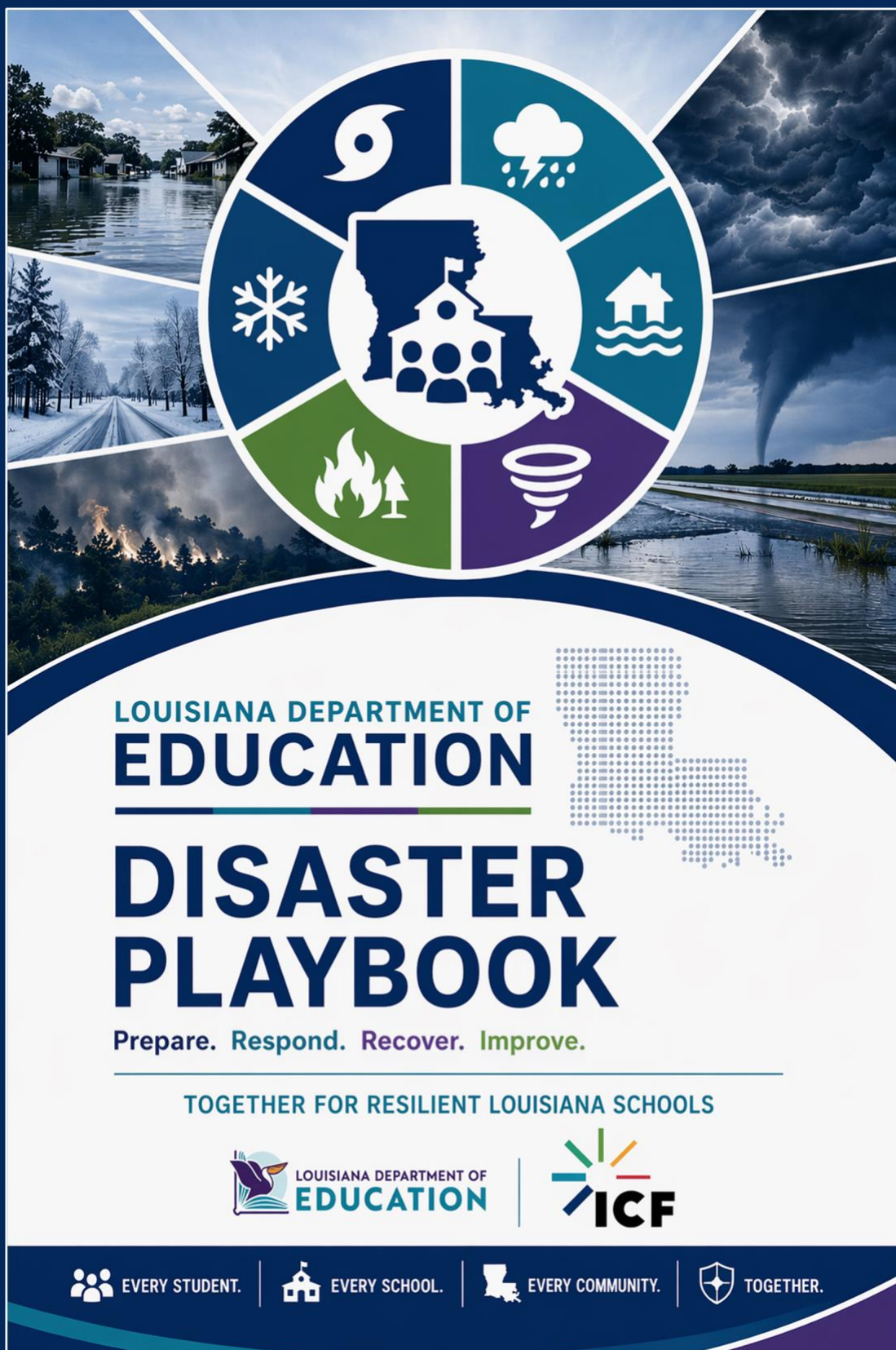




A role-based operational guide for protecting students and staff, restoring instruction, and maintaining financial accountability across all disaster events.

Table of Contents

Executive Summary.....	1
LDOE Playbook Overview.....	2
Purpose	2
Four-Phased Operational Approach	3
Priority Actions for School System Leaders - Before the Next Event	5
Quick Start Readiness Checklists.....	7
LDOE Playbook Overview Summary.....	7
Phase 1 – Preparedness and Governance.....	8
1.1 Overview	8
1.2 Protection of Students.....	10
1.3 Understanding the Role of FEMA Public Assistance	14
1.4 Asset, Inventory, and Data Protection	18
1.5 Pre-Positioned Contracts & Emergency Procurement Readiness.....	20
1.6 Roles and Actions	24
1.7 Preparedness and Governance Summary	25
Phase 2 - Immediate Response and Documentation	26
2.1 Overview	26
2.2 Assessing the Situation.....	29
2.3 Record Keeping and Documentation.....	31
2.4 Communication with Key Stakeholders	34
2.5 Procurement and Financial Management.....	36
2.6 Roles and Actions	39
2.7 Immediate Response and Documentation Summary.....	39
Phase 3 – Recovery, Compliance, & Financial Stewardship.....	40
3.1 Overview	40
3.2 FEMA Public Assistance Recovery	41
3.3 Recovery Priorities at Transition from Response	42
3.4 Compliance and Documentation Standards.....	42
3.5 Role-Based Checklists.....	45

3.6 Roles and Actions	47
3.7 Recovery, Compliance, & Financial Stewardship Summary	48
Phase 4 – Long-Term Resilience & Improvement.....	49
4.1 Overview	49
4.2 Institutionalize Lessons Learned	50
4.3 Invest Strategically Over Time	53
4.4 Roles and Actions	55
References	57
Appendix A: Printable Phase Checklists	60
Appendix B: Printable Section 3.5 Checklists.....	66
Notes	70

Executive Summary

Louisiana school systems operate in a high-risk disaster environment where success depends not only on response, but on how well school systems prepare in advance to protect operations, document impacts, and secure financial recovery. While disasters vary, the operational, financial, and compliance demands placed on school systems are highly consistent. School systems that implement structured, repeatable preparedness practices consistently reopen faster, recover more funding, and withstand audit scrutiny.

This Playbook provides a practical, role-based framework to help school systems translate preparedness into measurable outcomes. It is designed for school systems leadership and operational stakeholders, including superintendents, business managers, facilities and transportation leaders, IT staff, and compliance personnel, and focuses on aligning daily readiness activities with FEMA Public Assistance, insurance recovery, and audit requirements.

Core Principle - Recovery success is determined before the event occurs.

School systems that enter an incident with clear roles, pre-established documentation, and pre-positioned resources are able to act immediately, maintain continuity, and maximize eligible reimbursement.

What This Playbook Enables

- Faster reopening of schools and restoration of instruction
- Maximized FEMA and insurance recovery
- Audit-ready documentation created in real time
- Clear roles, responsibilities, and decision authority
- Consistent execution across all phases of an event

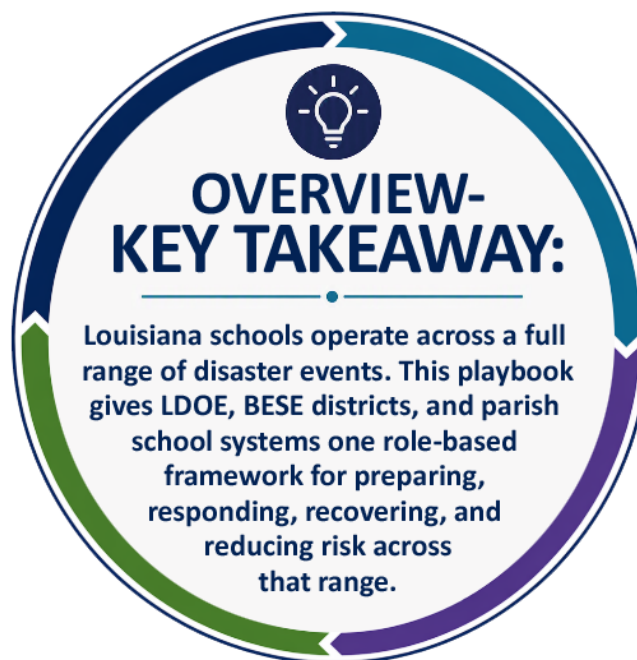
To strengthen readiness before the next event, school systems should prioritize several key actions. This includes **documenting baseline conditions** by maintaining current facility assessments, asset inventories, and photographic records to support future claims. School systems should also clearly **define roles and decision authority** to ensure accountability across operations, finance, and compliance functions. **Standardizing documentation and procurement processes** is essential to aligning actions with FEMA and federal requirements, while **pre-positioning contracts and resources** enables the immediate activation of critical services such as debris removal and emergency response. Finally, **establishing a financial bridge strategy ensures** school systems are prepared to manage the gap between upfront response costs and the receipt of reimbursement, supporting continuity of operations during the recovery period.

By adopting the practices outlined in this Playbook, school system leaders can move from reactive response to proactive readiness, ensuring that every action taken before, during, and after an event contributes to faster recovery, stronger compliance, and long-term resilience.

[↑ Back to Table of Contents](#)

LDOE Playbook Overview

Louisiana schools sit at the intersection of recurring disaster events and a federal recovery system that rewards documentation, governance, and discipline. Hurricanes, tropical storms, riverine and flash flooding, tornadoes, severe convective weather, winter storms, wildfire smoke incidents, infrastructure failures, and public health emergencies have each closed Louisiana campuses within the last decade. This Playbook treats them as one class of operational problems. The actions that protect students and staff before an event, the documentation that supports financial recovery after one, and the governance structures that connect the two are largely the same regardless of which type of event arrives.



As mentioned in the Executive Summary, this Playbook will outline a four-phased approach, with each phase having its own section. Within each section, recommendations are written for the person who will execute and perform the work to ensure the facility is prepared for the event. The Playbook identifies whether the action is a federal compliance obligation or a professional judgment recommendation.

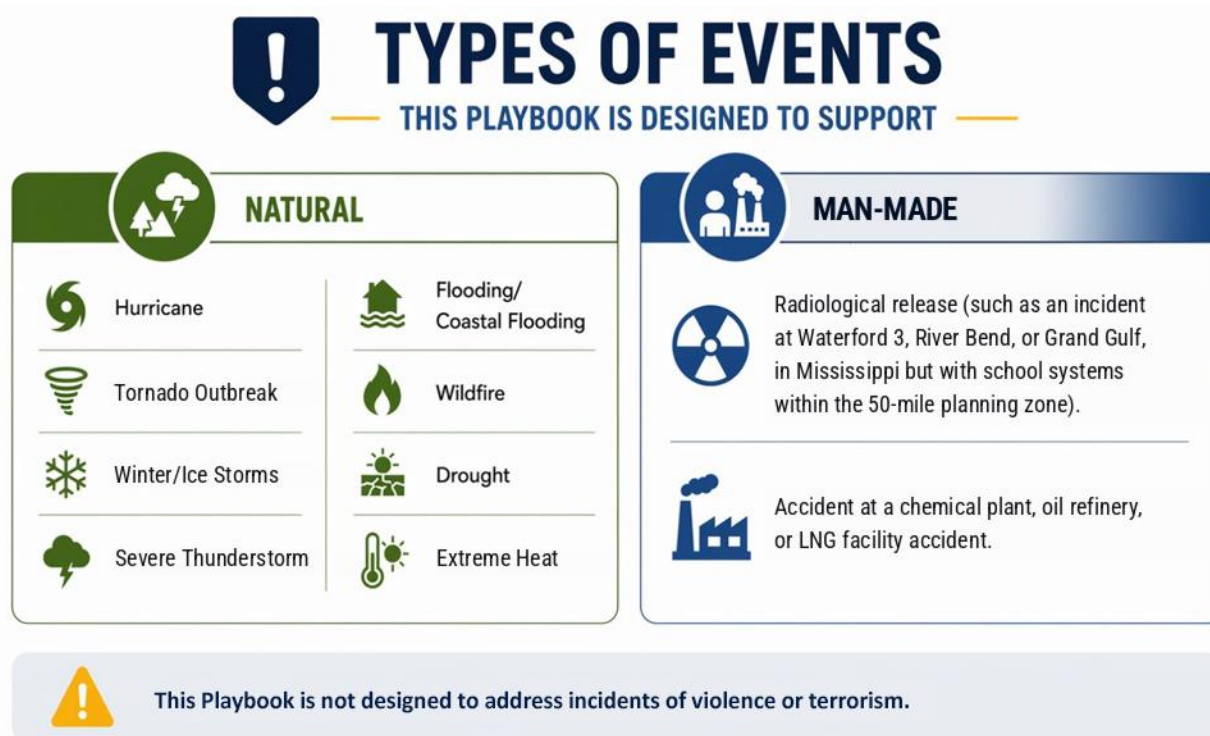
Purpose

Schools are essential community anchors. This Playbook is a practical, role-based guide for protecting students and staff, restoring instruction quickly, and maintaining financial and public accountability when a disaster of any kind disrupts operations. It complements local Emergency Operations Plans (EOPs) and aligns with the five National Preparedness Goal mission areas: prevention, protection, mitigation, response, and recovery.

The Playbook draws on FEMA Public Assistance program guidance, the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) framework, the Department of Energy CESER energy emergency response guidance for states and territories, the Texas Standard Response Protocol and Standard Reunification Method toolkit. It does not replace those documents. It translates them into the day-to-day operational language a Louisiana superintendent, business manager, principal, or facilities director needs during a declared event. [S-001, S-002]

School systems and schools should continue to maintain and regularly update their EOPs consistent with REMS guidance. Use this Playbook as the operational and documentation overlay during disaster conditions. Where this Playbook and a school system's EOP conflict on life-safety procedure, the EOP governs.

This Playbook is intended to support a range of disasters or events referred to throughout the document using terms such as “disaster”, “event”, “incident” and other similar phrases. The types of events are noted in the diagram below.



Four-Phased Operational Approach

To support consistent execution across all phases of an incident, this Playbook is structured around a four-phased operational approach that reflects both the lifecycle of a declared event and the realities of managing federal funding, insurance recovery, and compliance. While each phase has distinct objectives and activities, they are intentionally designed to function as an integrated system.

Actions taken during preparedness directly influence the effectiveness of response, while decisions made during response shape recovery outcomes, funding eligibility, and long-term resilience. This integrated framework ensures that school systems are not only responding to events but doing so in a way that maximizes reimbursement, withstands audit scrutiny, and strengthens future readiness.

The Four-Phase Disaster Preparedness and Recovery Framework

PHASE	FOCUS	KEY ACTIVITIES	OUTCOME / PURPOSE
 Phase 1: Preparedness & Governance	 Establish foundational elements before an event	 Documentation, defined roles, pre-positioned contracts, financial readiness	 Enables rapid, coordinated response when an incident occurs
 Phase 2: Immediate Response & Documentation	 Execute rapid and structured response actions	 Rapid assessment, operational stabilization, and capture real-time documentation	 Supports decision-making and ensures documentation for future reimbursement
 Phase 3: Recovery, Compliance & Financial Stewardship	 Convert response actions into compliant recovery outcomes	 Identify reimbursable costs, maintain audit-ready records aligned with federal and insurance requirements	 Maximizes recovery while ensuring audit readiness and financial accountability
 Phase 4: Long-Term Resilience & Improvement	 Strengthen systems and reduce future risk	 Institutionalize lessons learned, implement mitigation investments	 Builds long-term resilience and reduces vulnerability to future events
 Across All Phases	 Integrated lifecycle approach	 Early actions influence subsequent phases	 Supports successful financial outcomes and accelerate recovery

Five Overarching Principles for Each Phase

The Playbook is grounded in a clear set of guiding principles that ensure school systems are prepared to respond effectively, while maintaining compliance, and safely to declared events. These five principles establish a disciplined framework for decision-making, emphasizing that life safety remains the top priority while reinforcing the importance of defined authority, real-time documentation, and embedded compliance with federal and state requirements. By embedding these practices into daily operations, not just during emergencies, school systems are better positioned to maximize FEMA Public Assistance and insurance recovery, withstand audit scrutiny, and accelerate recovery timelines. Equally important, the Playbook promotes a culture of continuous improvement, ensuring that each event strengthens future preparedness and resilience across Louisiana's education system.

5

PRINCIPLES
THAT GUIDE EVERY DECISION


1

SAFETY FIRST.
 Life safety for students and staff drives every other decision. Where a recommendation in this playbook would conflict with a life-safety decision, the life-safety decision governs.


2

CLEAR WRITTEN AUTHORITY.
 Every school system designates, in writing, who makes which decision during a declared event and to whom that person reports.


3

DOCUMENT AS YOU ACT.
 Federal reimbursement and insurance recovery depend on records created in the moment. Reconstructed documentation is weaker evidence, and FEMA project specialists treat it that way.


4

COMPLIANCE BY DESIGN.
 FEMA Public Assistance, the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), Federal procurement under 2 CFR Part 200, and audit requirements are designed into the daily workflow from the start.


5

LEARN AND IMPROVE.
 Each event produces a hot wash, which is an after-action report held after an event, an after-action report, and at least one mitigation project added to the school system's hazard mitigation plan. Continuous improvement is what makes the next event cheaper.

These principles establish a consistent decision-making framework across all phases and hazard types, reinforcing that strong governance and disciplined execution drive successful outcomes.

While school systems may face a variety of incidents with varying types of damage, the key consideration is the amount of time available for personnel to take action (referred to later in the Playbook as the “forecast window”). It is important to note that although terms are commonly used to describe the onset of disasters, the timeframes associated with each have been tailored for the purposes of the Playbook to help define anticipated forecast windows. While additional incidents may become of concern for the school systems, or timing of notification may vary based on numerous factors, users of the Playbook should use the incident types as a reference point and adapt to any changes in the threat or hazard landscape.

Priority Actions for School System Leaders - Before the Next Event

Preparedness is the single most important determinant of how effectively a school system can respond to an incident, recover costs, and resume operations. School systems that take deliberate action before an event occurs are able to move immediately into structured response, maintain continuity of instruction, and maximize FEMA Public Assistance and insurance recovery. The following priority actions represent the core readiness activities that should be completed prior to the next event.

1. Establish Baseline Documentation

Document pre-event conditions across all facilities, assets, and systems. This includes maintaining current facility assessments, asset inventories, and geolocated photographic records. Baseline documentation establishes the condition of facilities prior to an event and is essential to support causation, reimbursement eligibility, and insurance claims.

2. Define Roles and Decision Authority

Clearly assign roles and responsibilities across operations, finance, facilities, IT, and compliance functions. Decision-making authority should be formally documented and aligned with the school system's incident command structure. School systems that predefine authority and accountability are able to act decisively under time pressure and avoid delays during response.

3. Standardize Documentation and Compliance Practices

Establish a consistent approach to school system-wide documentation that aligns with FEMA Public Assistance and federal compliance requirements. Staff should understand what information must be captured, how it will be recorded, and who is responsible for maintaining it. Documentation should be treated as an operational function, not a post-event administrative activity.

4. Pre-Position Contracts and Critical Resources

Review and maintain pre-positioned contracts for key emergency services such as debris removal, remediation, generator support, and security. Confirm that contracts include required federal provisions and can be activated immediately. Identify critical materials and resources in advance to ensure they are available when needed.

5. Prepare for Immediate Operational Response

Establish procedures for rapid damage assessment, communication, and operational stabilization. Confirm that Emergency Operations Plans (EOP) are current and that staff understand how to execute them. Conduct pre-season briefings to reinforce roles, expectations, and coordination protocols with the Louisiana Department of Education (LDOE), GOHSEP, and school system emergency management.

6. Establish a Financial Bridge Strategy

Develop a plan to manage short-term costs between incident response and reimbursement. This includes identifying available funding sources, approval pathways, and documentation requirements. School systems that plan for this gap are able to maintain operations without delay while awaiting FEMA and insurance reimbursements.

7. Identify and Address Preparedness Gaps

Use prior event experience, stakeholder input, and readiness assessments to identify gaps in readiness. School systems should prioritize closing gaps in documentation, procurement readiness, financial capacity, and staff awareness. Preparedness should be treated as a continuous, repeatable process rather than a one-time activity.

School systems that complete these actions before an event are positioned to respond faster, document more effectively, and recover a greater share of eligible costs while maintaining continuity of operations and protecting the communities they serve.

Quick Start Readiness Checklists

Effective preparedness depends on a school system's ability to translate planning into consistent, repeatable actions. The checklists provided in Appendices A and B of this Playbook provide a concise, leadership-level tool to confirm readiness before the next event. They are designed to support pre-season planning, leadership briefings, and forecast-driven activation to ensure that the critical elements of governance, documentation, operations, and financial readiness are in place. **School systems that can confidently check all items listed are prepared to:**

- **Respond quickly and decisively**
- **Maintain continuity of operations**
- **Produce audit-ready documentation**
- **Maximize FEMA and insurance recovery**

LDOE Playbook Overview Summary

This Overview Summary defines the operating environment, introduces the four-phase framework, and highlights the principles that drive disaster readiness and recovery. As illustrated in the Four-Phase Disaster Preparedness and Recovery Framework, the Playbook now moves from framework to action through a four-phased lifecycle:

- **Phase 1 – Preparedness and Governance**
- **Phase 2 – Immediate Response and Documentation**
- **Phase 3 – Recovery, Compliance, & Financial Stewardship**
- **Phase 4 – Long-Term Resilience & Improvement.**

Each phase builds on the last, creating a continuous cycle in which advance planning supports effective response, disciplined recovery, and improvements that strengthen readiness for the next event.

[↑ Back to Table of Contents](#)

Phase 1 – Preparedness and Governance

1.1 Overview

Preparedness is the force multiplier that determines how effectively a school system can execute response and recovery. School systems that invest in clear pre-event decisions, standardized tools, and documented processes are able to shift immediately from reactive operations to structured response, focusing their early efforts on damage assessment, life-safety stabilization, and continuity of instruction rather than administrative catch-up.

Establishing key deliverables in advance, such as pre-event condition documentation, asset inventories, procurement protocols, and pre-positioned contracts, ensures that critical actions taken in the first 24 to 72 hours are fully eligible for FEMA Public Assistance and aligned with insurance recovery requirements. This level of readiness not only accelerates recovery timelines but also reduces the risk of disallowed costs, audit findings, or delayed reimbursements. Preparedness transforms the initial days following an incident into a period of controlled, well-documented execution, positioning school systems to maximize funding recovery while maintaining operational continuity and protecting the communities they serve. [S-001, S-002]

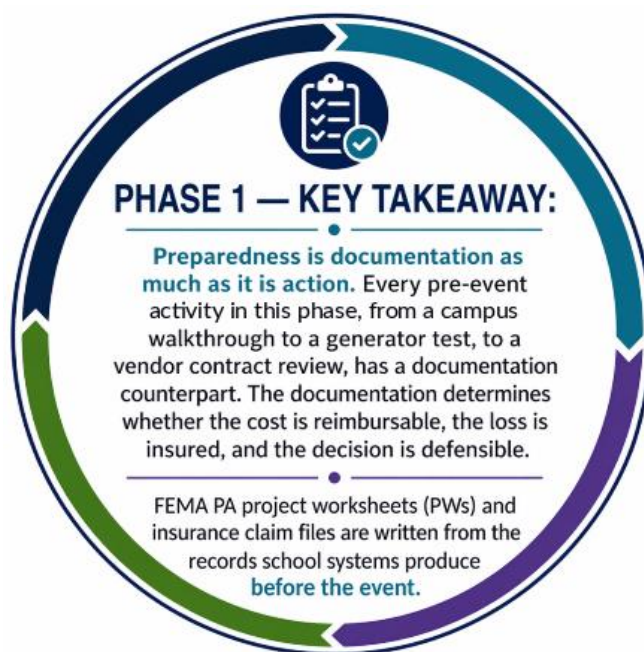


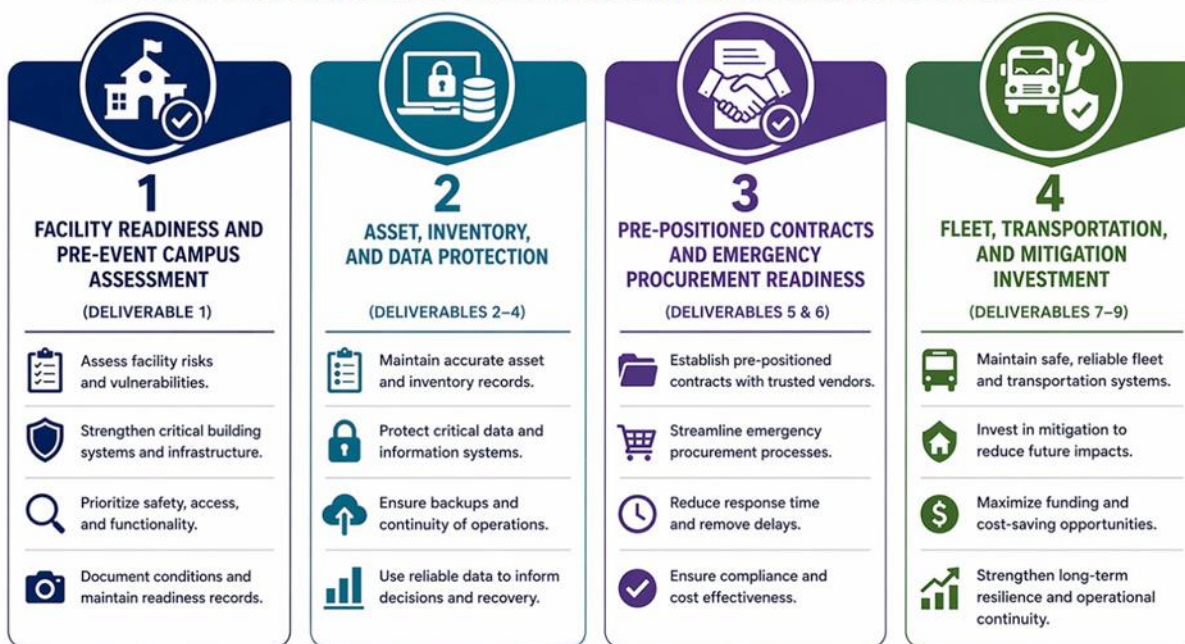
Figure 1: Phase 1-Preparedness and Governance

Pillars and Key Deliverables for Preparedness

The Four Pillars of Preparedness provide the organizing framework for a school system's readiness aligning governance, operations, documentation, and financial stewardship before an event occurs.

FOUR PILLARS OF PREPAREDNESS

These deliverables align with the four pillars that carry the operational work of preparedness.



Within this framework, the nine key deliverables translate preparedness into practical, measurable outputs that school systems can establish, maintain, and activate when needed. Together, the pillars and deliverables help protect students and staff, sustain essential operations, support timely and well-documented response actions, and strengthen eligibility for FEMA Public Assistance, insurance recovery, and audit-ready closeout.



9 KEY DELIVERABLES FOR SCHOOL SYSTEMS

These nine key deliverables enable school systems to spend the first days following an incident documenting damage rather than rebuilding records and activating vendor contracts rather than negotiating them.



Having these deliverables in place before an incident improves response time, strengthens documentation, and maximizes eligibility for FEMA Public Assistance and mitigation funding.

1.2 Protection of Students

Every decision made before, during, and after an emergency must begin with one priority: the safety and well-being of students. Louisiana's schools serve as centers of learning, stability, and community support, and during times of crisis, they play a critical role in protecting children, supporting families, and maintaining continuity of education.

Louisiana school systems face a wide range of hazards, including hurricanes, flooding, severe weather, tornadoes, infrastructure failures, public health emergencies, and other disruptive events. While the nature of these incidents may differ, the responsibility remains the same—to safeguard students and staff, establish clear lines of communication, make informed decisions, and restore safe learning environments as quickly as possible. This student-centered approach reflects the core purpose of the Disaster Playbook. The Playbook is designed as a practical guide to help school systems prepare for emergencies, respond effectively when incidents occur, recover operations and instructional services, and strengthen resilience for the future. The emphasis on protecting students and staff aligns with the Playbook's purpose as a role-based operational guide for protecting students and staff, restoring instruction, and maintaining accountability during disaster events.

This Playbook does not replace school system EOP's, crisis response procedures, or life-safety protocols. Rather, it serves as an operational companion that translates emergency management principles into actionable guidance for superintendents, principals, business officials, facilities leaders, transportation personnel, technology staff, and other key

stakeholders. Where life-safety procedures are concerned, established EOPs and emergency response protocols always govern.

Throughout this Playbook, school systems are encouraged to adopt five foundational principles:

- Safety first
- Clear written authority
- Document as you act
- Compliance by design
- Learn and improve

By placing student safety at the center of preparedness, response, recovery, and resilience activities, Louisiana schools can better protect lives, maintain public trust, and ensure that learning continues even in the face of adversity. This Playbook provides the framework, tools, and practical guidance necessary to help school systems achieve those goals.

The LDOE and the Louisiana Center for Safe Schools provide guidance and technical assistance on emergency preparedness and response.

Critical Transportation Needs

It is important to know that the LDOE and the Louisiana Department of Transportation have an interagency agreement to secure available school buses for in-school and out-of-school use in the event of an emergency evacuation. Before providing buses or other resources externally, school systems first assess and meet local school system needs to ensure student safety, continuity of operations, and required transportation capacity needs are covered. More information on how school systems can use this valuable resource can be found on the LDOE Transportation resource page: <https://doe.louisiana.gov/school-system-leaders/school-policies/transportation>

Louisiana Regulations that Require Safety Initiatives by School Systems

The safety and well-being of students is the highest priority. Every school and school system has a responsibility to provide a safe, secure, and supportive learning environment that protects students, staff, and visitors before, during, and after an emergency. Louisiana schools face a wide range of hazards, including severe weather, hurricanes, flooding, public health incidents, acts of violence, infrastructure failures, and other emergencies that can disrupt operations and place lives at risk. As a result, preparedness is not simply a compliance requirement, it is a fundamental obligation that supports student safety, educational continuity, and community resilience. This Playbook is designed to help school leaders translate state requirements and emergency management best practices into practical actions that strengthen readiness, improve response capabilities, and support recovery. Grounded in Louisiana school safety regulations, emergency preparedness standards, and an all-hazards approach to planning, the Playbook provides school systems and schools with a framework for protecting students, coordinating with first responders, maintaining operational continuity, and fostering a culture of continuous improvement. By placing student safety at the center of every preparedness, response, and

recovery activity, Louisiana schools can better safeguard lives while ensuring that teaching and learning continue under even the most challenging circumstances.

Below is a **Louisiana School Safety & Preparedness Compliance Checklist** aligned to **R.S. 17:416.16, BESE *Bulletin* 741 (LAC §339), and the 2023 School Safety Act.**

Louisiana School Safety & Preparedness Compliance Checklist

1. Governance & Planning

Requirement	Compliance	Evidence	Citation
Develop a Crisis Management & Response Plan (CMRP) for each school	☐	Approved plan document	R.S. 17:416.16
Plan uses all-hazards approach (natural + man-made incidents)	☐	Plan sections	[bese.louisiana.gov]
Develop plan with law enforcement, fire, and emergency officials	☐	MOUs / meeting records	[legis.la.gov]
Define within the plan the roles/responsibilities for staff and responders	☐	Organizational charts / annexes	[legis.la.gov]
Include coordination agreements and security measures within the plan	☐	Appendices / agreements	[legis.la.gov]

2. Threat Assessment & Governance Structure

Requirement	Compliance	Evidence	Citation
Establish School System Threat Assessment Team	☐	Team roster	[legis.la.gov]
Team includes required members (superintendent, principals, SRO, mental health, etc.)	☐	Charter / bylaws	[legis.la.gov]
Threat Assessment Team is consulted in plan development/revision	☐	Meeting minutes	[bese.louisiana.gov]
Designate emergency Preparedness Point of Contact	☐	Assignment memo	[legis.la.gov]

3. Plan Approval, Review & Submission

Requirement	Compliance	Evidence	Citation
Submit plan to local superintendent annually	☐	Submission records	[doe.louisiana.gov]
Submit plan to LDOE / Center for Safe Schools	☐	Submission confirmation	[bese.louisiana.gov]
Review and update the plan at least annually	☐	Version control logs	[doe.louisiana.gov]
Superintendent reports status annually to governing authority	☐	Board report	[doe.louisiana.gov]

4. Training, Drills & Exercises

Requirement	Compliance	Evidence	Citation
Conduct a safety drill within first 30 days of school year	☐	Drill logs	[bese.louisiana.gov]
Conduct additional drills (including transition/high-traffic periods)	☐	Drill schedule	[legis.la.gov]
Complete the drill's after-action reports within 7 days	☐	AAR reports	[bese.louisiana.gov]
Train staff on crisis plan procedures	☐	Training records	[legis.la.gov]
Include active shooter scenario training	☐	Training curriculum	[legis.la.gov]

5. Emergency Procedures & Operations

Requirement	Compliance	Evidence	Citation
Establish evacuation procedures (fire, weather, bomb threats)	☐	SOPs	[bese.louisiana.gov]
Define lockdown / shelter-in-place procedures	☐	SOPs	[bese.louisiana.gov]
Establish emergency communications protocols	☐	Communication plan	[bese.louisiana.gov]
Finalize the procedures for school closure and dismissal in emergencies	☐	School system policy	[bese.louisiana.gov]
Define delegation of authority during emergencies	☐	Continuity plan	[bese.louisiana.gov]

6. Medical & Trauma Preparedness

Requirement	Compliance	Evidence	Citation
Confirm bleeding control kits available in schools	☐	Inventory logs	[legis.la.gov]
Designate staff and train in trauma/bleeding response	☐	Training records	[legis.la.gov]
Include emergency medical response procedures in the plan	☐	Plan annex	[legis.la.gov]

7. Emergency Communication & Technology

Requirement	Compliance	Evidence	Citation
Implement or plan emergency notification/panic alert system	☐	System documentation	[doe.louisiana.gov]
Establish coordination with 911 and first responders	☐	MOUs / test results	[doe.louisiana.gov]
Test communication protocols during drills	☐	Drill evaluations	[bese.louisiana.gov]

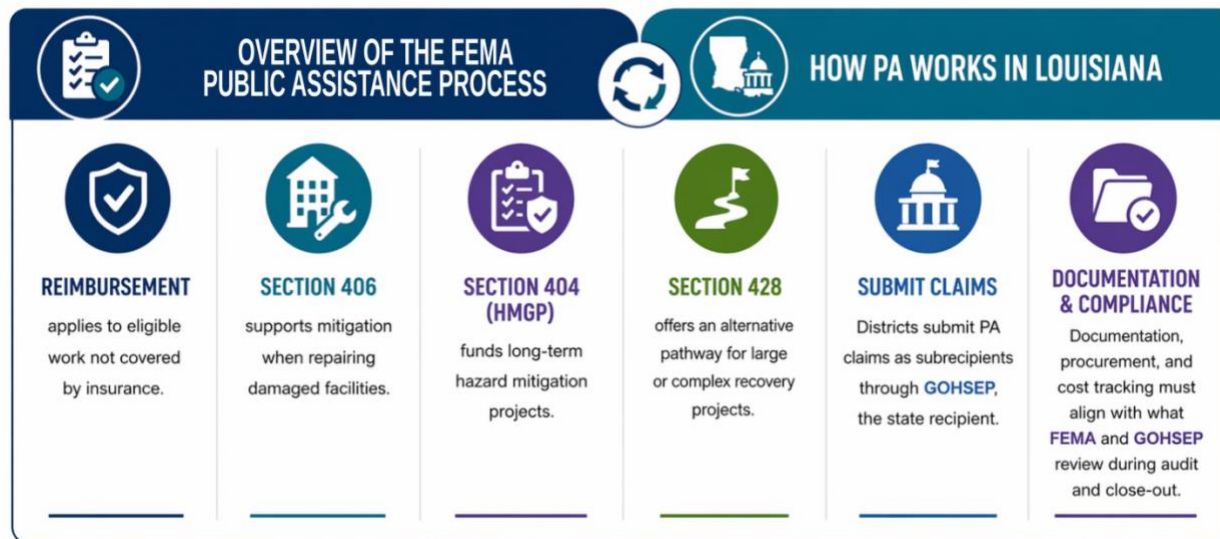
8. LDOE Alignment & Continuous Improvement

Requirement	Compliance	Evidence	Citation
Ensure Emergency Operations Plan aligns with REMS framework	☐	Plan mapping	[doe.louisiana.gov]
LEA maintains Emergency Preparedness Point of Contact	☐	LDOE designation	[doe.louisiana.gov]
Participate in state/federal training or TA programs	☐	Certificates / attendance logs	[doe.louisiana.gov]
Implement best practices (hurricane, hazard-specific planning)	☐	Playbooks / annexes	[doe.louisiana.gov]

1.3 Understanding the Role of FEMA Public Assistance

What School Systems Need to Know and Do

The FEMA Public Assistance (PA) Program is the primary funding source for disaster-related costs that exceed local resources and insurance coverage.



School systems should treat PA as a reimbursement program that requires **pre-planned documentation, compliant procurement, and disciplined record keeping** to access funding successfully.

What This Means for Preparedness

School systems should establish documentation, procurement, and recordkeeping practices before an event occurs, as these directly determine reimbursement eligibility and recovery outcomes. Documentation and recordkeeping practices examples include but are not limited to asset and inventory record with prior federal funding flags, movable asset-safeguard plan, and movable-asset safeguard plan.

Where to Find More Detail

- **Phase 3 – Recovery, Compliance, & Financial Stewardship**
- **Phase 4 – Long-Term Resilience & Improvement**

Why This Matters

Facilities drive the majority of recovery costs. Pre-event documentation determines FEMA eligibility, reduces disputes, and accelerates reimbursement.

School systems that enter an event with clear, time-stamped facility records recover more funding, reduce disputes over causation, and accelerate the speed of damage assessment and reimbursement.

Facility Readiness – Recommendations for School Systems

1. Conduct **annual pre-event campus assessments**
2. Capture geolocated, time-stamped photos
3. Maintain **facility condition records** for all buildings, systems, and critical infrastructure

4. Store documentation in **secure, redundant locations** (cloud + backup)
5. Ensure records are **accessible within the first 24 hours** after an event
6. Refresh documentation **quarterly and after major weather events**

 **REQUIRED OUTPUTS**



Completed facility assessments for each campus



Geolocated, time-stamped photo library



Centralized, cloud-accessible document repository



Standardized facility condition record aligned to FEMA

Pre-Event Campus Assessment Standard and Cadence

A pre-event campus assessment serves as the official record of each facility's condition before an incident. School systems should create and maintain complete, signed, dated, timestamped, and geolocated photographic records in a secure, resilient storage location that remains accessible after an event. These records establish baseline conditions for FEMA Public Assistance and insurance claims, support Section 406 mitigation eligibility, and provide damage assessment teams with a reliable reference during the first 24–48 hours after the all-clear.

 **COMMON FAILURE POINTS**

	Assessments are completed but not accessible after an event
	Photos lack timestamps or geolocation reducing evidentiary value
	Documentation is stored locally and lost or inaccessible after an event
	Staff are unaware of where records are located or how to use them

To maintain a current and defensible baseline, school systems should follow the assessment cadence and documentation practices below:

- **Complete a full assessment annually** before the primary hazard season and perform **quarterly updates** to keep documentation current
- Re-execute the assessment after **named storms or other significant weather events** that may affect facility conditions

- Align assessment timing with **local hazard profiles**, such as hurricane season for coastal school systems and prevailing storm patterns for inland school systems
- Use the resulting baseline to reduce disputes over pre-existing damage, accelerate damage validation and reimbursement, and maximize recovery for roof, building-envelope, and HVAC claims

PRE-EVENT CAMPUS ASSESSMENT: WHAT TO DOCUMENT AND WHERE TO STORE		
ASSESSMENT ELEMENT	REQUIRED DETAIL	STORAGE
 EXTERIOR ENVELOPE PHOTOS	Roof, gutters, scuppers, exterior walls, windows, doors, soffits, and any visible damage or wear, with timestamps and GPS metadata enabled	 Cloud, geographically diverse
 INTERIOR CONDITION PHOTOS	Each occupied room, mechanical and electrical rooms, kitchens, server rooms, and storage areas	 Cloud, geographically diverse
 BUILDING SYSTEMS STATUS	Most recent inspection date and condition for HVAC, fire alarm, electrical, plumbing, generator, and elevator systems	 Cloud and EOP binder
 SITE WALKTHROUGH NOTES	Drainage, grading, vegetation overhang, loose exterior items, fence condition, and active construction or repair work	 Cloud and EOP binder
 SIGNED COVER MEMO	Superintendent or facilities director attestation that the assessment was completed on the date listed and reflects current conditions	 Cloud and physical signed copy

Short-Notice Events (2-3 Days Warning)

For hazards with limited warning (e.g., tornadoes, ice storms, severe weather):

- Rely on annual assessments and quarterly updates as the primary baseline
- Do not depend on last-minute walkthroughs
- Pre-stage protective measures (e.g., water intrusion protection) in advance

Address the Most Vulnerable Systems First

Four categories of vulnerability consistently emerge as priorities for school systems:

- Electrical
- Climate control and HVAC
- Water and plumbing
- Structural integrity

Pre-event preparation should reflect which systems are the most critical and are identified as most vulnerable. Such steps may include:

- Verify generator fuel and runtime capacity
- Confirm transfer switch operation, and stage portable generators where structural risk is highest
- Inspect and protect HVAC condensate drains, roof units, and fresh air intakes
- Staff or instrument water shutoff locations, sump pumps, and known low-point drainage
- Photograph roof condition, soffit attachment, and exterior door integrity, and reinforce where the forecast indicates

Stage Water Intrusion Protection Before the Forecast Window Closes

Water intrusion is the most frequent and most expensive non-structural damage Louisiana schools sustain. The forecast window is the only opportunity to install the protective measures that prevent or reduce the impact of water intrusion. It is critical that trigger points are established to determine what conditions warrant implementing protective measures, tailoring thresholds to the different types of incidents (e.g., heavy rainfall, coastal flooding).

A pre-event water intrusion kit should include the following, at minimum:

- Sandbags or flood barriers sized for primary entry points
- Plastic sheeting and tarps
- Roofing tarps with wood planks, fasteners, and weights for securing
- Sump pumps with an adequate power source and a hose with discharge accessories
- Squeegees and water extraction equipment

School systems in coastal areas should add door dam systems for buildings with known low entry points and consider standing orders with vendors for sand delivery within the forecast window.

1.4 Asset, Inventory, and Data Protection

A school system's protected assets include movable equipment, instructional materials, technology, and the data on which payroll, instruction, and reimbursement depend. Assets are organized into classes, with each asset class having a different protection profile. School systems that treat all assets uniformly tend to lose the highest-value items first.

Maintain a Current Asset and Inventory Record

A current asset and inventory record (referred to as an asset record) drives both insurance recovery and for FEMA Section 428 alternative procedures eligibility. FEMA Section 428 allows eligible permanent work to be funded on a fixed-cost basis using an agreed, FEMA-approved cost estimate. This cost estimate is developed through the FEMA, recipient, and subrecipient process and allows school systems to move faster on rebuilds and retain savings against the estimate. Eligibility of work depends on a current asset record, documented project scoping, and an approved cost estimate at the time of declaration. Following a federally declared disaster

the asset record is the document most frequently requested under time pressure, and it is most frequently submitted incomplete. [S-002]

Each facility's asset record should capture the following: asset type, identifier, age, replacement value, location, and any prior federal funding source, paired with current interior and exterior building photographs. These records should be refreshed at the same cadence as the facility assessment.

Plan to Safeguard Movable Assets

A forecast event (e.g., hurricane) gives school systems a measurable window to relocate or harden movable assets. The plan that determines what moves, to where, and by whom should be developed in advance of an event.

A movable-asset plan should specify the priority order for relocation, the destinations, the staff responsible at each campus, and the deadline by which relocation must be complete relative to the forecast window. Priority categories typically include:

— DOCUMENT AND PROTECT WHAT MATTERS —



Records and equipment that support students with disabilities and English learners warrant first priority because their replacement is slow, costly, and in some cases legally consequential under IDEA and Title III.

Confirm the plan is current and known to the staff who will execute it, and route it into the school system's incident command structure so it activates in the same workflow as facility protection.

Document Fleet and Transportation Protection

A fleet protection plan should name the following high-ground or hardened relocation sites, the staff responsible for executing relocation, the timeline relative to forecast, procedure for fueling vehicles before and after relocation, procedure for special-needs transportation equipment, the post-event sequence for return to service, all insurance documents need to be current and stored both in the vehicle and electronically. In addition, if the bus is privately owned but contracted through the individual, special conditions need to be agreed upon before an event is declared to ensure adequate transportation and assets are removed from forecasted danger. Special-needs transportation vehicles and wheelchair lifts warrant a documented protection protocol in their own right; their replacement timeline is longer than standard buses, and post-event service to students with disabilities depends on them.

Protect Critical Data with Cloud-Based Redundancy

Critical data is the asset class most consequential to recovery operations. Payroll, student information, financial systems, and learning management platforms all require operating data within hours of an event.

School systems should adopt a written data protection standard reviewed annually and verified through periodic restore tests. The plan should name which systems are cloud-based, which on-premises systems back up where, the recovery time and recovery point objectives, and the staff member responsible for each system.

SCALED TO SCHOOL SYSTEM SIZE



Smaller parishes with limited interior storage should designate a single hardened or higher-ground area per campus and route classroom-level materials there on a shared timeline rather than building campus-by-campus protocols.

1.5 Pre-Positioned Contracts & Emergency Procurement Readiness

Pre-positioned contracts allow school systems to mobilize debris removal, restoration, security, and related services within hours of an event without violating federal procurement standards. They are the most consequential procurement action a school system takes on blue-sky days. Effective practice is for each school system to keep the pre-positioned contracts described above current and in place at all times, so that the school system is ready for both forecast and no-notice events and can avoid delays in response and recovery.

 EMERGENCY PROCUREMENT IS APPROPRIATE WHEN:	 COMPLIANCE CONSIDERATIONS: EVEN UNDER EMERGENCY CONDITIONS, DISTRICTS MUST:
 Immediate action is required and competitive procurement would delay response	 Document the justification for why competitive procurement was not feasible
 There is a threat to life, public health, safety, or property	 Demonstrate cost reasonableness and prudent vendor selection
 The situation represents a public exigency or emergency that cannot tolerate normal procurement timelines	 Seek competition to the extent practicable and limit the duration of noncompetitive contracts
 Pre-positioned contracts or existing agreements do not cover immediate need	 Failure to properly document emergency procurement actions can result in audit findings or loss of FEMA reimbursement, even when the work itself is eligible.

Confirm Pre-Positioned Contracts Across the Required Service Categories

Prior to the anticipated timing of potential events (e.g., prior to hurricane season), the school system should review all existing pre-positioned contracts against the set of categories that may be necessary to stabilize operations and begin recovery immediately post-incident. This allows an understanding of what contracts exist and can be utilized in an emergency situation, as well as taking action on filling any identified gaps. [S-008]

While school systems may have contracts pre-positioned, it is critical to conduct a thorough review in advance to understand various details that may impact the ability of the school system to quickly recover and submit for cost reimbursement such as required authorizations to activate, inclusion of applicable federal clauses and signatures by all involved parties, what services or supplies may or may not be covered during an emergency (versus steady-state), documentation requirements to support reimbursement efforts, or response and mobilization timelines. [S-008]

A school system with a debris contract and no remediation, generator, or security contract is one event away from emergency-procurement decisions made under duress, with elevated FEMA Public Assistance and 2 Code of Federal Regulations (CFR) Part 200 risk.

Strengthen Vendor Contracts with Emergency-Specific Provisions

A pre-positioned contract only protects a school system if the terms anticipate the conditions under which it will be used. Many school systems maintain vendor contracts that perform well in routine operations but break down under severe weather or significant event conditions.

A school system's contract template for emergency-eligible services should include, at minimum:

- Activation triggers a school system executive can invoke without board action
- Response time commitments by service category
- Federal cost principles compliance language tied to 2 CFR Part 200
- Documentation the vendor must provide for federal reimbursement
- Insurance and bonding requirements
- Termination and demobilization terms

Establishing a pre-position contract template that complies with federal contracting provisions provides the school system with a baseline model that can be tailored as needed, ensuring consistency across contracts and setting standard expectations of what will occur when the contract is activated. [S-006] [S-008]

Confirm Procurement Readiness for Conditions That Move Faster Than Routine Procurement

Even with pre-positioned contracts, school systems will purchase goods and services during an event under conditions that compress normal procurement cycles. The documentation that supports those procurements determines whether the costs are reimbursable.

Prior to an incident, it is important that key measures are taken to enable procurement of needed materials during and after an incident, including taking steps to increase the potential for costs to be reimbursed:

- A written emergency procurement policy specifying thresholds
- Clearly defined required documentation along with post-event ratification procedures
- Maintained vendor list with primary and alternate contacts for each service category
- Written justification template that procurement staff can complete in the moment to satisfy 2 CFR Part 200 noncompetitive procurement requirements

Establishing these procedures and policies prior to an incident better supports a school system's ability to source needed materials and best prepare for requesting financial reimbursement.

Confirm Short-Term Financial Capacity Before the Event

The school system's ability to absorb short-term costs before insurance and FEMA reimbursement arrive have cascading impacts on mitigation and recovery decisions. The bridge

between incurred expenses financed against reimbursement and receipt of reimbursed funds typically spans 60 to 180 days for initial response costs and can extend for twelve months or more for permanent work.

A written short-term cash flow plan for both scenarios (initial response costs and permanent work) should name funding sources, the approval pathway for each, costs that may be covered for each source, and the documentation required at the time of draw.

A short-term financial bridge plan should identify the full set of liquidity sources the school system can draw on before reimbursement arrives. These typically include:

- Unrestricted fund balance and board-designated reserves
- An existing line of credit with a commercial bank or state pool
- A tax anticipation note or revenue anticipation note available under Louisiana law
- Short-term borrowing through the Louisiana State Bond Commission
- School system-level emergency cash flow facility

Each source has a different approval pathway and a different time-to-cash; the plan should document both. The bus fleet is among a school system's most concentrated capital assets and is functionally irreplaceable on a short timeline. Mitigation investment is the long-arc preparedness work that lowers the cost of every future event. Both involve capital decisions made before an event, and both depend on documentation that determines recovery.

The plan should also specify which costs each source can fund. Response-window emergency procurement, payroll continuity, debris removal mobilization, and temporary facility costs draw from different sources than permanent rebuild work financed against PA reimbursement. Documenting the source-to-cost mapping pre-event closes a question that otherwise stalls expenditures in the first week.

Phase 3 of this Playbook covers FEMA Public Assistance reimbursement timing in detail and develops the tiered bridge-capacity benchmark; the \$500,000 threshold from the survey is a school system-survey threshold and may not match school system-level cash flow realities, which Phase 3 addresses.

1.6 Roles and Actions

The work in this section is owned by operations, facilities, finance, and technology leadership working under the governance structure established in Phase 1.

Preparedness Deliverable	Lead Role	Supporting Roles	Cadence
 Pre-event campus assessment, photographic and signed [Section 1.4]	 Facilities Lead	 Operations Section Chief, Site Administrators	 Annual; quarterly photo refresh; activated per forecast
 Asset and inventory record, with prior-federal-funding flags [Section 1.5]	 Business Lead and Facilities Lead	 Site Administrators, Technology Lead	 Annual; updated with each acquisition or disposal
 Movable-asset safeguard plan [Section 1.5]	 Site Administrators	 Facilities Lead, Operations Section Chief	 Annual review; activated per forecast
 Critical data protection statement [Section 1.5]	 Technology Lead	 Business Lead, Vendor partners	 Semi-annual test
 Pre-positioned contracts portfolio [Section 1.6]	 Procurement Lead	 Operations Section Chief, Legal, Finance	 Annual contract review, March–April; verify federal clauses are included and signed by vendors
 Emergency procurement policy and justification template [Section 1.6]	 Business Lead	 Procurement Lead, Legal, Finance	 Annual review; revised with federal guidance changes
 Mitigation investment portfolio and grant pipeline [Section 4.3]	 Operations Section Chief	 Facilities Lead, Business Lead	 Annual; aligned with state HMGP cycles
 Short-term financial bridge plan [Section 1.6]	 Business Lead and CFO	 Superintendent, Board Finance Committee	 Annual; reviewed with each fund balance update

Building Sequence for Resource-Constrained School Systems

School systems that cannot implement all deliverables in a single planning cycle should establish priority tasks. The pre-event campus assessment and the asset and inventory record come first because, together, they protect reimbursement on every other cost the school system incurs and unlocks FEMA Section 428 eligibility. The critical data protection statement and a pre-positioned debris removal contract come second, reflecting the high frequency of data loss and debris removal following an event. The emergency procurement policy and short-term financial bridge plan come third as both convert relationship-based readiness into auditable defensibility. The fleet protection plan, movable-asset plan, and mitigation portfolio extend protection to capital assets and long-term cost reduction.

1.7 Preparedness and Governance Summary

Documented campus assessments, current asset records, redundant data, pre-positioned contracts, fleet protection plans, mitigation investment, and short-term financial bridges determine whether a school system arrives at an event with the materials, contracts, and the required documentation. School systems that build these deliverables before the event recover faster, document more cleanly, and reopen instruction sooner.

Phase 2, Immediate Response and Documentation, addresses the first 14 days after the all-clear. A school system that arrives at the event impact with the aforementioned deliverables in place will spend those 14 days documenting damage and stabilizing operations. A school system building those deliverables for the first time after the event will spend the same 14 days reconstructing records under audit pressure.

[↑ Back to Table of Contents](#)

Phase 2 - Immediate Response and Documentation

2.1 Overview

The First 14 Days After an Event

The first 14 days after the all-clear determine whether a school system's preparedness translates into rapid response, defensible documentation, and full financial recovery. Actions taken during this period must be immediate, structured, and documented in real time.

This phase is not about building systems. It's about executing pre-established processes across operations, documentation, communication and procurement. If documentation is delayed or incomplete during this period, recovery outcomes are reduced, even when damages are significant.

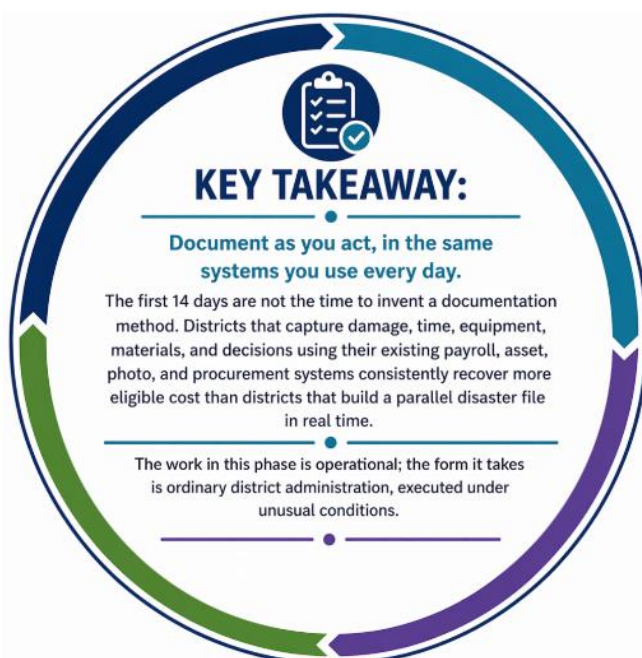


Figure 2: Phase 2-Immediate Response and Documentation

While executing the response phase, the “Emergency Work” is often fast-paced in order to get a facility back to operational standards. **The emergency work often includes debris clearing, tree cutting and removal, temporary roof repairs, and a variety of other functions to perform post-event assessments.** With emergency work being critical in response, having and maintaining the proper documentation is paramount for reimbursement records, both for FEMA Public Assistance and insurance records.

**ALL RESPONSE ACTIONS MUST:****Be captured in real-time using existing systems****Follow pre-defined roles and decision authority****Align with FEMA Public Assistance****Meet insurance documentation requirements**

Across federally declared disasters, the school systems that move the fastest are not the ones with the most resources. They are the ones with a documentation discipline already in place when the all-clear comes. The records they produce in the first 14 days set the trajectory for everything that follows.

The window opens at the all-clear, the moment the school system's incident commander confirms that hazardous conditions have been abated, and response operations can begin. It closes at roughly day 14, when most school systems move from emergency response into early recovery. The records produced here feed directly into Phase 3 (Recovery, Compliance, & Financial Stewardship) and stay in active use throughout the recovery period.

IMMEDIATE RESPONSE AND DOCUMENTATION

THE FIRST 14 DAYS AFTER AN EVENT



The first 14 days determine outcomes for insurance, FEMA reimbursement, audits, and how fast we reopen.



Documentation discipline in real time drives everything that follows.



Clear assessment, records, communication, and procurement keep operations moving forward.



The records produced in this window set the trajectory for recovery.

0-14 DAY RESPONSE TIMELINE: FOUR PARALLEL RESPONSE FUNCTIONS

DAYS AFTER EVENT	0	1-2	3-5	6-10	11-14
 ASSESSMENT	- Conduct initial safety check. - Confirm all-clear. - Activate incident command. - Prioritize critical facilities.	- Conduct rapid facility and damage assessments. - Identify urgent needs.	- Complete detailed damage assessments. - Document hazards and scope of impact.	- Validate and refine damage information. - Update needs list and priorities.	- Finalize assessment summary. - Support transition to recovery planning.
 DOCUMENTATION	- Start records immediately. - Log all actions, decisions, and observations.	- Capture photos, videos, and conditions. - Begin time tracking and geolocations.	- Collect receipts, contracts, and vendor info. - Maintain equipment and labor logs.	- Organize and secure records. - Ensure contemporaneous notes.	- Quality review of records. - Prepare for insurance and FEMA submission readiness.
 COMMUNICATION	Notify staff, students, families, and stakeholders through the established channels.	- Provide initial updates and safety guidance. - Coordinate with local partners.	- Deliver regular situation updates. - Share assessment findings and priorities.	- Address questions and concerns. - Adjust messages as conditions evolve.	- Maintain consistent communications. - Prepare for recovery updates and next steps.
 PROCUREMENT	- Identify immediate needs. - Mobilize pre-positioned contracts and vendors.	- Issue emergency purchase authorizations. - Track costs and commitments.	- Place orders for critical goods and services. - Monitor deliveries and performance.	- Manage vendor performance. - Adjust orders as needs change.	- Reconcile costs and documentation. - Prepare for reimbursement process.



THE WINDOW OPENS at the all-clear and CLOSES around day 14.

The records produced here feed directly into Phase 3 (Recovery, Compliance, and Financial Stewardship) and stay in active use throughout the recovery period.



PHASE 3

Recovery, Compliance & Financial Stewardship

2.2 Assessing the Situation

A timely, comprehensive damage assessment is the first deliverable of the response phase and the document that anchors every subsequent reimbursement and insurance decision. Paired against the pre-event campus assessment built in Phase 1, it establishes the event as the cause. While the damage assessment is the initial piece of supporting documentation, this will allow each school system to maneuver through all five phases of disaster management. The response phase will dictate and assist with the school system's recovery efforts.

Prior to the response and recovery, the school system can take a coordinated approach in prevention, mitigation, and preparedness to be ready for any type of event which may put the facility, staff, and students in harm's way. By stopping hazards from becoming disasters, the school system can mitigate the severity and impact of disaster with the proper preparedness measures by planning for potential events and maintaining a constant operational readiness status.



IMMEDIATE ACTIONS (24 TO 48 HOURS):



Activate pre-established damage assessment teams



Deploy assessment kits to each campus



Begin damage documentation with photos



Assign site IDs and tracking logs



Notify school system leadership of initial damage



Activate pre-positioned contracts as needed

Mobilize Damage Assessment Within the First 24 to 48 Hours

FEMA Public Assistance program guidance directs subrecipients to identify and document damage promptly enough that emergency protective measures and permanent work can be distinguished and specific costs can tie to that the incident period.[S-002]

A damage assessment team should be named in writing before the event, equipped with a standard kit, and trained on the documentation expectations below. Each team should include a facilities lead, a business or finance representative, and a school-level representative for each campus assessed. In smaller school systems where one person carries multiple roles, the kit and forms travel with that person; the standard is the documentation, not the headcount.

The assessment kit should include cameras or smartphones with geolocation enabled, the pre-event campus photographs from Phase 1, a printed damage assessment form, a printed photo log template, a measuring tool, flashlights and basic safety equipment, and a vehicle stocked for travel through impacted conditions. The kit travels in a single durable container that can be deployed in the first hours after the all-clear without depending on power, internet, or routine office access.



Extended Outages

In extended outage conditions where location services or smartphone connectivity are unavailable, **the kit should include:**



a paper site log capturing **GPS coordinates** from a handheld device,



a **printed parish map** for hand-marking damage locations, and



a **battery-powered timekeeping device** for the photo log.

Document Each Site with the Detail FEMA Requires

A site, in FEMA Public Assistance terms, is a discrete location where damage occurred. Sites within a quarter mile of one another along the same right-of-way may group, but only when the damage is similar and tied to the same cause. For school systems, the practical unit is a campus, with sub-sites for distinct buildings. The practical standard is documentation that allows FEMA or Insurance inspectors to walk the damage without a guide. [S-002, S-003]

DAMAGE ASSESSMENT DOCUMENTATION

REQUIRED DETAILS

ELEMENT	REQUIRED DETAIL
 SITE IDENTIFIER	▶ Campus name, building number, address, and GPS coordinates.
 DATE AND TIME OF ASSESSMENT	▶ Including a re-inspection date if subsequent damage is identified.
 CAUSE OF DAMAGE	▶ Wind, flood, surge, fire, ice, tornado, secondary damage from the response itself.
 DESCRIPTION OF DAMAGE	▶ Building system or component affected, scope of failure, dimensions where measurable.
 PHOTOGRAPHS	▶ Wide context shot, mid-range, close detail, with timestamp and GPS metadata.
 PRE-EVENT COMPARISON	▶ Reference to the pre-event photograph of the same view, where available.
 IMMEDIATE HAZARD STATUS	▶ Whether the site is safe to occupy, requires emergency protective measures, or must be secured against further loss.
 EMERGENCY PROTECTIVE MEASURES ALREADY TAKEN	▶ Tarping, boarding, water extraction, security, with cost coding initiated.

Re-inspect every site within five to seven days of the initial assessment for the purpose of identifying increased damage/shifts from what was previously documented. Hidden damage, particularly water intrusion through roof systems, mold growth, and slab moisture migration, frequently appears after the first inspection. Damage that surfaces after a damage assessment report has been signed is materially harder to capture in the FEMA project worksheet.

Where assessors have mobility limitations or where site conditions prevent safe direct access, drone documentation, paired assessment with a second assessor providing ground-level access, or remote review of photographic documentation captured by another team member preserves the documentation standard.

Use the Right Documentation Technology for the Site

Drone and mobile imaging tools are now standard for documenting roof systems, large facilities, and other hard-to-access structures. School systems with drone access, whether through a regional partner or vendor, should pre-identify both the assets that require aerial documentation, and the operator responsible for capturing it. Where available, cloud-based platforms, mobile assessment apps, and geospatial tracking tools can enhance documentation; however, smartphone photography that meets established metadata standards remains fully sufficient for FEMA and insurance purposes. Regardless of method, all imagery, whether drone or ground-based, must include timestamps, GPS coordinates, and clear documentation of who captured it and when.

Brief Up the Chain on Day One

Damage information that does not reach the superintendent, the board, LDOE, the emergency manager, and GOHSEP becomes a coordination problem rather than a recovery asset. Louisiana school systems vary in how quickly damage information moves up the chain.

2.3 Record Keeping and Documentation

Documentation is the single highest-leverage activity in the response window. The cost of capturing documentation in real time is small relative to the cost of reconstructing it later. The reconstructed version routinely fails FEMA reasonableness, allowability, and allocability tests that the contemporaneous version would pass. [S-002, S-006]

Open the FEMA Public Assistance File on Day One

The FEMA Public Assistance file opens at the moment the incident commander activates the response, not when the federal disaster declaration is issued. Costs incurred before declaration but tied to eligible work within the incident period are reimbursable when the documentation establishes the event as the cause and the work as necessary and reasonable. School systems that wait for the declaration to begin documentation routinely lose the first days of eligible cost. [S-002]

Designate a Documentation Lead in writing before the event, typically reporting to the Finance and Administration Section Chief named in the school system's ICS structure.

The Documentation Lead opens the project file, codes all event-related costs against a distinct cost center, and captures force account labor, force account equipment, materials, rented equipment, and contracted services against the templates FEMA expects. [S-002]

Capture Force Account Labor with the Detail FEMA Expects

Force account labor is the time school system employees spend on eligible disaster work. It is among the most frequently disallowed cost categories because the records created at the time of action do not establish what work was performed, where, by whom, and under whose supervision. [S-002]

A compliant force account labor record captures, for each entry, the employee's name and title, the date and the regular and overtime hours worked, fringe benefits where claimed, the specific work location, a description of the work performed in enough detail that an outside reviewer understands what was done, and the supervisor's approval. Run force account hours through the same payroll system used for ordinary timekeeping, with a dedicated cost code for the event, rather than maintaining a parallel paper record. Fringe benefits are reimbursable on force account labor through FEMA Public Assistance; capture them in the same payroll record from day one.

Capture Force Account Equipment, Materials, Rented Equipment, and Contracted Services

Reconcile each of these records daily during the response window. A daily reconciliation that takes 30 minutes during the response is materially less expensive than a reconstruction effort that takes weeks during closeout. Daily reconciliation is one of the strongest predictors of a clean PA closeout. [S-002, S-003]

RECOVERY DOCUMENTATION REQUIREMENTS		
COST TYPE	MINIMUM DOCUMENTATION STANDARD	CAPTURE TOOL
 FORCE ACCOUNT LABOR	Employee, title, regular and overtime hours, fringe benefits, location, work description, supervisor approval	 District payroll system with dedicated event cost code
 FORCE ACCOUNT EQUIPMENT	Equipment type, ID, year/make/model, hours of operation versus standby, operator, location, task	 District fleet or facilities log with daily reconciliation
 MATERIALS	Item, quantity, unit cost, source (existing stock vs. purchase), where installed or used, receiving documentation	 Procurement system with event cost code
 RENTED EQUIPMENT	Equipment, vendor, daily or hourly rate, hours, fuel and maintenance if claimed, delivery and pickup tickets	 Vendor records reconciled daily
 CONTRACTED SERVICES	Vendor, scope, rate basis, daily activity reports, signed receiving documents	 Procurement file with daily activity reconciliation

FEMA Public Assistance applies a minimum project threshold below which projects are not eligible for reimbursement, currently \$4,100 for incidents declared on or after October 1, 2025¹. Costs above the minimum and below the simplified-procedures (large project) threshold of \$1,093,800 are administered under simplified procedures with funding based on the estimate at approval. FEMA adjusts both thresholds annually under Section 422 of the Stafford Act and 44 CFR § 206.203(c); the applicable figures are those in effect for the declaration's fiscal year, so confirm the current values against FEMA's Per Capita Impact Indicator and Project Thresholds page before bundling work into project applications. [S-002]¹

Document Photographically, Continuously

Photographic documentation began with the pre-event assessment in Phase 1 and continues through every day of the response. Photographs taken during emergency protective measures, debris removal, tarping, drying, and preliminary repair work establish that the work was performed, the scope of the work, and the connection to the declared event. Establish a single

¹FEMA Public Assistance project thresholds, adjusted annually under Section 422 of the Stafford Act and 44 CFR § 206.203(c) based on the Consumer Price Index, with the annual figures published in the Federal Register. For incidents declared on or after October 1, 2025: minimum project threshold \$4,100; simplified-procedures (large project) threshold \$1,093,800. For incidents declared on or after October 1, 2024 through September 30, 2025: minimum \$4,000; large-project threshold \$1,062,900. FEMA, Public Assistance Program.

photo repository, organized by site and by date, accessible to the Documentation Lead and to the project closeout team in the Recovery section.

Protect Data Privacy Under FERPA During Active Response

Response operations frequently involve sharing student information with mutual aid partners, school system area emergency management, public health, and shelter operators. The Family Educational Rights and Privacy Act (FERPA) continue to govern that sharing during a declared emergency. School systems that share too broadly or document too sparsely create downstream compliance exposure. [S-001]

FERPA includes a health and safety emergency exception that permits disclosure of personally identifiable information from education records when knowledge of the information is necessary to protect the health or safety of the student or other individuals.² School systems using the exception should document the rationale for each disclosure, the recipient, the information shared, and the date. The REMS Technical Assistance Center publishes guidance specifically for school FERPA applications during emergencies and should be the school system's primary reference. [S-001, S-007]


DEFINITION



FERPA HEALTH AND SAFETY EMERGENCY EXCEPTION

A FERPA provision (**34 CFR § 99.36**) that permits a school to disclose personally identifiable information from education records, without consent, to appropriate parties when the disclosure is necessary to protect the health or safety of the student or others.



The **standard** requires an **articulable and significant threat**.



The **disclosure and rationale** should be recorded in the student's file.

2.4 Communication with Key Stakeholders

Communication during and immediately after an event determines parent confidence, staff cohesion, and the school system's public posture. Louisiana school systems generally perform strongly on emergency communication, with specific gaps that the response phase should address head-on.

²34 CFR § 99.36 — Conditions that apply to disclosure of information in health and safety emergencies. The requirement to record the threat and the parties to whom information was disclosed is at 34 CFR § 99.32(a)(5). U.S. Department of Education, FERPA regulations. <https://www.ecfr.gov/current/title-34/subtitle-A/part-99>

Maintain a Briefing Cadence Through the Response Window

A pre-event and response briefing cadence is a governance deliverable, and the response phase is where that cadence executes. School systems with a published cadence outperform those that brief on demand. Publishing the cadence in advance, running it consistently through the response window, and recording each briefing as an entry in the incident log is the recommended practice.

A response-phase briefing cadence typically runs daily for the first 14 days, with additional shift-change briefings during 12-hour operational periods if the response remains active. Each briefing follows the same agenda (situational overview, incident objectives, safety concerns, resource status, decision points) and produces an incident log entry the Documentation Lead retains in the project file.

Communicate with Families on Schedule, in Plain Language, in the Languages Families Speak

Publish, before the next event, a single source of truth for families (typically the school system website) and route every other channel to that source. Pre-approve message templates in English and the primary languages spoken by the school community. Prepare accessible formats alongside the language coverage: large print, captioned video, ASL interpretation where available, and plain-language summaries. The Public Information Officer drafts the templates, and the Superintendent or designee signs off in writing before the school year begins, with the approval pathway captured in the EOP. School-level communication should follow school system messaging rather than lead it.

For families without internet access during an event, pair the digital single-source channel with non-digital pathways that deliver the same content: an automated voice channel, school-system information-board signage, and printed updates distributed through shelter operations. School systems in coastal and heavily wooded inland areas should confirm, in writing, the backup channels they will use under cell tower or internet loss: two-way radios, satellite phones, and any amateur radio coordination the area emergency management office maintains. Test the backup channels at the same cadence as routine systems.



LANGUAGE TRANSLATION SUPPORT

School systems without translation staff should pre-arrange translation through the parish library system, a community partner, or a state-coordinated language access resource.

Manage Media and Public Information Through a Single Spokesperson

Public information during an event is an ICS function, owned by the Public Information Officer (PIO). Route all media inquiries through the PIO, brief the PIO at the same cadence as the incident commander, and equip staff likely to be approached by media with a consistent declination script that directs the inquiry to the PIO.

2.5 Procurement and Financial Management

Spending in the response phase is the spending most likely to produce reimbursement risk. It happens fast, often under noncompetitive conditions, and routinely involves vendors and services the school system does not use in normal operations. The procurement file built in this phase is read closely in audit and in FEMA closeout, [S-006] and FEMA Procurement guidance documents [S-009, S-010].

Activate Pre-Positioned Contracts on Day One

The pre-positioned contracts established in Phase 1 activate in the response phase under the authority delegated in Phase 1. Activation is a documented event: the school system records the date and time of activation, the conditions that triggered it, the responsible authority, and the scope of work authorized.

Use Emergency Procurement with Discipline When Pre-Positioned Contracts Do Not Cover the Need

Pre-positioned contracts will not cover every response need. Some procurements run under emergency or noncompetitive provisions. Federal cost principles permit this; they require that the school system document the basis for the noncompetitive procurement, the cost reasonableness, and the level of competition sought to the extent practicable. The exigency basis is at 2 CFR § 200.320(c)(3).[S-006]³

A noncompetitive emergency procurement justification should include the public exigency that required the procurement, the period during which competitive procurement was not possible, the steps taken to establish cost reasonableness, the rationale for the vendor selected, and the post-event ratification action by the appropriate authority.

Track Insurance and FEMA in Parallel from Day One

Insurance recovery and FEMA Public Assistance reimbursement run in parallel and intersect in ways that determine final FEMA award amounts. FEMA reduces PA reimbursement by the amount of insurance proceeds received for the same loss, a rule known as duplication of benefits. School systems that process insurance claims and FEMA project worksheets without coordination routinely lose eligible FEMA reimbursement or fail to apply insurance proceeds to the specific damages they cover. [S-002, S-004]

The Liaison, typically the CFO or Business Manager, should contact the insurance broker or agent within the timeframe specified in the policy, file the initial Notice of Loss, request the

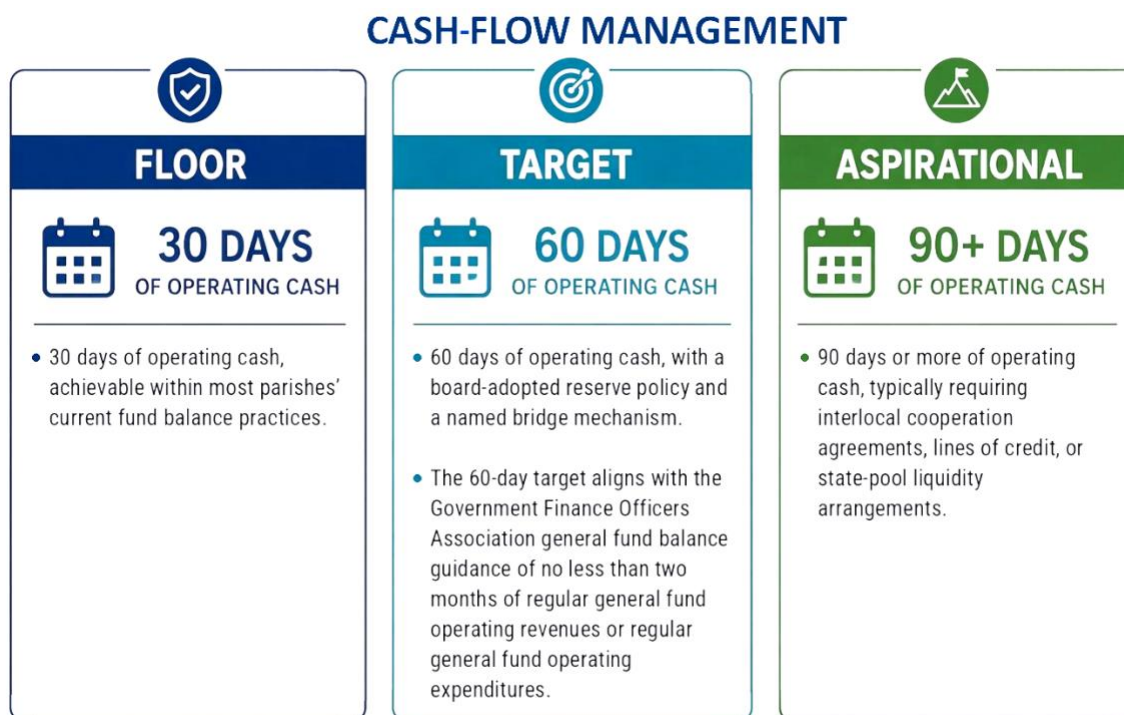
³2 CFR § 200.320(c) — Noncompetitive procurement; § 200.320(c)(3) names public exigency or emergency as a permitted basis when the requirement will not permit a delay resulting from competitive solicitation. Office of Management and Budget, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/section-200.320>

named adjuster's contact information, and align the insurance schedule of damaged property to the FEMA project worksheet structure as projects are identified.

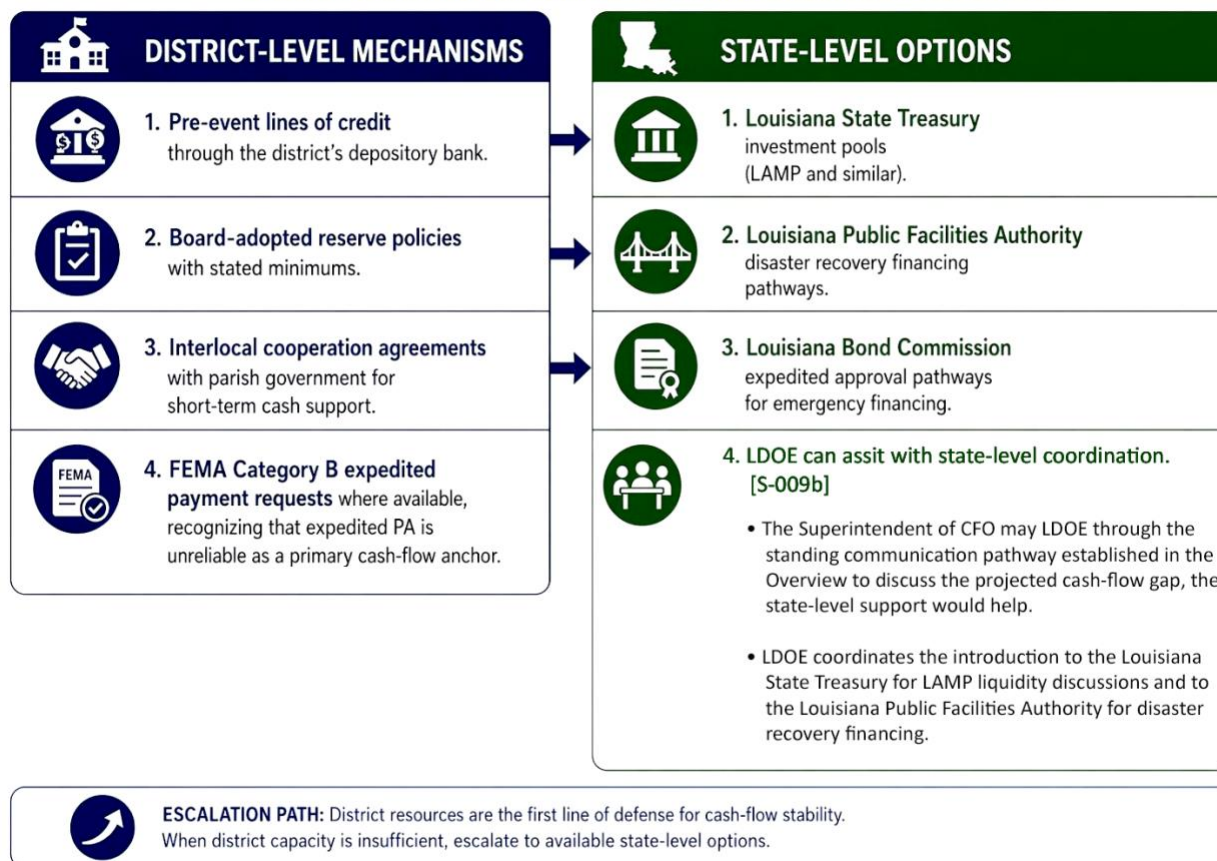
Financial Stewardship and Cash-Flow Management

Public Assistance operates on a reimbursement basis. As a result, school systems must manage the period between cost incurrence and reimbursement receipt. Financial stewardship during recovery includes monitoring school system cash position, tracking incident-related expenditures by cost code, activating bridge financing or reserve mechanisms when needed, reconciling insurance recoveries, FEMA reimbursement, and local expenditures, and maintaining documentation sufficient to support audit and closeout.

School systems should not assume that FEMA reimbursement timing will align with immediate operating needs. Recovery planning should therefore include a documented cash-flow strategy that identifies available reserves, lines of credit or other bridge mechanisms, board approvals required for activation, and thresholds for escalation to state-level coordination or financing options.



CASH-FLOW ESCALATION PATH: DISTRICT TO STATE



Anticipate the Most Common Legal and Compliance Challenges

In larger school systems, this means a named in-house counsel or designated outside firm with an active engagement letter and emergency contact pathway. In smaller school systems, this typically means a local area or regional legal services arrangement, a relationship with Louisiana Association of School Superintendents legal resources, or a written referral pathway through LDOE counsel.

Confirm IT Continuity and Address the Most Common Bottleneck

IT continuity during response is the precondition for almost every other function in this section: payroll, communications, documentation, procurement, and reporting up the chain. The biggest bottleneck IT departments report concentrates on power continuity and external connectivity within the internal systems or backup integrity. The day-one IT continuity check follows that pattern: data center and core network closet on protected power, backup connectivity (cellular failover, satellite, school system-shared connectivity) operating, and cloud-based authentication tested from off-site locations.

The data protection statement built in Phase 1 is the foundation this day-one check rests on. School systems whose statement is current and tested confirm continuity quickly.

2.6 Roles and Actions

Response Deliverable	Lead Role	Supporting Roles	Cadence
 Damage assessment, initial and re-inspection	 Operations Section Chief	 Facilities Lead, Site Administrators	 Initial within 24–48 hrs; re-inspection within 5–7 days
 FEMA PA project file, opened and maintained	 Documentation Lead under Finance & Admin Section Chief	 Business Lead, Procurement Lead	 Opened day one; reconciled daily
 Force account labor, equipment, materials, rental records	 Documentation Lead	 Department supervisors, Procurement Lead	 Daily in district systems with event cost code
 Photographic documentation, ongoing	 Operations Section Chief	 Site Administrators, Documentation Lead	 Continuous through response window
 FERPA-compliant information sharing	 Records Custodian or Privacy Officer	 Site Administrators, Counsel	 Each disclosure documented at time
 Daily briefings to staff, board, and parish partners	 Incident Commander	 PIO, Liaison Officer	 Daily; shift-change during 12-hr periods
 Family communications	 Public Information Officer	 Site Administrators, Communications team	 Per published cadence
 Insurance and FEMA PA coordination	 Insurance and FEMA Liaison (CFO/Business Mgr)	 Documentation Lead, Operations Section Chief	 Notice of loss per policy; daily reconciliation
 Emergency procurement and noncompetitive justification	 Procurement Lead	 Business Lead, Counsel	 Each procurement documented at time
 IT continuity confirmation and remediation	 Technology Lead	 Operations Section Chief, Vendor partners	 Day-one confirmation; ongoing

The table names functions rather than headcount. In a one-school system, a single Business Manager may carry the Documentation Lead, Procurement Lead, Insurance and FEMA Liaison, and Business Lead roles. The standard is that the function is named, the documentation is produced, and the work is captured in the school system's existing systems.

2.7 Immediate Response and Documentation Summary

The first 14 days after an event determine whether the preparedness investments of Sections 1 and 2 pay back. The four functions in this section (assessment, documentation, communication, and procurement) run in parallel and rest on the same governance structures, asset records, contracts, and data systems the prior sections established. School systems that execute this section as designed enter recovery with a complete project file, defensible photographic and force account records, a coordinated insurance and FEMA position, and parents and partners who have been kept current.

Phase 3, Recovery, Compliance, & Financial Stewardship, takes the documentation and decisions made in this window into the months and years of permanent restoration. The quality of the project file produced here determines how much of the school system's eligible cost is captured in the FEMA Public Assistance award and how cleanly the school system moves through closeout.

[↑ Back to Table of Contents](#)

Phase 3 – Recovery, Compliance, & Financial Stewardship

3.1 Overview

Recovery begins when immediate life-safety operations stabilize, and the school system transitions from response to recovery. The purpose of this section is to help school systems convert incident documentation, emergency work, and initial damage information into:



Recovery is not a single task. It is a sustained management process that continues from the all-clear through project completion, financial reconciliation, and final closeout. For small projects, that process may last months. For large or complex facility repairs, it may continue for several years.



Figure 3: Phase 3 – Recovery, Compliance, & Financial Stewardship

The core principle is straightforward: recovery outcomes depend on records created during response and maintained through closeout. School systems that organize this work early are better positioned to secure reimbursement, manage audits, and restore operations without avoidable delay. Clear documentation helps verify costs, justify decisions, and demonstrate that actions taken were both necessary and compliant with program requirements. By treating recordkeeping as an essential part of response operations rather than an afterthought, school systems can strengthen accountability and improve the speed and success of recovery efforts.

3.2 FEMA Public Assistance Recovery

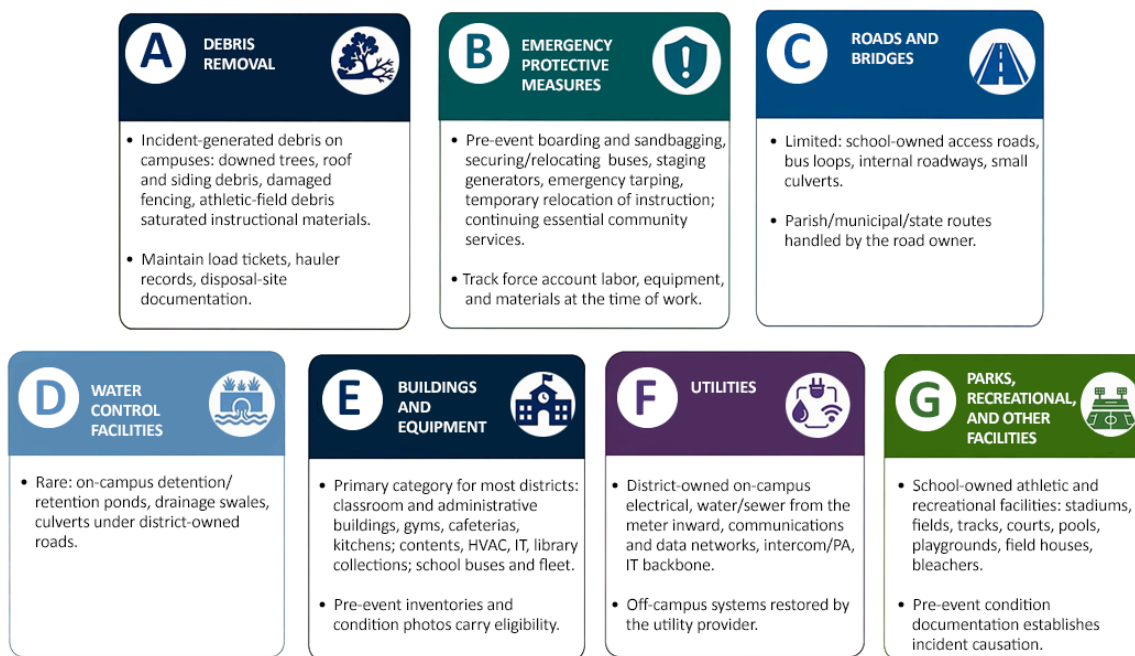
FEMA's Public Assistance program reimburses eligible state, local, tribal, and territorial applicants for eligible costs incurred as a direct result of a federally declared incident. In Louisiana, school systems participate as subrecipients, and GOHSEP serves as the Recipient.

Categories of Work

The PA program organizes eligible disaster work into seven categories. For most LDOE-supported school systems, Categories A (debris removal), B (emergency protective measures), E (buildings and equipment, including school buses), and G (recreational and other publicly owned facilities) drive the largest share of PA claims. Categories C, D, and F apply only to the limited that extent the school system owns the asset, such as an on-campus access road, a campus detention pond, or an on-campus utility loop. Municipal and state-owned facilities are handled by the owning entity.

FEMA PUBLIC ASSISTANCE CATEGORIES (A-G)

COMMON SCHOOL APPLICATIONS



For school systems, PA recovery generally includes:

- Emergency work, such as debris removal and emergency protective measures
- Permanent work, such as repair or restoration of eligible damaged facilities

PA reimbursement depends on four conditions being satisfied:

- The work is required as a direct result of the declared incident
- The work falls within an eligible category of work

- The cost is adequately documented, reasonable, and properly procured
- The school system maintains records sufficient to support eligibility, scope, and final cost

3.3 Recovery Priorities at Transition from Response

In the immediate aftermath of an incident, the school system will shift from response to organized recovery operations. This phase requires early coordination, documentation, and validation of key information so that critical services can continue and eligible costs can be properly tracked. Establishing these priorities at the outset helps reduce confusion, supports compliance with recovery requirements, and positions the school system for efficient project development. The adjacent graphic summarizes the priority tasks for initiating recovery operations.

 **BEFORE THE NEXT EVENT, SCHOOL SYSTEMS SHOULD:**

	☐	Complete pre-event facility assessments
	☐	Maintain current asset inventories
	☐	Verify pre-positioned contracts are active and compliant
	☐	Confirm financial bridge strategy and approval pathways
	☐	Ensure data backup and access continuity

These actions should begin immediately after the all-clear and continue until project documentation, reimbursement requests, and closeout requirements are complete.

3.4 Compliance and Documentation Standards

Public Assistance reimbursement is determined by documentation created in real time and maintained through closeout. School systems should treat compliance as an operational function, not a post-event administrative task. Recovery documentation should be managed across five workstreams:

- Force Account
- Procurement
- Project Worksheet
- Insurance
- Financial Stewardship

Treat these workstreams as interconnected rather than separate activities, since decisions in one area often affect documentation and eligibility in another. Assign clear ownership, maintain consistent file organization, and review progress regularly so that gaps can be identified early and corrected before they affect project development. A disciplined approach to these workstreams will strengthen the school system's ability to support reimbursement, demonstrate compliance, and sustain recovery operations over time.

Force Account Documentation

Accurate force account documentation is one of the most important foundations of a defensible recovery claim. The documentation should show not only what resources were used, but also where they were used, why they were necessary, and how they supported eligible emergency or permanent work. Force account labor, equipment, and materials are reimbursable only when tied to eligible work and supported by contemporaneous records. Weekly reconciliation is required. Records that are incomplete, inconsistent, or reconstructed after the fact are at higher risk of rejection by FEMA.

 FORCE ACCOUNT DOCUMENTATION	
	Record employee name, title, date, hours, location, task performed, and supervisor approval
	Separate regular time and overtime on every entry
	Track school system-owned equipment by type, identifier, operator, hours used, location, and task
	Document school system-owned materials by item, quantity, source, and location of use

Procurement Compliance

All recovery-related procurements paid with federal funds must comply with applicable federal procurement requirements, including 2 CFR Part 200, as well as any applicable state and local requirements. The graphic below lists the procurement documents school systems should maintain to have a complete file. Emergency or noncompetitive procurement must be justified in writing at the time of award. Reconstruction of justification at closeout is weak evidence and increases compliance risk.

 PROCUREMENT DOCUMENTATION ESSENTIALS	
	Method of procurement
	Required federal contract provisions
	Quotes or bids received
	Invoice support
	Evaluation and award rationale
	Change-order documentation
	Executed contract and amendments

Project Worksheet Development

Each eligible recovery project must be documented in a manner that supports FEMA project formulation, scope development, and cost validation. School systems should open and support project development as soon as eligible work is identified.

For each project, the school system should:

- Identify the damaged site or eligible activity
- Define the scope of work clearly and consistently
- Organize supporting damage, cost, and procurement records
- Track scope changes as they arise
- Coordinate with GOHSEP and the FEMA project specialist throughout development

Large and complex projects require greater documentation discipline and longer closeout periods. School systems should evaluate early whether a project may warrant Section 406 mitigation or, where appropriate, Section 428 alternative procedures.

Insurance and Duplication of Benefits

Insurance proceeds and FEMA Public Assistance must be coordinated to avoid duplication of benefits. This coordination should begin immediately after notice of loss and continue through final closeout. School systems should structure the insurance claim file and FEMA recovery file so the same loss can be tracked across both systems.

School systems should:

 INSURANCE AND FEMA		
	☐	Designate one lead for insurance/FEMA reconciliation
	☐	Cross-reference losses by facility, damage description, and claim element
	☐	Reconcile insurance recoveries against FEMA-funded work weekly
	☐	Document all offsets required to prevent duplication of benefits

Financial Stewardship and Cash-Flow Management

Public Assistance operates on a reimbursement basis. As a result, school systems must manage the period between cost incurrence and reimbursement receipt.

Financial stewardship during recovery includes:

- Monitoring school system cash position
- Tracking incident-related expenditures by cost code
- Activating bridge financing or reserve mechanisms when needed
- Reconciling insurance recoveries, FEMA reimbursement, and local expenditures
- Maintaining documentation sufficient to support audit and closeout

School systems should not assume that FEMA reimbursement timing will align with immediate operating needs. Recovery planning should therefore include a documented cash-flow strategy that identifies:

- Available reserves
- Lines of credit or other bridge mechanisms
- Board approvals required for activation
- Thresholds for escalation to state-level coordination or financing options



3.5 Role-Based Checklists

Seven roles carry the recovery work described in this section. In smaller school systems, multiple roles may be consolidated under the same person. For example, one Superintendent may also serve as CFO, Risk Management Lead, and Special Populations and Federal Programs Director. In addition, one Operations Lead may also serve as Facilities Lead. FEMA-related actions such as force account documentation, scope changes, Project Worksheet development, and insurance reconciliation should be completed contemporaneously. Role-based checklists are available for use in Appendix B.

CURRENT ROLES AND KEY RESPONSIBILITIES

**1. Superintendent**

- Coordinate federal and parish disaster declarations with parish EM and GOHSEP
- Brief school board on daily situational picture and closeout posture
- Engage legal counsel for emergency procurement justifications
- Sign off on audit posture before FEMA grant closeout
- Authorize cash-flow mechanism activation through board finance committee

**2. Chief Financial Officer or Business Manager**

- Maintain FEMA Public Assistance project file
- Oversee force account labor, equipment, and materials documentation
- Monitor cash position daily (active recovery) and weekly (thereafter)
- Align insurance file with FEMA Project Worksheet; reconcile weekly; coordinate DOB credit
- Structure recovery work to ICS Finance & Admin Section Units: Time, Procurement, Compensation & Claims, and Cost

CONSOLIDATED FUNCTIONAL GROUPINGS

**1. PROJECT FILE AND FORCE-ACCOUNT DOCUMENTATION**

Maintain the FEMA project file, force account documentation, financial records, insurance alignment, and audit-ready documentation.

CURRENT ROLES AND KEY RESPONSIBILITIES

**3. Principal or Site Administrator**

- Document site-level damage and conditions with Facilities Lead
- Capture force account labor at building level using payroll with incident cost code
- Report instructional continuity status to Superintendent on published cadence
- Report special populations service continuity to Director daily

**4. Operations Lead**

- Coordinate Project Worksheet site work with FEMA specialists and contractors
- Document debris removal and emergency protective measures per Section 3.2
- Monitor contractor performance and document change orders as they occur
- Document transportation-related recovery costs against incident cost code

**5. Facilities Lead**

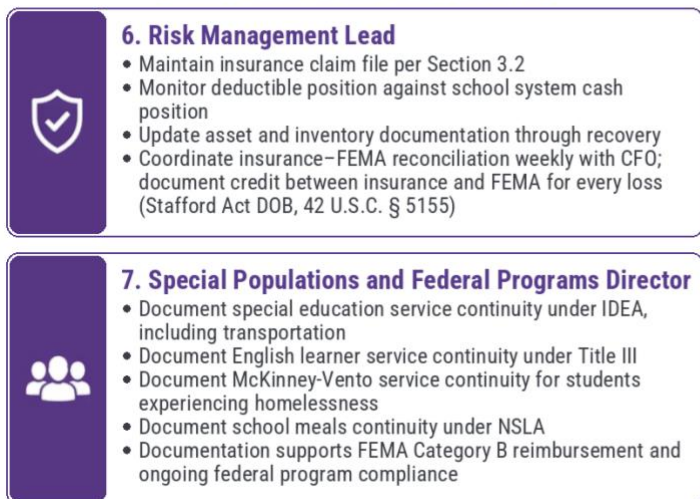
- Re-inspect sites at 5–7 days after initial assessment and again as damage surfaces
- Document scope changes with date, approver, and supporting evidence
- Identify mitigation opportunities for Section 406 consideration
- Maintain photographic and condition record for Project Worksheet and insurance file

CONSOLIDATED FUNCTIONAL GROUPINGS

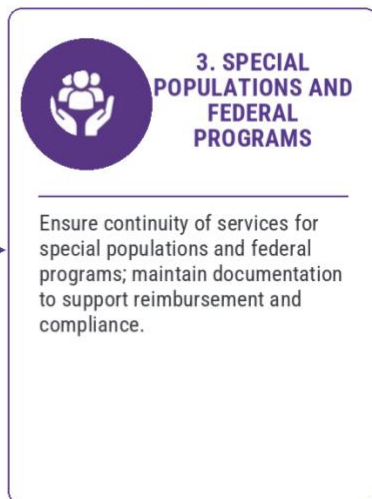
**2. SITE COORDINATION AND RE-INSPECTION**

Coordinate site assessments, re-inspections, scope changes, debris and protective measures documentation, contractor oversight, and transportation costs.

CURRENT ROLES AND KEY RESPONSIBILITIES



CONSOLIDATED FUNCTIONAL GROUPINGS



3.6 Roles and Actions

Recovery Deliverable	Lead Role	Supporting Roles	Cadence
 FEMA PA project file, closeout and audit posture	 CFO or Business Manager	 Documentation Lead, Superintendent	 Daily during active recovery; weekly through closeout
 Cash position and bridge mechanism activation	 CFO or Business Manager	 Superintendent, Board Finance Committee	 Daily during active recovery; weekly thereafter
 Project Worksheet site coordination and scope changes	 Operations Lead	 Facilities Lead, Documentation Lead	 Per FEMA site visit; scope changes logged at identification
 Force account labor, equipment, materials, rental records	 Documentation Lead under CFO	 Department supervisors, Procurement Lead	 Captured daily through recovery
 Insurance claim file and FEMA-insurance alignment	 Risk Management Lead	 CFO, Documentation Lead	 Notice of loss within 24 hrs of all-clear; reconciled weekly
 Site-level documentation and re-inspection capture	 Facilities Lead	 Site Administrators (Principals)	 Re-inspection at 5-7 days; additional as damage surfaces
 Instructional continuity reporting and cost-coding	 Principal or Site Administrator	 Operations Lead, Documentation Lead	 Per published cadence during phased reopening
 Special populations service continuity and federal program documentation	 Special Populations and Federal Programs Director	 Principal, Superintendent	 Continuous through recovery

3.7 Recovery, Compliance, & Financial Stewardship Summary

Recovery converts the response-phase project file into reimbursement, restoration, and audit-defensible closeout. Force account documentation, procurement compliance under 2 CFR Part 200, Project Worksheet development, insurance and FEMA alignment, and special populations continuity under Category B, all rest on records produced before recovery began.

[↑ Back to Table of Contents](#)

Phase 4 – Long-Term Resilience & Improvement

4.1 Overview

Resilience is built between events. The hours when a forecasted event is closing in on Louisiana are not the hours in which a school system can harden its electrical service, train its principals in the Incident Command System, or stand up an after-action review process. Those choices are made in the calm between events, funded through deliberate budgeting, and renewed each school year as conditions, leadership, and lessons change. This section describes how Louisiana school systems convert each event into permanent improvements, strengthen the systems and people who carry the response, and invest strategically over time to reduce future risk. The following Field-Tested Resilience checklist consolidates the actions described in this section into a single quick-scan reference.



Figure 4: Phase 4 – Long-Term Resilience & Improvement

 INSTITUTIONALIZE LESSONS LEARNED	 STRENGTHEN SYSTEMS	 INVEST STRATEGICALLY OVER TIME	 MEASURE PROGRESS
☐ 1. Activate the After-Action Review (AAR) cycle following every emergency declaration, every major exercise, and every operational closure of two days or longer. ☐ 2. Publish the Improvement Plan within 60 days of the all clear, with named owners and due dates. ☐ 3. Update the EOP and any affected annexes within 90 days and brief the school board. ☐ 4. Retain AARs, Improvement Plans, and completion evidence in the same audit-ready file used for the underlying event. ☐ 5. Maintain a Risk Register that tracks open vulnerabilities, mitigation actions, owners, and target dates.	☐ 1. Confirm written, board-adopted decision authority for closure, emergency procurement, and reopening, and review it each school year. ☐ 2. Confirm IS-100, IS-200, IS-700, and IS-800 training currency for every named Emergency Operations Center (EOC) role. ☐ 3. Run the pre-season briefing program by May 31, with sign-in sheets retained in the EOP file. ☐ 4. Maintain at least one written interlocal mutual aid agreement with a neighboring parish school system. ☐ 5. Refresh the parish emergency management point of contact within 30 days of any leadership change on either side. ☐ 6. Run one tabletop exercise and one functional or drill exercise each school year, aligned to the FEMA Homeland Security Exercise and Evaluation Program (HSEEP). ☐ 7. Name a cross-functional owner for workforce continuity (housing, transportation, childcare, payroll continuity, and post-event mental health).	☐ 1. Maintain a five-year mitigation roadmap aligned to the parish FEMA-approved hazard mitigation plan, prioritizing electrical, HVAC, and water intrusion vulnerabilities. ☐ 2. Stock a water intrusion supply cache at every site and test it each school year. ☐ 3. Submit candidate projects when the FEMA Hazard Mitigation Grant Program (HMGP) application window opens, and keep an evergreen project list in the EOP binder. ☐ 4. Confirm National Environmental Policy Act (NEPA) and historic preservation clearances with the State Hazard Mitigation Officer at GOHSEP before any mitigation construction begins. ☐ 5. Review insurance terms each school year, including any FEMA "obtain and maintain" requirements on previously funded facilities. ☐ 6. Maintain master agreements competitively awarded under 2 CFR Part 200 for the contractor categories most often required after an event. Cross-reference Phase 2.	☐ 1. Track school system readiness metrics on a consistent annual cycle, using the same items each round so trend lines remain comparable. ☐ 2. Repeat the readiness self-assessment annually, tracking results at the school system level.

4.2 Institutionalize Lessons Learned

After-Action Review (AAR) converts the lessons of each event into permanent improvements in plans, procedures, training, and investment priorities. Skipped or rushed, those lessons leave the system when the staff who lived through the event move on. A disciplined AAR cycle is the practice that prevents that loss. The cycle below adapts the structure of the FEMA Homeland Security Exercise and Evaluation Program (HSEEP) for K-12 operations. [S-005]


DEFINITION



AFTER-ACTION REVIEW (AAR)

A structured examination of what happened during an event, what was supposed to happen, what accounts for the difference, and what will be done about it.

AARs follow the **HSEEP** format and produce two artifacts:


AFTER-ACTION REPORT
Documents what happened, strengths, areas for improvement, and key observations.


IMPROVEMENT PLAN
Assigns owners and due dates to each corrective action.


AARs drive continuous improvement and strengthen preparedness for future events.

Establish a Standard AAR Cycle

Each school system should adopt a written AAR cycle that activates after every emergency declaration, every major exercise, and every operational closure that disrupted instruction for two days or longer. The cycle has four stages, each with a named owner, a documented work product, and a place in the EOP binder.

 Stage	 Work Product	 Owner	 Timing
 Hot wash	Notes from the operational debrief held within 72 hours of the all clear	 Emergency Manager, with Superintendent attending	 Within 72 hours
 After-Action Report	Written report following HSEEP format; covers what was planned, what occurred, gaps observed, and root causes	 Emergency Manager, with input from each functional lead	 Within 45 days
 Improvement Plan	Corrective actions, each with a named owner, a due date, and a target artifact (EOP, training calendar, contract list, or capital plan)	 Superintendent approves; Emergency Manager tracks	 Within 60 days
 Plan and training updates	Revisions to the EOP and its annexes, refreshed contact rosters, updated procurement lists, new training requirements	 Functional lead for each affected artifact, signed off by Superintendent	 Within 90 days

Translate Lessons into Plan Updates

An Improvement Plan is useful only if it changes the next response. Each AAR action should map to a specific change in one of four artifacts:

1. The EOP or one of its annexes
2. The training calendar
3. The procurement or pre-positioned contract list
4. The capital and mitigation investment plan

Items that do not change one of those artifacts are observations, not improvements. The Emergency Manager reclassifies them and moves them to the Risk Register for tracking. The Risk Register format (ex: Excel spreadsheet, dashboard) can be determined by the school system based on available resources. Local lessons remain with the school system.

Capture Risk on a Living Register

Maintain a Risk Register to convert AAR findings into trackable actions that persist over time.



Why this matters:

Ensures risks are tracked through completion, supports continuity despite staff turnover, and aligns mitigation actions with funding opportunities.

4.3 Invest Strategically Over Time

Effective mitigation requires sustained, long-term investment decisions aligned to risk, funding, and eligibility requirements. School systems should prioritize projects that reduce exposure across critical facilities and position themselves to leverage federal funding streams.

Participation in a FEMA-approved hazard mitigation plan, either through a multi-jurisdictional plan or a school system-specific plan, is required to access major mitigation programs such as Hazard Mitigation Grant Program (HMGP), Building Resilient Infrastructure and Communities (BRIC), and Flood Mitigation Assistance (FMA). School systems without a current, approved plan are not eligible to receive these funds.

Prioritize Projects by Benefit and Cost-Share Fit

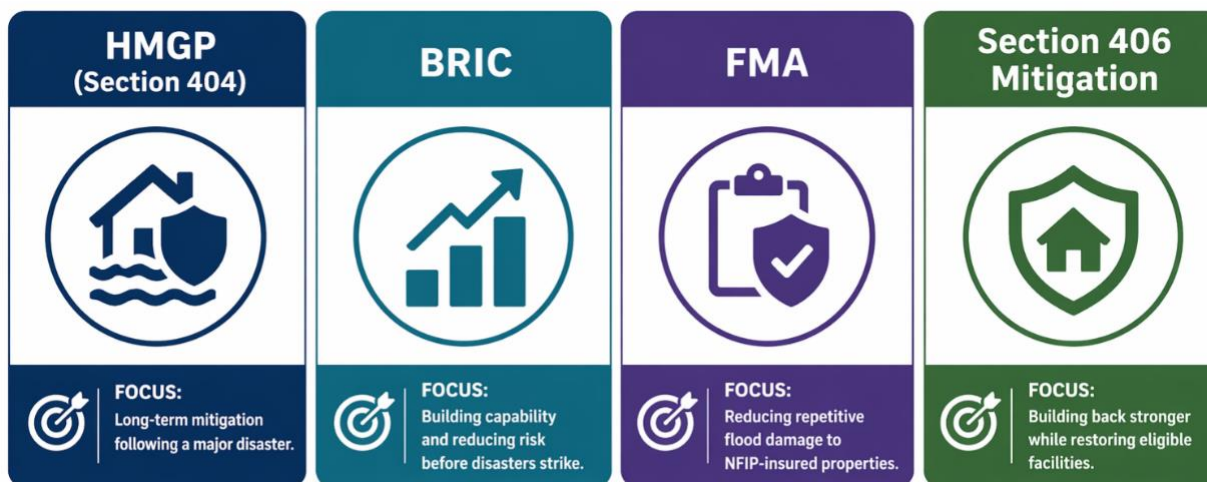
Each school system should maintain a five-year mitigation roadmap aligned with its risk profile and FEMA's approved Hazard Mitigation Plan. School systems should prioritize projects based on:

- Risk reduction: Severity and likelihood of the hazard or failure mode
- Operational impact: Ability to prevent or shorten instructional disruption
- Funding alignment: Eligibility for federal mitigation programs and cost share

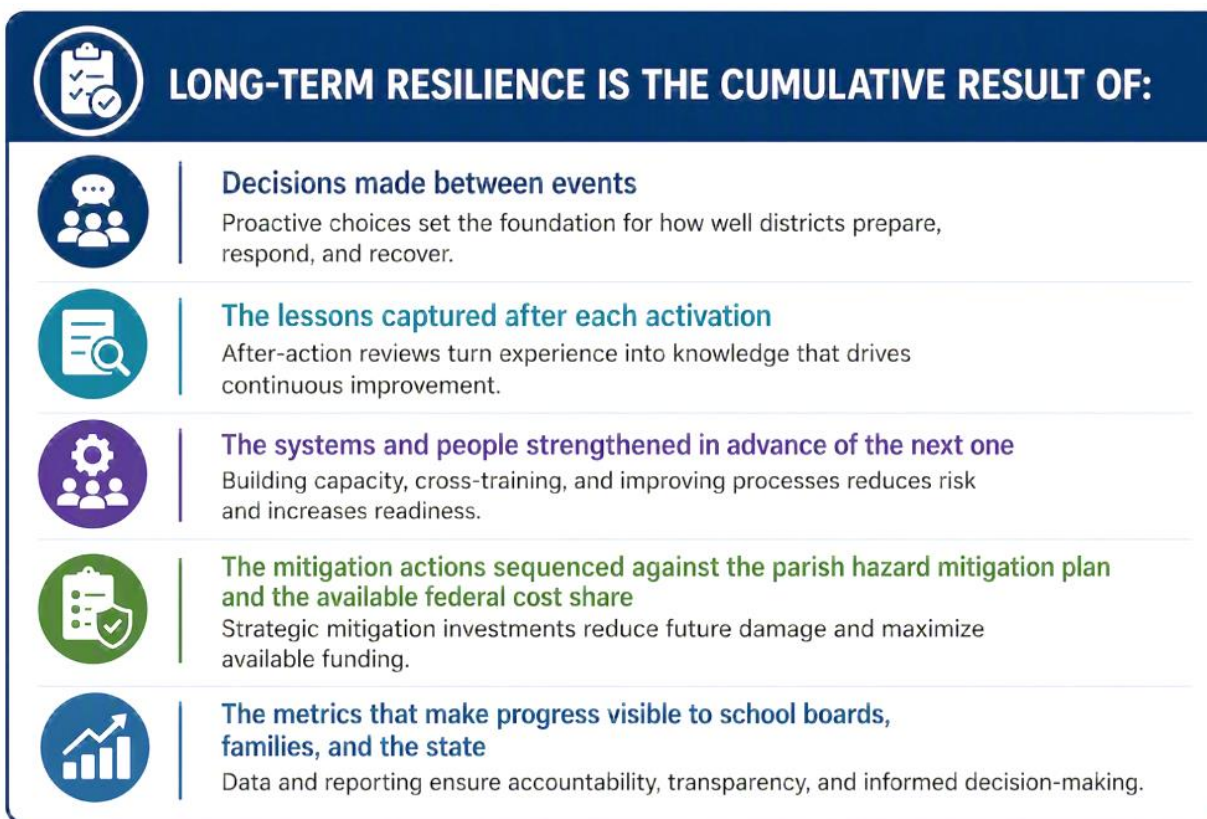
The project list that follows is illustrative and should be adapted to school system-specific conditions and priorities.

Vulnerability	Candidate Mitigation Action	Federal Cost-Share	Typical Lead Time
 Power continuity	Fixed generator with transfer switch at priority sites; protected fuel supply; periodic load testing.	HMGP; BRIC	 12 to 24 months
 HVAC	Elevated equipment mounts; surge-protected controls; moisture intrusion barriers around duct penetrations.	HMGP; Section 406 mitigation tied to a declared event	 9 to 18 months
 Water intrusion	Pre-staged supply cache; roof flashing and drainage upgrades; door and window seal replacements.	HMGP for permanent measures; PA Category B for emergency protective measures	 Cache: 30–60 days; structural: 6–18 months
 Communications	Backup voice and data paths; satellite link for command sites; mass notification platform with offline failover.	HMGP; BRIC	 6 to 12 months
 Roof and structural	Wind-resistant roof replacement; structural retrofits identified in the vulnerability assessment.	HMGP; BRIC; Section 406	 18 to 36 months

Federal mitigation funding for school facilities is available through multiple programs, each with distinct eligibility triggers and application timelines. School systems should align planned projects with targeted pathways in advance, including but not limited to:



School systems that align mitigation priorities with these programs and maintain application-ready project concepts are better positioned to act quickly when funding becomes available. This section describes a risk-informed, capability-based practice that supports student safety in the response and financial accountability during the recovery.



4.4 Roles and Actions

Role	Actions in This Phase
 Superintendent	Approve the Improvement Plan within 60 days of the all-clear. Confirm and refresh board-adopted decision authority each school year. Authorize the five-year mitigation roadmap and the annual update. Sign written interlocal mutual aid agreements with neighboring parish school systems.
 Emergency Manager	Run the AAR cycle and maintain the Risk Register. Track ICS training currency for every named EOC role. Refresh the parish emergency management point of contact within 30 days of any leadership change. Maintain the evergreen mitigation project list and submit when HMGP windows open.
 Principal	Lead the school-level pre-season briefing each school year and retain the sign-in sheet in the EOP file. Confirm staff familiarity with site-specific protocols and communication channels.
 CFO / Business Officer	Review insurance terms each school year, including any FEMA 'obtain and maintain' requirements. Coordinate procurement-readiness updates with the Improvement Plan owners. Sequence mitigation projects against federal cost-share opportunities.
 Facilities Director	Maintain the on-site water intrusion supply cache and test it each school year. Coordinate vulnerability assessments feeding the five-year mitigation roadmap. Confirm NEPA and historic preservation clearances with GOHSEP before mitigation construction begins.
 IT Director	Maintain power continuity for IT systems and document arrangements in the EOP. Coordinate critical data storage standards (cloud with redundancy) and brief non-IT staff each school year.
 Transportation Director	Maintain the documented bus and fleet protection plan and brief drivers and dispatch in the pre-season cycle.

References



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Federal

Guide for Developing High-Quality School Emergency Operations Plans

[S-001] U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students (now the Office of Safe and Supportive Schools), Readiness and Emergency Management for Schools (REMS) Technical Assistance Center (2013). Guide for Developing High-Quality School Emergency Operations Plans. Washington, DC: U.S. Department of Education. Published document; available through the REMS Technical Assistance Center.

FEMA Public Assistance Program and Policy Guide

[S-002] [Federal Emergency Management Agency \(2025\). Public Assistance Program and Policy Guide, Version 5.0 \(amended\).](https://www.fema.gov/sites/default/files/documents/fema_pa_pappg-5.0-amended.pdf)
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FEMA Disaster Preparedness and Recovery Guidance for Public Assistance

[S-003] Federal Emergency Management Agency (2026). Disaster Preparedness and Recovery Guidance for Public Assistance. <https://www.fema.gov/assistance/public>

Robert T. Stafford Disaster Relief and Emergency Assistance Act

[S-004] Robert T. Stafford Disaster Relief and Emergency Assistance Act. 42 U.S.C. §§ 5121 et seq. <https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter68&edition=prelim>

OMB 2 C.F.R. Part 200 – Audit Requirements

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[S-006] Office of Management and Budget (2024). 2 C.F.R. Part 200 — Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200>

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OMB 2 C.F.R. Part 200, Subpart D- Procurement Standards

[S-008] Office of Management and Budget (2024). 2 C.F.R. Part 200, Subpart D — Procurement Standards (§§ 200.317–200.327). <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D>

FEMA Roadmap to Procurement Compliance

[S-009] Federal Emergency Management Agency (2025) - Roadmap to Procurement Compliance Checklist. https://www.fema.gov/sites/default/files/documents/fema_rsl-gpd_roadmap-to-procurement-compliance_202601.pdf

FEMA Procurement Under Grants Policy Guide

[S-010] Federal Emergency Management Agency (2025) - Procurement Under Grants Policy Guide. https://www.fema.gov/sites/default/files/documents/fema_gpd_procurement-under-grants-policy-guide_fiscal-year-2025.pdf

State

(Additional State references can be found in Phase 1, Section 1.2 of the Playbook)

Statutory mandate (R.S. 17:416.16)

- requires all-hazards crisis planning
- <https://legis.la.gov/Legis/law.aspx?d=81032>

BESE regulations (*Bulletin 741*)

- define operational execution and drills. <https://bese.louisiana.gov/policy>

School Safety Act of 2023

- expands into trauma response, drills, and real-time alerting
- <https://legis.la.gov/legis/ViewDocument.aspx?d=1332553>

Louisiana Center for Safe Schools (Act 821, 2026 Regular Session)

- establishes the Louisiana Center for Safe Schools within the Louisiana Commission on Law Enforcement and Administration of Criminal Justice; the Center administers school and nonprofit security programs formerly provided under Title 29 of the Louisiana Revised Statutes, identifies and prioritizes resources to improve school safety and security, and disseminates information on safety vulnerabilities, safety needs, training standards, best practices, and available funding programs.

[↑ Back to Table of Contents](#)

Appendix A: Printable Phase Checklists



APPENDIX A

PRINTABLE PHASE CHECKLISTS

Each checklist condenses one phase of the playbook into a single printable page. The pages that follow cover all four phases, numbered continuously from 1 to 17.



PHASE

PHASE 1

Preparedness & Governance

Items 1–7 • 2 pages

Protection of students, FEMA PA readiness, facility and asset readiness, pre-positioned contracts, financial bridge, ownership.



PHASE

PHASE 2

Immediate Response & Documentation

Items 8–11 • 1 page

Damage assessment, record keeping, stakeholder communication, and procurement.



PHASE

PHASE 3

Recovery, Compliance & Financial Stewardship

Items 12–15 • 1 page

Recovery priorities at transition, compliance workstreams, FEMA PA work categories, role assignments through closeout.



PHASE

PHASE 4

Long-Term Resilience & Improvement

Items 16–17 • 1 page

After-action review cycle, risk register, mitigation roadmap and strategic investment over time.



HOW TO USE: Print and issue to staff who will not be working from the full playbook during an event, or work from them alongside it.



PHASE 1 | PREPAREDNESS & GOVERNANCE

1



PROTECTION OF STUDENTS

- ☐ Ensure EOPs govern all life-safety procedures
- ☐ Prioritize student and staff safety in all decisions
- ☐ Verify school safety compliance requirements
- ☐ Confirm interagency bus evacuation agreements

2



FEMA PUBLIC ASSISTANCE READINESS

- ☐ Establish FEMA PA reimbursement readiness
- ☐ Prepare documentation procedures before an event
- ☐ Verify emergency procurement compliance
- ☐ Identify and flag previously funded assets

3



FACILITY READINESS & PRE-EVENT ASSESSMENT

- ☐ Complete annual campus assessments
- ☐ Capture geolocated, time-stamped facility photos
- ☐ Store records securely with redundant backups
- ☐ Assess most-vulnerable systems and infrastructure
- ☐ Stage water-intrusion protection kits before landfall

4



ASSET INVENTORY & DATA PROTECTION

- ☐ Maintain current asset records with photos
- ☐ Build and execute movable-asset protection plan
- ☐ Document fleet protection and return-to-service plan
- ☐ Adopt data-protection standards with cloud redundancy



KEY OUTCOME: Establish operational, compliance, and documentation readiness before an event.



PHASE 1 | PREPAREDNESS & GOVERNANCE

5



PRE-POSITIONED CONTRACTS & PROCUREMENT

PRE-POSITIONED CONTRACTS & PROCUREMENT

- ☐ Maintain pre-positioned emergency contracts
- ☐ Include required federal provisions (2 CFR Part 200)
- ☐ Adopt written emergency procurement policies
- ☐ Prepare emergency justification templates

6



FINANCIAL BRIDGE PLANNING

FINANCIAL BRIDGE PLANNING

- ☐ Confirm short-term cash capacity
- ☐ Identify liquidity sources (reserves, credit, TAN/RAN, State Bond Commission, parish facility, etc.)
- ☐ Document approval pathways and time-to-cash
- ☐ Map costs to funding sources

7



ROLES & BUILDING SEQUENCE

LEADERSHIP OWNERSHIP

- ☐ Assign Operations leadership
- ☐ Assign Facilities leadership
- ☐ Assign Finance leadership
- ☐ Assign Technology leadership

BUILD SEQUENCE (IN ORDER)



KEY OUTCOME: Establish ownership, funding, and contracting mechanisms required to sustain recovery operations.



PHASE 2

IMMEDIATE RESPONSE & DOCUMENTATION

— FIRST 0–14 DAYS —

8



ASSESS THE SITUATION

ASSESS THE SITUATION

- ☐ Mobilize damage-assessment team within 24–48 hours
- ☐ Document each site to FEMA detail
- ☐ Re-inspect sites within 5–7 days
- ☐ Capture timestamped GPS imagery with capturer ID
- ☐ Brief superintendent, board, LDOE, parish EM, and GOHSEP

9



RECORD KEEPING & DOCUMENTATION

RECORD KEEPING & DOCUMENTATION

- ☐ Open FEMA PA file at response activation
- ☐ Designate Documentation Lead in writing
- ☐ Code all event costs to a distinct cost center
- ☐ Capture labor, equipment, materials, and rentals
- ☐ Maintain photo repository by site and date
- ☐ Document FERPA health and safety disclosures

10



COMMUNICATION WITH STAKEHOLDERS

COMMUNICATION WITH STAKEHOLDERS

- ☐ Run daily briefing cadence
- ☐ Log each briefing in incident log
- ☐ Use single source of truth for families
- ☐ Provide language and accessible formats
- ☐ Confirm backup channels and route media through PIO

11



PROCUREMENT, FINANCIAL & IT

PROCUREMENT, FINANCIAL & IT

- ☐ Activate pre-positioned contracts
- ☐ Document emergency procurement justification
- ☐ Track insurance and FEMA in parallel
- ☐ Manage cash flow and bridge financing
- ☐ Confirm day-one IT continuity



KEY OUTCOME: Establish incident documentation and operational control from day one.



PHASE 3

RECOVERY, COMPLIANCE & FINANCIAL STEWARDSHIP

12



RECOVERY PRIORITIES AT TRANSITION

RECOVERY PRIORITIES AT TRANSITION

- ☐ Establish recovery coordination after the all-clear
- ☐ Start documentation and cost tracking immediately
- ☐ Continue actions through reimbursement and closeout

13



COMPLIANCE & DOCUMENTATION WORKSTREAMS

COMPLIANCE & DOCUMENTATION WORKSTREAMS

- ☐ Reconcile force-account documentation weekly
- ☐ Maintain procurement files under 2 CFR Part 200
- ☐ Develop Project Worksheets with scope and records
- ☐ Coordinate insurance and duplication-of-benefits review
- ☐ Track cash, cost codes, and audit-ready records

14



FEMA PA WORK CATEGORIES

FEMA PA WORK CATEGORIES

- ☐ Focus on Categories A, B, E, and G
- ☐ Confirm direct result and eligible category
- ☐ Verify reasonable, procured, documented costs
- ☐ Evaluate Section 406 and Section 428 options

15



ROLES

ROLES

- ☐ Assign seven recovery roles
- ☐ Consolidate roles in smaller systems
- ☐ Complete FEMA actions contemporaneously
- ☐ Maintain accountability through closeout

PHASE 3 RECOVERY FLOW

1



COORDINATE

Align teams, partners, and resources.



2



DOCUMENT

Maintain complete, contemporaneous records.



3



RECONCILE

Validate costs, funding, and supporting documentation.



4



CLOSEOUT

Prepare for audits, retain records, and close grants.



KEY OUTCOME: Preserve eligibility, protect funding, and prepare for audit-ready closeout.





PHASE 4 | LONG-TERM RESILIENCE & IMPROVEMENT

16



**INSTITUTIONALIZE
LESSONS
LEARNED**

INSTITUTIONALIZE LESSONS LEARNED

- ☐ Run written AAR cycle after every declaration, major exercise, or 2+ day closure
- ☐ Assign four staged steps and named owners
- ☐ Map each AAR action to EOP, training, procurement, or mitigation updates
- ☐ Maintain a living Risk Register (ex: Excel spreadsheet, dashboard)

17



**INVEST
STRATEGICALLY
OVER TIME**

INVEST STRATEGICALLY OVER TIME

- ☐ Maintain FEMA-approved hazard mitigation plan
- ☐ Keep five-year mitigation roadmap prioritized by risk reduction
- ☐ Align roadmap to operations and funding
- ☐ Maintain application-ready project concepts
- ☐ Act quickly when funding opens

PHASE 4 CONTINUOUS IMPROVEMENT FLOW



REVIEW

Analyze performance and identify lessons.



UPDATE

Update plans, processes, and training.



INVEST

Invest in mitigation and capacity.



STRENGTHEN

Strengthen systems and build resilience.



KEY OUTCOME: Turn each event into stronger systems, smarter investments, and long-term resilience.

Appendix B: Printable Section 3.5 Checklists



APPENDIX B

PRINTABLE SECTION 3.5 CHECKLISTS

Each checklist condenses one role group from Section 3.5 into a single printable page. The pages that follow cover all seven recovery roles across three role groups.

1

GROUP

ROLE GROUP 1

Executive & Financial Roles

Superintendent, CFO · 1 page

Disaster declarations, board briefings, counsel engagement, cash-flow activation, FEMA project file, force-account documentation.

2

GROUP

ROLE GROUP 2

Site & Operations Roles

Principal, Operations, Facilities · 1 page

Site damage documentation, instructional continuity, Project Worksheet coordination, scope changes, re-inspection capture.

3

GROUP

ROLE GROUP 3

Risk & Federal Programs Roles

Risk Management, Federal Programs · 1 page

Notice of loss, insurance reconciliation, duplication of benefits, special populations and federal program service continuity.



HOW TO USE: Print and issue to each role owner during recovery, or work from them alongside Section 3.5 of the playbook.



SECTION 3.5

ROLE-BASED CHECKLISTS

— EXECUTIVE & FINANCIAL ROLES —



SUPERINTENDENT

SUPERINTENDENT

- ☐ Coordinate disaster declarations with parish EM and GOHSEP
- ☐ Brief the school board on status and closeout posture
- ☐ Engage counsel for emergency procurement justifications
- ☐ Authorize cash-flow activation with the finance committee
- ☐ Support the FEMA PA project file through active recovery
- ☐ Sign off on audit posture before FEMA grant closeout



CFO OR
BUSINESS
MANAGER

CHIEF FINANCIAL OFFICER OR BUSINESS MANAGER

- ☐ Maintain the FEMA Public Assistance project file
- ☐ Oversee force account labor, equipment, and materials
- ☐ Monitor cash position daily in recovery, weekly thereafter
- ☐ Activate bridge financing or reserve mechanisms when needed
- ☐ Align the insurance file to the Project Worksheet weekly
- ☐ Structure recovery work to ICS Finance & Admin units



CONSOLIDATED FUNCTION: PROJECT FILE AND FORCE-ACCOUNT DOCUMENTATION

Maintain the FEMA project file, force account documentation, financial records, insurance alignment, and audit-ready documentation.



SECTION 3.5

ROLE-BASED CHECKLISTS

— SITE & OPERATIONS ROLES —



PRINCIPAL OR SITE ADMINISTRATOR

PRINCIPAL OR SITE ADMINISTRATOR

- ☐ Document site damage and conditions with the Facilities Lead
- ☐ Capture building-level force account labor by cost code
- ☐ Report instructional continuity on the published cadence
- ☐ Report special populations continuity to the Director
- ☐ Support site re-inspection capture at 5–7 days



OPERATIONS LEAD

OPERATIONS LEAD

- ☐ Coordinate Project Worksheet site work with FEMA specialists
- ☐ Log every scope change at the point of identification
- ☐ Document debris removal and emergency protective measures
- ☐ Monitor contractors and document change orders as they occur
- ☐ Document transportation recovery costs by incident cost code



FACILITIES LEAD

FACILITIES LEAD

- ☐ Re-inspect sites at 5–7 days and again as damage surfaces
- ☐ Document scope changes with date, approver, and evidence
- ☐ Identify mitigation opportunities for Section 406
- ☐ Maintain photo and condition records for each project
- ☐ Support site coordination with the Operations Lead



CONSOLIDATED FUNCTION: SITE COORDINATION AND RE-INSPECTION

Coordinate site assessments, re-inspections, scope changes, debris and protective measures documentation, contractor oversight, and transportation costs.



SECTION 3.5

ROLE-BASED CHECKLISTS

RISK & FEDERAL PROGRAMS ROLES



RISK MANAGEMENT LEAD

RISK MANAGEMENT LEAD

- ☐ File the notice of loss within 24 hours of the all-clear
- ☐ Maintain the insurance claim file per Section 3.2
- ☐ Reconcile insurance recoveries against FEMA work weekly
- ☐ Document duplication-of-benefits credit for every loss
- ☐ Monitor deductible position against school system cash
- ☐ Update asset and inventory documentation through recovery



SPECIAL POPULATIONS AND FEDERAL PROGRAMS DIRECTOR

SPECIAL POPULATIONS AND FEDERAL PROGRAMS DIRECTOR

- ☐ Document special education service continuity under IDEA
- ☐ Document English learner service continuity under Title III
- ☐ Document McKinney-Vento service continuity
- ☐ Document school meals continuity under NSLA
- ☐ Support FEMA Category B reimbursement and compliance
- ☐ Maintain this documentation continuously through recovery



CONSOLIDATED FUNCTION: SPECIAL POPULATIONS AND FEDERAL PROGRAMS

Ensure continuity of services for special populations and federal programs; maintain documentation to support reimbursement and compliance.

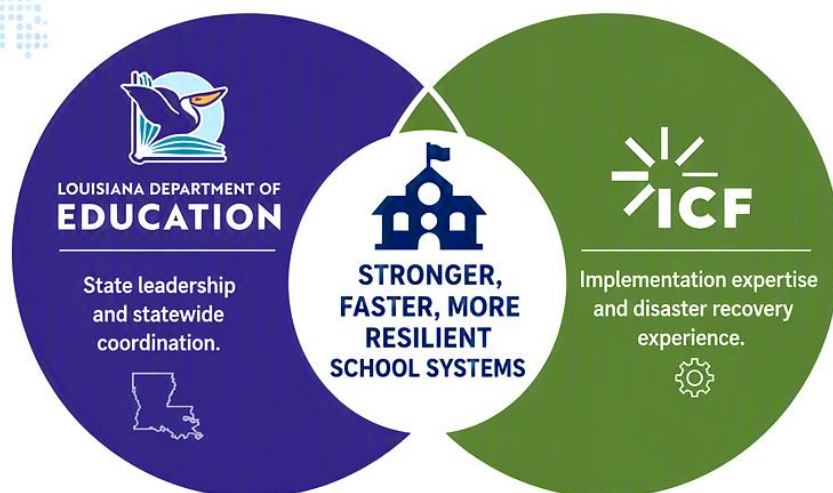
Notes

Notes

Notes



STRONGER TOGETHER. PREPARED FOR WHAT'S NEXT.



— THE PLAYBOOK DELIVERS REAL-WORLD VALUE —



CLARITY WHEN IT MATTERS MOST

Clear roles, decision pathways, and checklists across preparedness, response, recovery, and improvement.



PRACTICAL TOOLS YOU CAN USE

Templates, job aids, and resources designed for immediate use by school leaders and staff.



STRONGER RECOVERY

Guidance aligned to FEMA Public Assistance and federal requirements to support efficient, eligible recovery.



RESILIENT SCHOOLS STRONGER COMMUNITIES

Building safer, more resilient schools that support students, staff, and every Louisiana community.

A PARTNERSHIP COMMITTED TO LOUISIANA

BUILT ON EXPERIENCE. DESIGNED FOR YOU.

This playbook is grounded in statewide engagement and real-world insights from school leaders across Louisiana.



STATEWIDE STAKEHOLDER ENGAGEMENT

Surveys, interviews, and collaborations with LEAs, schools, and state partners.



DISTRICT-LEVEL INSIGHTS

Real challenges, practical needs, and lessons learned that shaped every page.



PROVEN DISASTER RECOVERY PRACTICE

Decades of experience supporting FEMA Public Assistance and large-scale recovery.

When we work together, Louisiana schools, are stronger—before, during, and after disaster strikes.



EVERY STUDENT.



EVERY SCHOOL.



EVERY COMMUNITY.



TOGETHER.