

# Promising Practices When Schools Are Hit by Hurricanes



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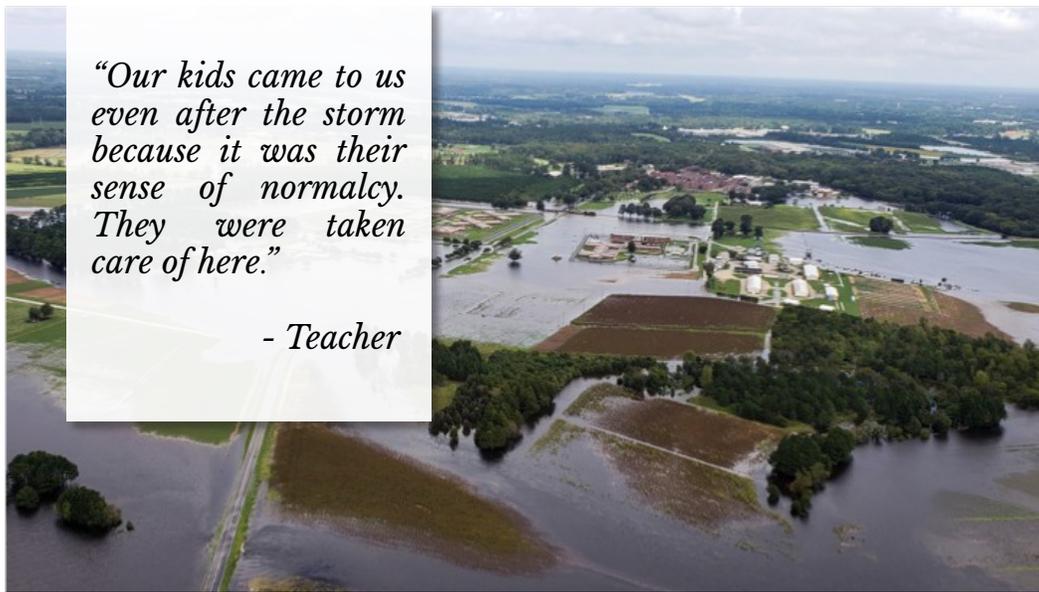


AN EDUCATION CONSULTING & RESEARCH GROUP

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FACT SHEET

2019



*“Our kids came to us even after the storm because it was their sense of normalcy. They were taken care of here.”*

*- Teacher*

Since 2016, there have been ten hurricanes affecting ten states and three territories with individual states being affected by up to four hurricanes. After a hurricane hits, schools must manage recovery efforts that consider the needs of their students, staff, facilities, and communities. Disaster recovery requires assessing damages and being creative to address difficult situations when resources are limited.

A research team from the University of North Carolina at Chapel Hill and Gibson Consulting Group conducted interviews and surveys in school districts recovering from Hurricane Matthew and Hurricane Harvey. Through this data collection, researchers identified common challenges schools faced during hurricane recovery, as well as promising practices to mitigate these challenges.

## FIRST CASE: Hurricane Matthew

- 2016 hurricane season
- NC Impact: Oct. 7 - 8
- At least 600,000 students affected
- An estimated 4,000 evacuees
- 109 shelters

## DATA COLLECTED:

- March - June 2018
- 10 selected districts
- 10 teacher group interviews
- 29 principal interviews
- 10 district interviews
- 2 state and region interviews

## SECOND CASE: Hurricane Harvey

- 2017 hurricane season
- TX Impact: Aug. 25 - 29
- At least 1.8 million students affected
- An estimated 40,000 evacuees
- 692 shelters

## DATA COLLECTED:

- March - October 2018
- 10 selected districts
- 24 teacher group interviews
- 25 principal interviews
- 10 district interviews
- 5 state and region interviews

# Issues and Promising Practices

Hurricanes Matthew and Harvey created immediate and long-term disruptions to life. Students and staff experienced personal loss ranging from minor damage to total loss of home. The impacts on school facilities ranged from minor flooding to total loss of building and supplies. Some schools, undamaged by the storm, experienced displacement challenges as they took in students and teachers from other campuses.



Interview participants recommended that school and district personnel should adhere to the following:

- **Return to a familiar routine quickly.** Participants described that routines provide a sense of normalcy during a period of displacement and disruption for both students and staff.
- **Accepting aid requires vulnerability.** Participants recommended that educators should be open about personal experiences when requesting and receiving aid. Through this process of openness, individuals will be more transparent, honest, and comfortable when talking about specific school and district needs.

## In Their Words

*“[Teachers] are having to miss more work than they normally would have, which affects the instructional time and affects their days off and affects their ability to deliver instruction.”*

*-District personnel*

*“The mental piece, the stress of it, trying to come to school, losing everything that you possibly may have had.... It takes them out of their comfort zone.”*

*-Principal*

## Lessons Learned

**Instructional time** was lost due to school closures, a presence of social-emotional and physical needs, student and staff absences, and other disruptions. Participants expressed a need for administrators to acknowledge the personal recovery efforts that must take place outside of school.

Overall recommendations encouraged administrators to focus on the following after schools reopen:

- Provide teachers with recommendations on how to compress the required curriculum or prioritize content.
- Reconsider what is required from students and staff (e.g., relax dress code, reduce homework, and overlook absences).

**Mental health** and social-emotional needs took on a new prominence after the storm. Interview findings highlighted varying socio-emotional impacts students and staff faced after their storms; weather-related anxiety, depression, post-traumatic stress, self-harm, exhaustion, and survivor’s guilt.

Participants recommended that administrators should address mental health:

- Ensure that appropriate counseling services are available for both students and staff.
- Be responsive to evolving issues that may persist in the days, months, and years of recovery. Participants indicated that there is a need for short- and long- term support services following a storm.

*“[Staff] were dealing with things on their own personal end and our administration was understanding of that. You can’t care for others if you’re not on point with your game.”*

*-District Personnel*

Hurricanes Matthew and Harvey affected staff personally and professionally. Findings revealed that participants depended on the **support** provided to them by colleagues and administrators as they dealt with personal recovery as well as increased work demands.

Participants made the following recommendations to promote a supportive school culture:

- Promote and encourage staff collaboration.
- Be flexible with time off. Staff need the ability to leave for meetings about home repair while continuing to do their job.
- Ensure staff continues to be paid during the disaster. Continual payment was vital for participants’ morale and personal recovery.

*“There are resources out there. Don’t be scared to ask for what you need for your kids.”*

*-Teacher*

During a disaster, communication is essential, but there are more opportunities for **communication** to break down. Interviewed participants expressed an interest in receiving communication immediately after the storm from local, state, and federal agencies regarding information on school calendars, testing, access to resources, and insurance.

Additionally, participants recommended that educators overall should:

- Use a variety of tools to reach people. For example, for parents who check Facebook before turning on the television, be sure to update social media in addition to the local news outlets.
- Ensure that messaging is consistent from schools, districts, and state officials in order to reduce confusion.
- Know what needs exist at your school(s). Participants reported that communicating needs to districts, state agencies, and community groups was critical.

*“You can keep on hand resources, but the schools don’t really have the capacity, the facilities to keep things on hand.”*

*-Principal*

Throughout the recovery period, educators are overwhelmed with extra responsibilities that extend outside of their expected duties. For example, participants described **organizing and distributing donations** as difficult and one that required communicating damages, monitoring on-going needs, and applying for grants.

Overall recommendations focused on educators preparing systems in advance of this additional work, including:

- Create a system to monitor student, school, and district needs. Participants indicated that this can assist with facilitating the requests for donations and the distribution of items to where they are most needed.
- Include a disaster line item in the budget, so that funds and donations can be efficiently distributed and tracked.

# Implications for Policy and Practice

Being hit by a hurricane creates many challenges. Schools must balance repairing facilities and estimating damages to equipment while supporting students and staff through a traumatic event. During the recovery process, schools should aim to provide a routine that enables students and staff to have a sense of normalcy. Policymakers at the state and district levels can support educators return to normalcy by ensuring that schools are aware of resources available to aid recovery efforts. Additionally:

1. Policymakers could **waive requirements** for testing or announce decisions about testing requirements by the time schools reopen.
2. Policymakers could **increase the availability of mental health resources** to schools in the immediate aftermath of the storm and in the months of recovery.
3. Districts can **adopt a flexible leave policy** to support staff who are managing personal recovery efforts and taking on increased demands at work.
4. Policymakers at all levels should **be in continual communication** during the recovery process so they are able to address evolving issues and present a consistent message to the public.
5. State agencies and school districts can **create systems to monitor student, school, and district needs**. These systems enable districts to request specific donations and pursue appropriate relief funding.

This research was supported by a grant from the National Science Foundation.

The authors wish to thank the district and school personnel from regions impacted by Hurricanes Matthew and Harvey, and state education agencies, for providing their time and insight to inform the contents of this report. Members at the local-, regional-, state-, and federal-levels graciously shared their stories and provided us with relevant information that may help to address the needs of schools and students after a hurricane. We are also thankful for the support from the North Carolina Department of Public Instruction, the Texas Education Agency, the North Carolina Governor's Office, the North Carolina Emergency Management, the Federal Emergency Management Agency, and the Odum Institute for Research in Social Science.

The authors are solely responsible for any remaining errors.

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