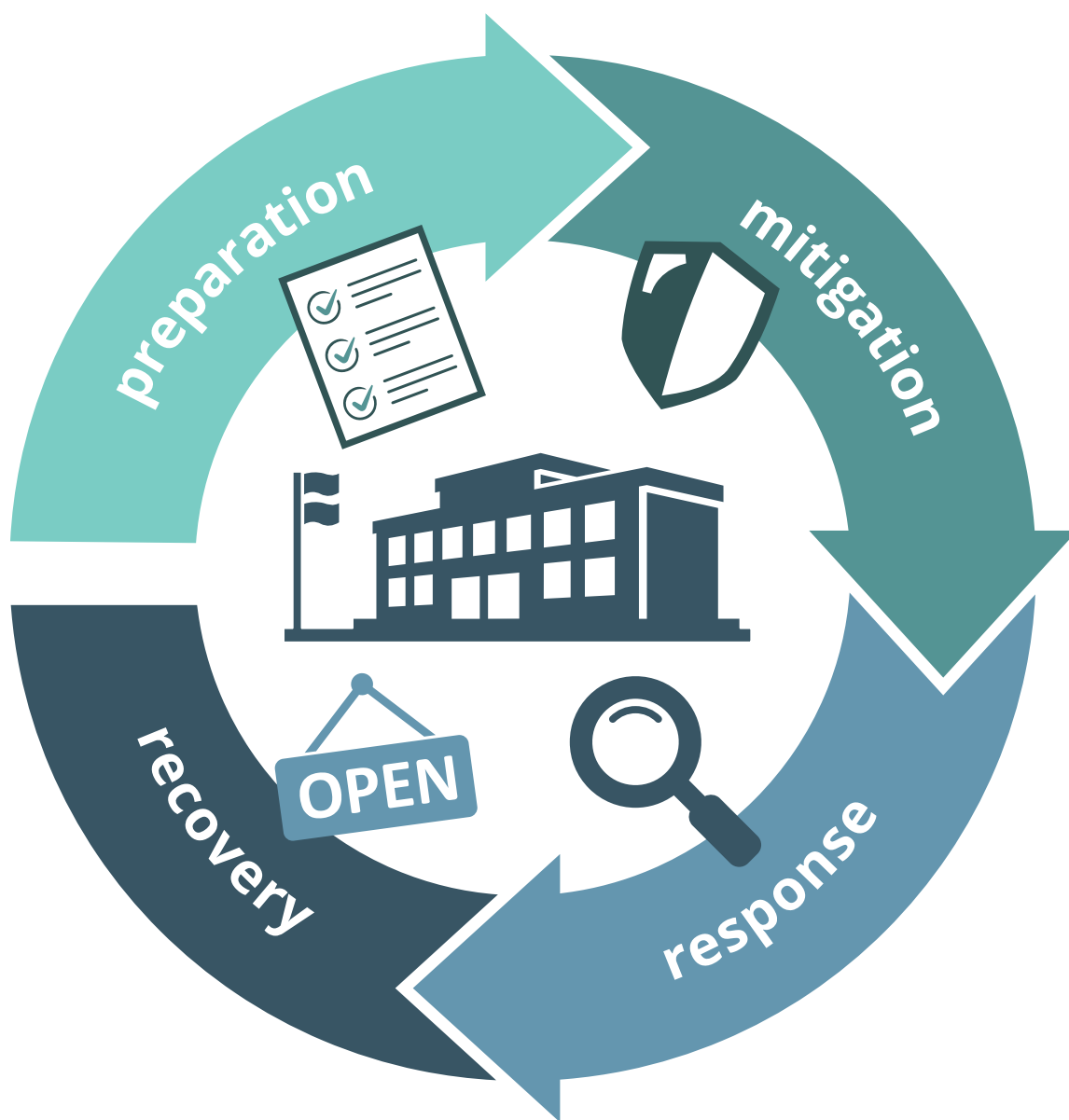
President

AT&T Louisiana

# OVERVIEW

## *How to use this playbook*

The content within this playbook is not intended to override existing plans, but to provide a toolkit of comprehensive recommendations and best practices for Louisiana's education infrastructure. It was developed to equip school system leaders with the necessary tools to protect students, staff, and facilities before, during, and after a storm. While every plan is unique, the overarching approach is the same. When creating your unique hurricane plan, it will require a holistic approach and philosophy of community engagement and asset management.



# PREPARING FOR HURRICANE SEASON



Preparation is key with any hurricane plan, and is critical to ensure your school/facility is as prepared as possible for a potential storm. The below checklist was created to guide you through your preparations well before a storm threatens Louisiana during the off-season (December-May).

## PERSONNEL

It is crucial to identify key personnel who will provide support before, during, and after a hurricane. Those individuals should know who they are and what is expected of them.

Completed	Item
	<b>Identify essential staff</b> Staff considered essential personnel provide the skills needed to recover and reestablish normal business operations after a storm. Not all those serving as essential personnel are required to physically be present to perform their role. These roles may shift based on the severity, timing, and nature of each storm and will vary based on your needs. For sample roles to consider, visit the <a href="#">ICS Resource Center</a> .
	<b>Delegate response teams by facility</b> Your designated facilities or operations staff who will complete the post-storm assessment must have keys and access to all parts of the building unless conditions do not warrant access.
	<b>Collect emergency contact information</b> Capture each employee's potential evacuation plans and emergency contact information. Employees should not leave until the school/facility is officially closed. Share "Get a Game Plan" website with staff, <a href="http://www.getagameplan.org">www.getagameplan.org</a> .

## RELATIONSHIPS AND CONTACTS

While every member of the commission who contributed to the creation of this playbook called upon their unique experiences, every participant stressed the importance of creating relationships with key individuals as being a vital piece to successfully preparing and responding to a hurricane.

Completed	Item
	<p><b>Emergency Operations Center (System leaders)</b></p> <p>Your parish/city emergency operations center (EOC) provides critical communication leading up to, during, and after a hurricane. School system leaders should strive to become a member of their area EOC. If they are not already a member, they should contact their parish emergency management team about joining. Secure a copy of the master contact list of everyone who participates in the EOC including first responders, National Guard, public utilities, transportation, etc. Contact your local parish/city government if you are unsure of this information.</p> <p>Analyze parish/city commitments you have made in the past and determine if you can provide them again. For example, have you offered any schools as a shelter site, and is that location able to be a site again this hurricane season? If you are interested in having your schools serve as shelters, contact your parish emergency management team.</p>
	<p><b>FEMA's Risk Management Supervisor</b></p> <p>FEMA's risk management supervisor is an individual who provides guidance during the recovery process. This person will change year-over-year. If you're not sure who your current contact is, reach out to your area's <a href="#">Office of Homeland Security &amp; Emergency Preparedness</a> director. Be sure to connect with the risk management supervisor during the off-season and make sure they know what your needs are.</p>
	<p><b>Power Company</b></p> <p>Aim to meet with power company representatives every spring to review your facility locations and assign school occupants. Know the power grid and where your school ranks in the restoration plan, determine if your schools/facilities will serve as critical structures for priority restoration, how to stack debris and maintain trees so they don't damage infrastructure. This is a trust-based relationship that you'll need to cultivate because they want assurances that the information they share with you will remain confidential.</p>





Completed	Item
	<p><b>System leaders and Executive Leadership of Charter Organizations</b></p> <p>System leaders and the executive leadership of charter organizations should get to know one another and learn from their past experiences during hurricane season so you can better prepare.</p>
	<p><b>Department of Children and Family Services (Early Childhood Learning Center Directors)</b></p> <p>During hurricane preparation, the Department of Children and Family Services is the manager and primary communicator for early childhood learning centers.</p>
	<p><b>Health Department (Early Childhood Learning Center Directors)</b></p> <p>During hurricane recovery efforts, local health departments will share management of recovery efforts with the Department of Children and Family Services.</p>
	<p><b>Agenda for Children (Early Childhood Learning Center Directors)</b></p> <p>Once the government declares an emergency, this organization, along with other Louisiana Child Care and Resource and Referral (CCR&amp;R) agencies, coordinates emergency responses on behalf of the Department of Education and early childhood learning programs across their eleven parishes in the southeastern region of the state. They also provide respite care for families with young children in evacuation shelters in their region setup by FEMA and other support groups when called upon by the state.</p>
	<p><b>Relief Nonprofits</b></p> <p>Determine who the key recovery and relief nonprofits are in your area and how you could potentially work with them. Some examples include Red Cross and Save the Children.</p>

# CONTRACTS AND VENDORS

Emergency restoration contracts with trustworthy vendors are critical to have in place prior to the start of hurricane season. These vendors should be able to help facilitate recovery starting day one following a hurricane. Determine which types of vendors you or your staff should engage with based on the impacts of past hurricanes. Before engaging with a new vendor, review current contracts to see if an emergency provision can be added and if an agreement already exists at the district level.

Be sure to follow [FEMA's guidelines](#) when securing these agreements to ensure you are eligible for potential reimbursement.


Completed	Item
	<b>Damage/Water Recovery</b> You may experience water damage, mold, condensation, a/c damages. The goal is to control the climate in your buildings as quickly as possible.
	<b>Disaster Grants Management</b>
	<b>HVAC</b> You may experience power loss or a/c damages.
	<b>Debris Removal</b> Anticipate debris needing to be cleaned up around your campus.
	<b>Custodial</b>
	<b>Security</b> Will you be housing recovery assets that need to be protected? Is your campus in danger of attracting trespassers or looters?
	<b>Maintenance</b>
	<b>Communication Infrastructure</b> Past experiences have taught us that communication infrastructure can fail, so have an alternate plan for communication. If you have an emergency only system, be sure to test it in advance of hurricane season so that key stakeholders understand when to expect communication from you.

## PLANS AND DOCUMENTATION

Make sure you have your plans finalized and all the documentation on hand that you may need for recovery and assessment. These documents should be kept secure, easily accessible, and backed-up.

Completed	Item
	<p><b>Timeline</b></p> <p>Creating a timeline for response is a critical part of planning for a potential hurricane threat. Timelines must be flexible since no two hurricanes are alike. Timelines sometimes need to be condensed or stretched based on the storm.</p> <p>Most plans begin about 96-hours prior to landfall. A sample timeline can be found at the end of this playbook.</p>
	<p><b>Disaster Recovery and Business Continuity Plan</b></p> <p>Do you have a plan for maintaining operations of school/system business in the event of a closure? Make sure you have a way to pay your staff, access your server without municipal power, access emergency contact information for all vendors, and communicate with displaced staff, students, and families.</p>
	<p><b>Communication Plan</b></p> <p>In the event of a storm, having pre-crafted communication materials that correspond with your response timeline can be extremely beneficial and save you valuable time. These communications can include sample text messages to families and staff, press releases, emails, social media posts, website language, etc. that can be customized based on each scenario. Determine if these messages need to be translated for your students and families.</p>

Completed	Item
	<p><b>Insurance</b></p> <p>Understand your insurance policies. What does your insurance cover, not cover? Know your maximum deductible and how much cash you need on-hand in case of the worst possible scenario. (Example: Your portfolio is nearly \$1B but you have a max deductible of \$12M.)</p> <p>If you have questions about insurance options, contact the Louisiana Department of Insurance's Office of Consumer Advocacy.</p> <p>Know what types of documentation your insurance company will require for reimbursement. These can include proof of procurement, scope of work and signed contracts for all work provided, list of damages, and corresponding invoices (timesheets, materials used, and specific locations of work).</p> <p>Know who will handle insurance claims and where documents should be sent. Secure documents/policy in a safe place and maintain a list of insurance policy points of contact.</p>
	<p><b>FEMA</b></p> <p>In the event the area is declared a federal disaster, FEMA will reimburse specific aspects of recovery. Know in advance what type of documentation FEMA requires for reimbursement. These could include things like debris removal, emergency protective measures and infrastructure repairs.</p> <p>Know who within your district will handle FEMA reimbursements and where documents should be sent.</p>
	<p><b>Procurement List</b></p> <p>Create a procurement list, outlining the approved items and services that can be purchased/contracted. Check to see if your district has guidelines around procurement protocols.</p>



Completed	Item
	<p><b>Post-Storm Assessment</b></p> <p>Have a plan to assess damages within 24-hours of a storm through a post-storm assessment. This allows you to assess what damages need to be addressed to re-open as quickly as possible and who the best person is to fix the issues (school, district, vendor). This includes grounds, debris removal, major roof or exterior damage, mechanical issues, etc.)</p> <p>Know what your district requirements are for reporting damages after a storm for your needs to be prioritized. If you don't have an assessment tool already, create one during the off-season.</p> <p>At the district level, have a system to rank the importance of the assessment results to provide funding for improvements based on priority needs.</p>
	<p><b>Communication Structure</b></p> <p>Create a communication structure for both your essential and non-essential employees. If you have a school/facility with multiple campuses or locations, consider how you are going to communicate with them as a system.</p>

# FACILITY ASSESSMENT

Completed	Item
	<p><b>Threat Assessment</b></p> <p>Each school/facility should conduct a threat assessment each semester of the entire campus and include it in your documentation. The assessment should be completed by your facilities or maintenance supervisor and should tell you the hurricane rating of each building, its structural integrity, and what level of intervention it might need. On your campus, what needs to be stabilized? If you have butler buildings, how can you secure them? What are some problem areas that you foresee around the campus?</p> <p>Know if you need to submit the assessment information in advance of a storm.</p>
	<p><b>Inventory</b></p> <p>For individual schools/facilities, have an inventory of what is in your building(s). This can include things from band equipment and sports uniforms down to the number of reams of paper. These types of items will not make it to a district-wide inventory list.</p> <p>Do not rely on mitigation personnel to compile a list of things discarded. Each teacher/employee should inventory all contents of their classroom or office. As a suggestion, have employees do this on the last/first days of school via a shared document such as Google Drive and share with administrators. The list can be updated as items are purchased.</p> <p>Curriculum is a major expense. There should be a district-level inventory kept in every school system. Check with your district personnel to ensure they have this and to determine if you need to conduct your own curriculum audit.</p>
	<p><b>Keys</b></p> <p>If you have changed exterior locks within the past year, provide a copy of those keys to whomever might need them. Make sure there are updated sets of keys with appropriate school personnel and at the district level in case one party cannot be reached.</p>
	<p><b>Vehicles</b></p> <p>If you have buses or vehicles, have a plan on how and where to move them in advance of a hurricane.</p>

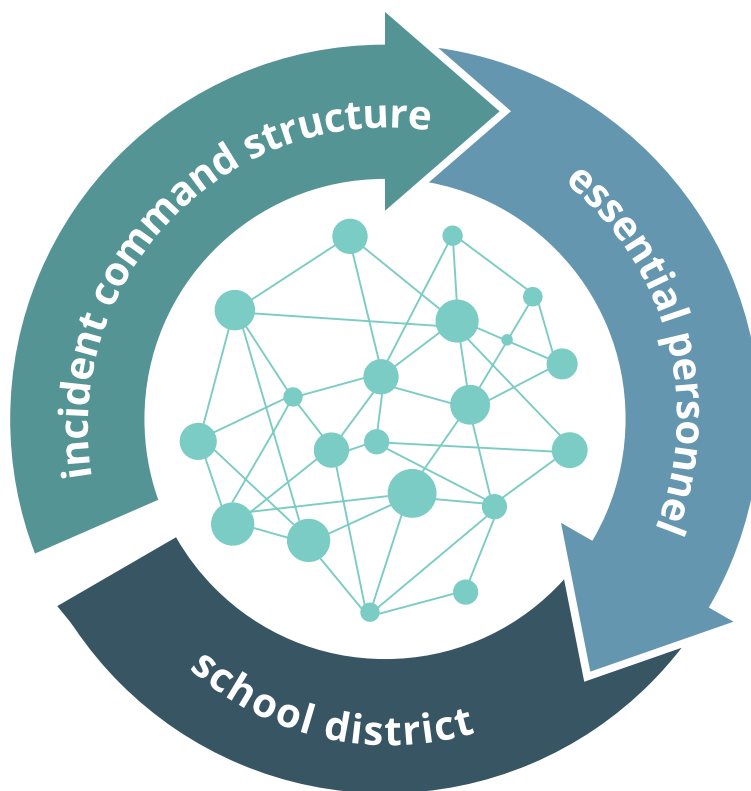
Completed	Item
	<p><b>Food</b></p> <p>If you don't have generators to power freezers and coolers in your cafeteria, have a plan to move perishable food in the event of a power loss. You can move it to a nearby site with a generator or make arrangements with a local food shelter to donate it. Check with the district to see if an agreement for supporting a local food bank already exists before reaching out to a potential partner.</p> <p>In the event of a power outage where you lose food, FEMA will only reimburse you if you have an inventory and can prove steps were taken to limit loss.</p>
	<p><b>Generators</b></p> <p>Check the status of your generators and make necessary repairs. If you own a generator, apply for state certification to help easily repair or replace it for critical facilities. The certification cuts down on the response time to get them fixed or replaced.</p> <p>Know where you're going to place your generators - placement is very important. Avoid putting them on the ground in case of flooding. Roofs or elevated concrete pads are ideal.</p>
	<p><b>Donations and Resources</b></p> <p>Understand your capacity to receive and store resources should you request them during the recovery process. If you don't have the ability to store or receive them, make a plan to house the resources strategically offsite.</p> <p>If you're preparing for an entire district or multiple facilities, ask yourself if you have adequate supplies if faced with catastrophic damage.</p>

# HURRICANE PLAN



A tropical system is considered an active threat once your facility is included in the forecasted cone from the National Weather Service. Your strategy for response will be based on whether or not an evacuation is called.

Once an active threat is declared, communication updates will be released every 8-10 hours. The subsequent communication briefings cycle follows a 3-step process where the incident command structure is briefed, followed by a more refined overview shared with essential personnel and then to the school leaders. The school district will set the tone for what individual schools/facilities are responsible for communicating with families, and what that means for them and your employees.



If/When the school board makes a motion to declare a state of emergency, **system leaders** should request from the board complete, or as complete as possible, authority to make decisions related to the emergency without needing approval. Historically, this has proven to expedite response efforts.

The following timeline is an example, because every scenario must be flexible since no two hurricanes are alike. Sometimes your needs will be condensed or stretched based on the storm. While hours until landfall are included below as a reference point, pay close attention to the response stages as they will guide your unique timeline: immediate action, closure preparations, closure declared and finally, closure.



## IMMEDIATE ACTION (Normally 96-72 hours prior to landfall)

These items can be done before a district closure is announced.

FACILITY	
Person Responsible	Task
	Take time-stamped photos of the roof, exterior and interior for potential insurance claims.
	Perform full load test on building generators.
	Verify storm drains, roof gutters, and catch basins are clear of debris.
	If you have key card access to exterior doors, ensure locking mechanism is functional in the event of a power loss (doors will lock).
	Review data back-up policy and implementation plan.
	Inventory food items and begin to "limit loss."
	Communicate with your contracted vendors for potential needs, review emergency rates and define expectations.
COMMUNICATION	
	<p>Test emergency communication channels. Use this opportunity to let student families and employees know early that you are monitoring the weather. Remind them of the communication and educational platforms you will use in the event school is closed, such as opt-in text notification and Google Classroom. Always end every update with a timeline for when they can expect the next update.</p> <p>Include emergency communication channels in your student handbooks, on the school's website, and in any back-to-school materials or events.</p>
	Check-in with your staff to find out where they will evacuate and confirm emergency contact information on file is accurate.

## ANTICIPATED CLOSURE (Normally 54-48 hours prior to landfall)

These are items that should take place when your school is likely to close while staff are still present.

FACILITY	
Person Responsible	Task
	Secure or move all outdoor items that could become a projectile indoors (large planters, outdoor furniture, trash cans, dumpster lids, loose playground equipment, unwanted items stored outside, etc.).
	Move interior contents away from windows.
	Provide plastic covering for non-moveable items and technology.
	Move items in flood prone areas to safe areas.
	Ensure all windows and roof hatches are locked and secured.
	Elevate all vital and student records if they are on first floor.
	Clean out and unplug all mini-refrigerators.
COMMUNICATION	
	<p>Provide all staff with a storm update, anticipated school announcements, storm preparation actions, post-storm needs, and expectations and next steps. See sample communication from NOLA Public Schools <a href="#">here</a>.</p> <p>Encourage all personnel to take any items of sentimental or monetary value out of the school building.</p>
ADMINISTRATION	
	If feasible, pay your employees before the storm in case of an evacuation.

# DECLARED CLOSURE (48-24 hours prior to landfall)

Once a closure is authorized.

COMMUNICATION	
Person Responsible	Task
	<p>Let employees know it could be weeks before they can get into the building so they should take anything they anticipate needing during that time. Remind them to take any personal items of sentimental or monetary value. Encourage them to video their classrooms/offices prior to leaving, including inside of cabinets and closets.</p> <p>In your last communication before the hurricane, let your employees know what the response looks like so there are no questions. Each person should know their individual roles at this point. Let them know of the anticipated time for the all-clear and how you will communicate once the all-clear is given.</p>
ADMINISTRATIVE	
	<p>Cities or parishes will often provide placards in advance of a hurricane that allow select individuals and companies into the city immediately following the aftermath of a storm. If you issue placards or given permission to create your own, distribute them to appropriate employees so they can move freely throughout the parish once the all-clear is given.</p>

# SECURE AND CLOSE (24 hours until landfall)

Conduct final checks to ensure buildings are secure and closed.

FACILITY	
Person Responsible	Task
	Deploy additional methods of flood protection (sand bags, flood walls, etc.).
	Stage elevator cars on the 2nd floor.
	Remove all trash/waste from facility into the dumpster and ensure the dumpster is secured.
	Conduct a final security check to ensure all doors, windows, roof access points, and gates are locked and secured.
	Arm all security systems.
	Unplug common appliances.
	Verify your designated facilities or operations staff who will complete a post-storm assessment have keys and access to all parts of the building.



# RESPONSE

## IMMEDIATE RESPONSE (24-72 hours post-storm)

Storm response is the immediate action that needs to be taken once the all-clear is given. Document everything during your hurricane response.

Person Responsible	Task
	<p>Within one hour of the all-clear being given, communicate with essential employees on expectations and timeline of post-storm assessment.</p> <p>Do not ask your employees to go out and do things until you can provide them with gasoline. This is implicit in disaster recovery contracts.</p>
	<p>Complete post-storm damage assessment within 24-48 hours after the all-clear is given to identify storm-related damages that require immediate mitigation. This is a thorough walk-through of all parts of your buildings, not a drive by. <i>If a breach has been identified, bring in security personnel as needed.</i></p> <p>Share the post-storm damage assessment with the appropriate personnel and continue to update them as additional damage is found.</p> <p>For charter schools, share the post-storm damage assessment with your authorizer and inquire about next steps.</p> <p>Please be aware that although you completed a post-storm assessment, you will need to do a longer-term assessment for FEMA and GOHSEP purposes.</p>
	<p>Activate your planned communication structure to check on all employees and students.</p>
	<p>Begin immediate mitigation of facilities that sustained damage. Area of biggest need is traditionally climate control.</p> <p>If there is no storm damage but prolonged power loss, FEMA will not reimburse for the cost of climate control, and it is not an eligible insurance expense. However, climate control is critical during long-term power losses.</p>

Person Responsible	Task
	<p><b>Create a reopening plan.</b></p> <p>Not all locations will come back online at the same time. How will you stagger them? Do you need a swing space? Facilities need time to get up and running, and reopening only makes sense if staff and student families can get back. Who needs to approve your reopening plan?</p>
	<p>Be mindful and factual when communicating to staff about the status of the building. A classroom or office that may seem usable may not be when the damage team comes to assess. Give information out on the status of the building once all parties have determined what areas are able to be used.</p>



## RECOVERY (long-term recovery, if needed)

Storm recovery is a period of long-term recovery that follows a major storm. This phase is unique to every storm because every storm brings unique scenarios. Recovery comes in phases based on the severity of the storm and how widespread damages are.

Document everything during your hurricane response and recovery process. **Record keeping can't be stressed enough.**

Scenario	Considerations
<b>Create a reopening plan</b>	<p>Opening in-person as soon as it is safe to do so should always be a top priority. This could mean opening on alternate, flexible schedules or bussing children to different sites that have less or no damage. It could also mean using parts of a school or building that are safe to operate in.</p> <p>Not all locations will come back online at the same time. How will you stagger them? Do you need a swing space? Facilities need time to get up and running, and reopening only makes sense if staff and student families can get back.</p> <p>You will need environmental clearance (air sampling for mold spores) of any facility that sustained prolonged power loss or water damage before anyone can return.</p> <p>Consider academic recovery. What guidance will be given to teachers on pacing instruction for the remainder of the year? How will you be prepared to serve students who trickle back in throughout the year through interventions?</p>
<b>Displaced students</b>	<p>How will you handle losing enrollment if a number of your students are displaced? If other school populations come into your city? How will you prepare students entering into other school systems? How might this relate to your continuous learning plans?</p>
<b>Expenses</b>	<p>Review all expenses for reimbursement potential.</p>

## AFTER ACTION REVIEW

With your essential employees, conduct an after action review of your response. What worked? What didn't? What changes are needed?

# RESOURCES

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## GLOSSARY OF RELATED TERMS

Source	
DHS	Department of Homeland Security
FEMA	Federal Emergency Management Agency
GOHSEP	Governor's Office of Homeland Security and Emergency Preparedness
ICS	Incident Command System
LDH	Louisiana Department of Health
LDI	Louisiana Department of Insurance
NWS	National Weather Services
OHSEP	Office of Homeland Security and Emergency Preparedness



## RESOURCE LIBRARY

Source	
DHS's Hurricane Guide	<a href="https://www.ready.gov/hurricanes">https://www.ready.gov/hurricanes</a>
FEMA's Emergency Management Institute	<a href="https://training.fema.gov/is/courseoverview.aspx?code=IS-324.a&amp;lang=en">https://training.fema.gov/is/courseoverview.aspx?code=IS-324.a&amp;lang=en</a>
FEMA Hazard Mitigation Plan	<a href="https://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning">https://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning</a>
FEMA Hurricane Planning and Response Resources	<a href="https://www.fema.gov/emergency-managers/risk-management/hurricanes">https://www.fema.gov/emergency-managers/risk-management/hurricanes</a>
GOHSEP	<a href="https://getagameplan.org/">https://getagameplan.org/</a> <a href="https://gohsep.la.gov/">https://gohsep.la.gov/</a>
ICS Resource Library	<a href="https://training.fema.gov/emiweb/is/icsresource/">https://training.fema.gov/emiweb/is/icsresource/</a>
LDOE's Emergency Preparedness and Recovery	<a href="https://louisianabelieves.com/resources/about-us/emergency-preparedness-and-recovery">https://louisianabelieves.com/resources/about-us/emergency-preparedness-and-recovery</a>
Louisiana's Center for Safe Schools	<a href="https://lasafeschools.la.gov/">https://lasafeschools.la.gov/</a>
Louisiana Office of Risk Management	<a href="https://www.doa.la.gov/doa/orm/">https://www.doa.la.gov/doa/orm/</a>
NWS School Preparedness Guide	<a href="https://www.weather.gov/grb/schools">https://www.weather.gov/grb/schools</a>

