# Table of Contents

About the Contributors................................................................. ix
About the ABA Center on Children and the Law ...................... xiii
About the University of Houston’s Center for Children, Law & Policy........... xv
Acknowledgments................................................................................ xvii
Foreword .............................................................................................. xix
Preface .................................................................................................. xxi
Introduction........................................................................................... xxiii

## Chapter 1

**Information Sharing and Emergency Coordination Manual for Children in Foster Care Displaced by Disasters** ...........1

*Meghan Butasek*

I. Education of Children in Foster Care .........................................5
II. Mental and Physical Health of Children in Foster Care ..............9
III. Social Services for Children in Foster Care ..........................13
IV. Personal Safety for Children in Foster Care .............................15
V. Information Sharing and Interagency Collaboration Initiatives to Address Education, Health, Social Services, and Safety Issues..............................................18

## Chapter 2

**Foster Care: Disasters Complicate an Already Bad Situation**........27

*Gerard F. Glynn*

I. Life in a Disaster ..............................................................................27
   A. What Many Experience in a Disaster......................................27
   B. Life in Foster Care ...............................................................28
   C. The Complications of Disaster for Foster Children:
      Added Emotional Trauma..................................................29
II. Federal Mandate for Disaster Planning ..................................................... 30
   A. Child and Family Services Improvement Act of 2006 .......................... 30
   B. Critique of the Federal Mandate .......................................................... 32
III. State Foster Care Disaster Planning .......................................................... 33
   A. State Plans Prior to the Child and Family Services Improvement Act of 2006 .......................... 33
   B. State Reaction to New Federal Mandate .............................................. 34
   C. Analysis of the State Plans .................................................................... 34
      1. Florida .............................................................................................. 34
      2. Texas ................................................................................................ 35
      3. Washington ...................................................................................... 36
IV. Recommendations ..................................................................................... 38
VI. Concluding Comments .............................................................................. 42

Chapter 3
Disasters and Psychological Risk in Children .................................... 43
Sharon K. Hall
I. Risk and Protective Factors in Existence before Disasters ....................... 43
II. Post-Disaster Outcomes ............................................................................ 48
III. Interventions after Disaster for Adults and Children ............................. 51
IV. Preparing for Disaster: Public Policy and Children .................................. 56
V. Conclusion ................................................................................................ 58

Chapter 4
Archiving the Voices and Needs of Katrina’s Children: The Uses and Importance of Stories Narrated Survivor-to-Survivor .............................................................................. 61
Carl Lindahl, Jenna Baddeley, Sue Nash, Shari Smothers, Nicole Eugene, and Victoria McFadden
I. Genesis, Methods, and Goals of a Survivor-Centered Documentation Project .............................................................................. 61
II. Peer Principle and Issues in Representing Children .................................. 65
III. The Project Database ............................................................................... 65
IV. The Needs of Katrina’s Children as Conveyed through the Project Database .............................................................................. 67
V. Database Findings on Children, Schools, and Institutions ........................ 70
VI. Evidence in the Transcripts: Survivors and Evacuees, Children and Parents ........................................ 71
VII. A Closer Look at Survivor and Evacuee Children ................................... 73
   A. Emotional Expression ......................................................................... 73
   B. Meaning Making ................................................................................ 74
   C. Self Versus Social Focus ..................................................................... 75
   D. Content Words .................................................................................... 75
VIII. Conclusion .............................................................................................. 76
Chapter 6
The Recovery School District Act and the New Orleans Charter Schools

Danielle Holley-Walker
I. Introduction .......................................................... 169
II. Impact of Hurricane Katrina on the New Orleans Public School System
   A. Brief History of the New Orleans Public Schools ................................ 174
   B. New Orleans Public Schools after Hurricane Katrina ....................... 178
III. The Accountability Cycle .............................................. 184
   A. Phase One—NCLB and the Recovery School District Act ............... 184
   B. Phase Two—Charter Schools Provide an Alternative Framework .......... 186
   C. Phase Three—Charter School Accountability .................................... 192
IV. Conclusion ...................................................................... 197

Chapter 7
Providing an Adequate and Equitable Education for the Children of Katrina and Other Victims of Disaster

Anna Williams Shavers
I. Introduction ...................................................................... 199
II. Historical Development of the Role of the Federal Government in Disaster and Education
   A. Disaster Relief ............................................................................ 203
   B. Education .................................................................................. 206
III. Recent Disasters and the Federal Response to Education
   A. Hurricanes Katrina and Rita ....................................................... 212
   B. The Department of Education Response to Other Disasters .............. 217
IV. A Comprehensive Strategy for Federal Disaster Plans and Education
   A. Post-Katrina System for Relief ..................................................... 225
   B. A Proposal for a More Significant Role for Education Disaster Relief ............................................. 229
   C. The Law Supports the Increased Role .............................................. 231
V. Conclusion ............................................................................ 233

Chapter 8
Rebuilding Schools, Rebuilding Communities: The Civic Role of Mississippi’s Public Schools after Hurricane Katrina

Kristi L. Bowman
I. The Coastal Mississippi-New Orleans Comparison before Katrina ...... 238
II. Mississippi’s Recovery .................................................................... 243
   A. Role of Mississippi Schools in Providing Emergency Relief .............. 243
   B. Role of Mississippi Schools in Short-Term Recovery .......................... 246
Table of Contents vii

C. Katrina’s Impact on Local Funding for Education in Mississippi .... 250
D. Addressing the Mental Health Needs of Students in Mississippi ..... 254

III. Mississippi Gulf Coast and New Orleans Enter

Long-Term Recovery ................................................................. 258
IV. Conclusion ............................................................................... 260

Chapter 9
The Right to an Education for Homeless Students:
The Children of Katrina ............................................................... 261
Augustina H. Reyes

I. Introduction ............................................................................. 261
II. The Right to an Education for Children Displaced by Katrina .... 264
III. McKinney-Vento Homeless Education Assistance Act of 2001 .... 266
IV. Funding for Katrina Students ................................................... 279
V. Katrina Enrollments in Texas and in Houston Independent
  School District ........................................................................... 281
VI. Katrina Parents ....................................................................... 282
VII. Katrina Children in School Districts across the United States ... 282
VIII. Displaced Children ............................................................... 283
IX. The New Orleans Public Schools ........................................... 284
X. Conclusion .............................................................................. 292

Appendix A
Enrollment of Hurricane Katrina Students
in Houston-Area Schools .............................................................. 296

Appendix B
Houston Independent School District Registration Process
for Displaced Katrina Students 2005–2006 .................................... 298

Appendix C
2006 Texas Assessment of Knowledge and Skills (TAKS) ........... 307

Appendix D
Louisiana Charter School Types ................................................ 309

Chapter 10
Children and Disasters: Child Evacuation in World War II
and Public Policy in Great Britain ............................................. 313
Laura Oren

I. Introduction ............................................................................. 313
II. The Evacuation Plan and the Three Waves of Evacuation ........ 318
III. The Effect on Children: Transport and Billeting Problems .... 319
TABLE OF CONTENTS

IV. The Effect on Children: Disruption of Education, Social Services, and Family Life .......................................................................................... 320
   A. Effects on Education ........................................................................ 321
   B. Effects on School-Based Social Services ..................................... 325
   C. Social Surveys, Child Guidance, and Psycho-Analysis ............... 327
   D. Children’s Voices? ........................................................................ 332
V. “Our Towns”—Poor Children’s Lives Unveiled .................................. 333
VI. The Evacuation and Its Revelations: Midwife for the Welfare State?... 336
VII. In the Wake of the Storm: Katrina, Children, and Public Policy ............................................................... 338

Index ........................................................................................................ 341