West Virginia Firewise in the Classroom

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West Virginia Firewise

There is a pronounced potential for wildfire loss in the Eastern Panhandle counties of West Virginia. While some areas of the region are at increased risk due to topography and remoteness, other areas are at risk because of an increase in home construction around woodlands and fields. This expansion outward from the urban areas is placing a strain on emergency service organizations with regard to accessibility and response time.

The wildland-urban interface is growing in West Virginia. To better serve the public, emergency responders need to know where the homes are and how to get to them. Through advances in geographic information technology, it is possible to improve information flow and minimize the potential loss from wildfires.

One key aspect to improving our knowledge of an area is the collection and analysis of field data. This is where the Firewise in the Classroom Project can play an important role. Through the project, students will gain content knowledge, apply new skills, are exposed to potential career paths, and provide valuable data to their community and state. Firewise is a program that would allow students to play a critical role in helping communities reduce the risk to homes by wildfires through Firewise Assessments. These assessments of a community are critical to planning and implementing mitigation to prevent homes from loss to wildfire. The program will lead students through core lessons that will include the basic steps of the assessment utilizing aerial photos, Geographic Information Systems (GIS) and Global Positioning Systems (GPS). The curriculum includes a hands-on in the field component to carry out individual property assessments. The overall program correlates with the West Virginia Science Content Standards and Objectives.

M. Rodger Ozburn, Regional Fire Specialist, WV Division of Forestry

Minnesota Firewise

There is a pronounced geography to the threat of wildfires in Minnesota and across the country. Although the impacts of fire are local they are catastrophic and indirectly affect all member of the county. Fortunately, advances in geographic information technologies make it possible to take action to minimize the potential loss from fires. This is especially true at the zone of urban expansion where residential buildings are constructed within amenity locations containing vulnerable vegetation. The Minnesota alliance for Geographic Education is very proud to be a collaborator in the development of this highly innovative and significant curriculum. It is our hope that the curriculum will not only educate a new generation of Minnesota students in the application of Geography and Geographic Information Systems, but will also make our communities safer.

David A. Lanegran Ph. D.
John s. Hall Professor of Geographic, Macaester College Coordinator of the Minnesota Alliance for Geographic Education.

Curriculum Overview

National Firewise Communities programs

What is Firewise and Firewise Community?
In the U.S., we average 140,000 wildfires per year, burning approximately 14.5 million acres. Each year since 1990, more than 9000 homes have been destroyed by wildfire. When people build their "dream homes" in the worked or on wild lands on the edges of urban areas, these properties may be vulnerable.

The national Firewise Communities program is a multi-agency effort designed to reach beyond the fire service by involving homeowners, community leaders, planners, developers and others in the effort to protect people, property and natural resources from the risk of wildland fire before a fire starts. The Firewise Communities approach emphasizes community responsibility for planning in the design of a safe community as well as effective emergency response and individual responsibility for safer home construction, design, landscaping and maintenance.

West Virginia Background

The Firewise West Virginia program was initiated in 2002, utilizing National Fire Plan funding to develop an information and awareness program for residents in key West Virginia counties affected by urban growth. The Firewise program in West Virginia focuses on ten specific counties that have shown an increase in wooded communities over the last 10 years. Berkeley County is one of the ten that shows major development. To date, the strategy of the program has concentrated on working with individual communities in an effort to get them to take an active role in their own wildfire protection.

West Virginia Firewise in the Classroom Project at Hedgesville High School

What is Firewise in the Classroom? – Minnesota and West Virginia Programs
Firewise is a National Program which is called: "Firewise Communities." Minnesota and West Virginia adopted and developed the program and called it Firewise in the Classroom

- 10 years ago the Minnesota Department of Natural Resources (DNR) received special grants from the U.S. Department of Agriculture Forest Service – Northeastern Area State and Private Forestry to develop a curriculum to teach Firewise in the Classroom in Minnesota schools. Minnesota has been teaching Firewise in the Classroom since 2001 and to date over 7.000 students have participated in Firewise Projects, volunteered over 25,000 hours and have collected over 200,000 Level 1 assessments of homes at risk of wildfire in Minnesota.
- In addition to developing the curriculum, Firewise Grants funded the development of a specialized Desktop GIS system that could be distributed freely to all schools participating in Firewise in the Classroom Project with out the cost or requirements of a commercial licensing agreement. AtlasGDS is the desktop GIS system that was developed and was the result of over 35 years of software development that began at the University of Minnesota. It is a custom GIS system that brings advanced GIS capabilities to schools using the Minnesota Firewise Curriculum. One of the conditions of the USDA Forest Service grants was that AtlasGDS and the Minnesota *Firewise Communities: Reducing the Risk of Wildfire be* distributed and used by schools in USDA Northeastern Area States participating in a Firewise Project.
- In 2007, the West Virginia Division of Forestry (WVDOF), in cooperation with the Eagle Promise Charitable Fund (EPCF), submitted and received a two year Firewise Grant from the U.S. Department of Agriculture Forest Service – Northeastern Area State and Private Forestry. Through the efforts of EPCF and Ken Pekarek of GIS 4 Schools, serving as a consultant, he redesigned and implemented the curriculum at Hedgesville High School

Background on the Establishment of the West Virginia Firewise in the Classroom

Establishing and adapting the Minnesota DNR Firewise in the Classroom model to West Virginia

The EPCF has worked closely with Roger Ozburn and the WVDOF along with the Woods Homeowners Association (WHOA), Hedgesville, WV in helping WHOA to become the first Firewise Community in Berkeley County and the second in the State of West Virginia. Because of the limited number of staff in the WVDOF, the WVDOF and Eagle Promise Charitable Fund worked together to establish and replicate for the State of West Virginia a model that has been successfully established in Minnesota by the Minnesota Department of Natural Resources (MNDNR). Dr. Thomas Eiber, retired from MNDNR, worked closely with the WVDOF and EPCF to establish this same program for the State of West Virginia.

The MNDNR Firewise Communities program helps communities assess and reduce the risk of wildfire to Minnesota homes. The Minnesota Alliance for Geographic Education (MAGE) helped develop Firewise Communities: "Reducing the Risk of Wildfire" curriculum for the MNDNR. This standards-based, hands-on curriculum integrates GIS and GPS technologies into classrooms

Hedgesville High School (HHS) establishing the model for the WVDOF for future use in other school districts

The EPCF worked with members of the administration of HHS to bring the MNDNR and its MAGE model to HHS. The MNDNR program has been adapted to meet all WV Department of Education (WVDOE) curriculum standards. This program fits nicely with the recently announced "21st Century Schools that Work" program by the WVDOE, with HHS being one of the sixteen schools selected to be a participant in this program, HHS will be the first school in the State of West Virginia to help establish the Firewise in the Classroom Curriculum. EPCF is working closely with HHS Principal Don Dellinger, Assistant Principal Ron Lyons and science teacher Sun Schroyer from the planning to the implementation of the Firewise in the Classroom Project. The Firewise Project at HHS will not only familiarize the students to GIS and GPS technologies but give them hands-on experience with the technologies. The Firewise in the Classroom program will also give the students the opportunity to interact with the varied constituencies within the community at large while working to help those communities become Firewise Communities. Those other constituencies include: local volunteer fire departments the local home owners association and the leaders in Berkeley County. This program will bring visibility both to HHS and the participating students. Based on the success of the project HHS can be a model for how other schools in West Virginia could implement Firewise in the Classroom in their school district.

Goal of West Virginia Firewise in the Classroom

Young people, as community members and future homeowners, play a critical role in helping communities to reduce the wildfire risk of homes by conducting Firewise Community Assessments. This curriculum was created for educators who would like to conduct a Firewise Community Assessment with 8th to 12th grade youth. It consists of core lessons which lead students through the basic steps of the assessment process, optional lessons for further exploration related to data analysis, concept mapping, population demographics and Global Positioning Systems (GPS) and a Middle School Supplement providing background lessons on geographic fundamentals.

Philosophy

"Firewise Communities: Reducing the Risk of Wildfire" is a standards-based, authentic learning experience integrating spatial analysis, technology and community service. Students gain content knowledge, apply new skills, are exposed to potential career paths, and provide valuable data to their community and state. The curriculum is based on the steps of geographic inquiry as published in *Geography For Life: The National Geography Standards*, 1994:

- Ask geographic questions
- Acquire geographic resources
- Explore geographic data
- Analyze geographic information
- Act upon geographic knowledge

Introduction

In the Introduction you will find correlations to National and Minnesota Geography and Science Standards, computer requirements for utilizing AtlasGDS GIS software and information about the involvement of the West Virginia Division of Forestry (WVDOF) Firewise Program, fire departments and local government officials.

Lesson Plans

Each Lesson Plan includes:

- Lesson Overview: A brief summary.
- Teacher Notes: Suggestions for preparing, teaching and assessing the lesson.
- Objectives: Specific student outcomes.
- Estimated Time: The estimated time required to complete the lesson.
- Materials Needed: A listing of teacher and student materials needed, including Transparencies, Handouts and Student Guides.
- Activity: Step by step instructions for the lesson.
- Assessment: Suggestions for informal and formal assessment.
- Extension Ideas: Suggestions for expanding the lesson for a class or individual students.

Additional Materials

Also included are reproducible Transparency Masters, Handouts (intended to be reproduced separately for ease of use), Student Guides, Answer Keys and Sample Assessment Rubrics. Teacher Resource Links and a Glossary are found at the end of the curriculum. AtlasGDS software, map data, PowerPoint presentations, videos and additional resources are found on the accompanying DVD.

Curriculum Overview (Continued)
Plan Ahead

Look through the entire curriculum carefully. Make field trip arrangements (Lesson 8 provides guidance), make necessary contacts, obtain materials, consult suggested Teacher Resource Links, and reproduce appropriate Transparencies, Handouts, Student Guides, and Assessment Rubrics. It is also suggested that you work through all of the Geographic Information System (GIS) and Global Positioning System (GPS) activities.

Core Lessons

To teach the core lessons, allocate 10 to 13 50-minute class periods plus a field trip day.

- Lesson 1 - What is Wildfire? (1 to 2 class periods)
- Lesson 4 - Introduction to West Virginia Firewise (1 class period)
- Lesson 6 - Introduction to GIS and AtlasGDS (3 class periods)
- Lesson 7 - Conducting a Level 1 Firewise Community Assessment (2 to 3 class periods)
- Lesson 8 - Preparing for the Level 2 Firewise Community Assessment (1 to 2 class periods)
- Lesson 9 – GPS Technologies and Getting to Know the Garmin GPS 72 Receiver (2 class period)
- Lesson 11 - Conducting a Level 2 Firewise Community Assessment (1/2 to 1 school day)

Optional Lessons

- Lesson 2 - Interpreting Wildfire Information (1 class period)
- Lesson 3 - Creating a Wildfire Cause and Effect Concept Map (1 class period)
- Lesson 5 - Using Census Data to Explore West Virginia Population Growth and Change (1 to 2 class periods)
- Lesson 10 - Practice with the Garmin GPS 72 Receiver - “Geocaching” on Campus (1 class period)

Minnesota Acknowledgments

Funding

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Correlations to West Virginia Science Education Standards

Firewise Program at Hedgesville High School

Program overview

Through the Firewise in the Classroom Project, students will gain content knowledge, apply new skills, are exposed to potential career paths, and provide valuable data to their community and state. Firewise is a program that would allow students to play a critical role in helping communities reduce the risk to homes by wildfires through Firewise Assessments. These assessments of a community are critical to planning and implementing mitigation to prevent homes from loss to wildfire. The program will lead students through core lessons that will include the basic steps of the assessment utilizing aerial photos, Geographic Information Systems (GIS) and Global Positioning Systems (GPS). The curriculum will also include a hands-on in the field component to carry out individual property assessments. The overall program will correlate with the West Virginia Science Content Standards and Objectives.

Correlation with West Virginia Content Standards and Objectives

Standard 2: Science as Inquiry (SC.S.2)

Students will:

- demonstrate the abilities necessary to do scientific inquiry;
- demonstrate understanding about scientific inquiry; and
- demonstrate the ability to think and act as scientists by engaging in active inquiries, investigations and hands-on activities a minimum of 50% of the instructional time.

Science as Inquiry Objectives

Students will:

SC.10.2.3	apply scientific approaches to seek solutions for personal and societal issues.
SC.10.2.4	properly and safely manipulate equipment.
SC.10.2.5	conduct explorations in a variety of environments (e.g., laboratories, museums, libraries, parks and other outdoor locations).
SC.10.2.6	use appropriate technology solutions (e.g., computer, CBL, probe interfaces, software) to measure and collect data; interpret data; analyze and/or report data; interact with simulations; conduct research; and present and communicate conclusions.
SC.10.2.7	demonstrate science processes within problem solving setting (e.g., observing, measuring, calculating, communicating, comparing, ordering, categorizing, classifying, relating, hypothesizing, predicting, inferring, considering alternatives, and applying).
SC.10.2.8	design, conduct, evaluate and revise experiments (e.g., identify questions and concepts that guide investigations; design investigations; identify dependent and independent variables in experimental investigations; manipulate variables to extend experimental activities; use technology and mathematics to improve investigations and communications; formulate and revise scientific explanations and models using logic and evidence; recognize alternative explanations; communicate and defend a scientific argument).

Correlations to West Virginia Science Education Standards continued

Firewise Program at Hedgesville High School

Standard 3: Unifying Themes (SC.S.3)

Students will:

- demonstrate an understanding of interdependent themes present in the natural and designed world (e.g., systems, order, and organization: evidence, models, and explanation; constancy, change, and measurement; equilibrium and evolution; form and function);
- demonstrate the ability to identify, construct, test, analyze, and evaluate systems, models, and changes; and
- demonstrate the ability to draw conclusions about and predict changes in the natural and designed systems.

Unifying Themes Objectives

Students will:

SC.10.3.l	analyze systems to understand the natural and designed world; use systems analysis to make predictions about behaviors in systems; recognize order in units of matter, objects or events.
SC.10.3.2	apply evidence from models to make predictions about interactions and changes in systems.
SC.10.3.3	measure changes in systems using graphs and equations relating these to rate, scale, patterns, trends and cycles.
SC.10.3.4	understand that different characteristics, properties or relationships within a system might change as its dimensions are increased or decreased (e.g., scale up, scale down).

Standard 4: Science Subject Matter/Concepts (SC.S.4)

Students will:

- demonstrate knowledge, understanding and applications of scientific facts, concepts, principles, theories and models as delineated in the objectives;
- demonstrate an understanding of the interrelationships among physics, chemistry, biology, and Earth and space sciences; and
- apply knowledge, understanding and skills of science subject matter/concepts to daily life experiences.

Science Subject Matter/Concepts Objectives

Students will:

SC.10 A.14	review the needs of growing plants and the environments supplying those needs.
SC.10A.15	review factors that affect succession, populations and communities (e.g., use maps, graphs, charts, tables).
SC.10A.3l	investigate effects of geological events on weather and climate (e.g., ocean currents and atmospheric conditions).

Correlations to West Virginia Science Education Standards continued
Firewise Program at Hedgesville High School

Standard 5: Scientific Design and Application (SC.S.5)

Students Will:

- demonstrate an understanding of the interdependence between science and technology;
- demonstrate the ability to distinguish between natural and man made objects;
- demonstrate the abilities of technological design; and
- demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.

Scientific Design and Application Objectives

Students will:

SC.10.5.1	investigate and analyze the interdependence of science and technology.
SC.10.5.2	research and design solutions to a personal or a societal problem created by technology.
SC.10.5.3	compare and test modifications to an engineering design.
SC.10.5.4	utilize technology to communicate designs, results and conclusions.

Standard 6: Science in Personal and Social Perspectives (SC.S.6)

Students will:

- demonstrate the ability to evaluate personal and societal benefits when examining health, population, resource and environmental Issues;
- demonstrate the ability to evaluate the impact of different points of the view on health, population, resource, and environmental practices;
- predict the long-term impact of specific health, population, resource and environmental practices;
- predict the long-term societal impact of specific health, population, resource and environmental practices; and
- demonstrate an understanding of public policy decisions as related to health, population, resource and environmental issues.

Science in Personal and Social Perspectives Objectives

Students will:

SC.10.6.l	investigate the effects of natural phenomena on the habitat and habitat change.
SC.10.6.2	research current environmental issues (e.g., depletion of fossil fuels, global warming, destruction of rainforest).
SC.10.6.3	describe the impact of cultural, technological, and economic influences on the evolving nature of scientific thought and knowledge.
SC.10.6.4	explore occupational opportunities in science and technology including the academic preparation necessary.
SC.10.6.5	engage in decision making activities and actions to science technology-society issues.

Correlations to National Science Education Standards

Lesson #	Standard
1, 3, 4, 6, 7, 8, 11	A. Unifying concepts and processes in science
4, 6, 7, 8, 10, 11	B. Science as inquiry
1, 3	C. Physical science
1, 3	D. Life science
4, 6, 7, 9, 10, 11	F. Science and technology
1, 2, 3, 4, 5, 6, 7, 8, 11	G. Science in personal and social perspectives

Source: *National Science Education Standards*, 1996

Correlations to National Geography Standards

Lesson #	Standard
1, 2 ,5, 6, 7, 9, 10, 11	1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
1, 7	2. How to use mental maps to organize information about people, places, and environments on Earth's surface.
1, 2, 5, 6, 7, 11	3. How to analyze the spatial organization of people, places and environments on Earth's surface.
1, 2, 3, 4, 5, 6, 7, 8, 11	4. The physical and human characteristics of places
1, 6, 7	5. That people create regions to interpret Earth's complexity.
1, 3	7. The physical processes that shape the patterns of Earth's surface.
1	8. The characteristics and spatial distribution of ecosystems on Earth's surface.
5	9. The characteristics, distribution and migration of human populations on Earth's surface.
5, 6, 7, 11	12. The process, patterns and functions of human settlement.
1, 2, 3, 4, 5, 6, 7, 8, 11	14. How human actions modify the physical environment.
1, 2, 3, 4, 6, 7, 8, 11,	15. How physical systems affect human systems.
1, 2, 3, 4, 5, 6, 7, 8, 11,	18. How to apply geography to interpret the present and plan for the future.

Source: *Geography For Life: The National Geography Standards*, 1994

Procedures for Accessing AtlasGDS from Firewise Flash Drives

West Virginia Firewise in the Classroom - AtlasGDS on a Flash Drive:

1. Each time you plug in an external hard drive, Flashdrive your PC will assign it a drive letter. It is not always consistent so you need to pay attention and write that flash drive letter down. If you forget you can use Windows explorer or My PC to see the drive letter assigned to the drive.

2. Each time you connect the Flash Drive, Windows XP will scan the Flash Drive and suggest programs you should use. You must select **Cancel** before you can proceed.

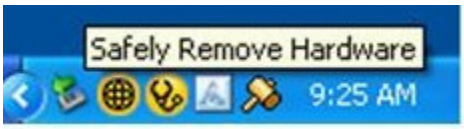
3. To start AtlasDGS use Windows explorer or My PC to navigate to (drive letter):\AtlasGDS\ directory. Click **AtlasGDS.EXE** and AtlasGDS will start.

4. It will not find the study area so you need to click on: Select **Study area** button on the left and select the correct drive letter and then in the menu box to the bottom left you need to go open AtlasGDS folder and then highlight **WV_30 meter Study Area** and click **OK.**

5. Accessing air photos: The WMS folder has a link to West Virginia's Internet Web Mapping Server to view 2003 air photos SAMB (03). Select the 2003/2004 Ortho Photos layer. If you have a high speed connection, it will draw quickly. If you have a wireless connection it may take a little longer and you may be temporarily get disconnected. When the signal strength gets better it connects again. If you have Dial Up may take a while.

6. To close AtlasGDS click on the Red X on the upper right and select OK.

7. To eject the flash drive, click on the Safely Remove Hardware button on the lower right task bar. Select your drive letter and it will tell you if it is OK to remove the drive. You must not have any programs running at that time.



If is says you can not remove it. close programs and try it again. If you can not safely stop the drive, shut your PC down using Windows. This will close all programs correctly and shut down safely.

Note: The software folder has two programs that you may find use full:

1. CuteWriter allows you to make PDF files from PowerPoint or Word. Double click on CuteWriter.exe to install the software.
2. When finished double click on converter.exe

Technical Assistance and Computer Requirements

Technical Assistance

Ken Pekarek, GIS4Schools
1773 Kennard Street
Maplewood, Minnesota 55109-4633
E-mail - kenpekarek@comcast.net
Phone - 651-773-0073
Web page - http://www.gis4schools.org

The Firewise Communities project can be completed using either AtlasGDS or ArcView 3.x GIS software.

Atlas GDS Requirements

AtlasGDS is available from the West Virginia Division of Forestry. Contact:

M. Rodger Ozburn, Regional Fire Specialist
P.O, Box 40
1106 Railroad Street
Farmington, WV 26571
Email: mrozburn@ma.rrcom
(304) 825-6983 (V)
(304) 825-6987 (Fax)

AtlasGDS should be loaded on individual PCs using individual data sets.

Platform:

PC based computer or MAC Book with duel processor (OX10 and Window XP)
Pentium III or better microprocessor
12 GB hard drive with 5 GB of free space without loading data (Standard installation requires 500 MB hard drive space.)
Operating System: Windows 2000 or above
Memory: 512+ MB RAM
CD-ROM/DVD drive

Working with Your Community:
West Virginia Division of Forestry, Fire Department and Local Government

To accomplish the goals of the Firewise Community Assessment project, you must involve your community. The West Virginia Division of Forestry (WVDOF) is a facilitator in this process. Key players are the local Fire Chief and City Administrator.

Initial Contact with the Forestry Office and Fire Department

Make contact with the WVDOF Office and local Fire Department early.

Your local Forestry Office can explain the fire concerns in and around the community. They may also be available to make an initial presentation on fire hazards in the area. They can connect you with the Firewise Specialist who can provide you with resources to complete the program.

Your local Fire Department is a critical partner. The Fire Chief will value the fire education that you are providing for your class, and may be willing to give a presentation on fire issues in the community. The Chief will also be interested in your students' findings of fire risk and recommendations. The Fire Chief is the person who must initiate a Firewise grant proposal that can help fund your program.

Talk to your local Fire Chief. Explain what you are attempting to do in your classroom. Ask if the chief would be willing to speak to your class. If the chief is interested in your program, direct him to the appropriate Firewise Specialist (following this section) to help design a grant program to help fund your school activities and other community Firewise efforts.

Level 1 Assessment

The Level 1 Assessment requires a computer lab, GIS software and map data. See the Computer Requirements section for information regarding software.

Invite your local Fire Chief to visit your classroom during the Level 1 Assessment process to see what you are doing, to look at the aerial photos of the fire protection district, and to lend a hand.

Accessing Field Trip Funds

Field trip funds may be available through a Firewise Grant to your local community fire department or city office. Your Firewise Specialist can work with your community to apply for this grant funding. Generally a Firewise Grant has three components: assessment, mitigation and education. The work your class will be doing in the Level 1 and 2 Assessments falls under the assessment component of a grant. A grant can be structured to include field trip funding for a Level 2 Assessment in an identified risk area.

Other components of the Firewise Grant must also be addressed. Here is where the Fire Department or city can add to the grant by providing cost share assistance to homeowners to carry out your recommendations. This is mitigation. Teaching your class about Firewise, and in turn the students teaching others in the community, meets most of the requirements for the grant's education component. The city can complete additional educational requirements through newsletter articles and open houses. Again, both the Fire Chief and Firewise Specialist need to be involved in this process.

Resources necessary for completing the Level 2 Assessment can be obtained from your Firewise Specialist. These resources include GPS units, Firewise Evaluator's Guides and Firewise literature.

Working with Your Community (Continued)

Level 2 Assessment

This is another critical time to involve the local community. During the Level 2 process, your students will be contacting individual homeowners at their places of residence. It is critical that your local community help facilitate this process. The Fire Chief should be asked to send out a mailing to the neighborhood residents to introduce your class and to inform them that the students are participating in a valuable community service project. The city could also announce your class field trip in a local newspaper or newsletter.

Communicating Your Findings

Once the Level 1 and 2 Assessments are completed, your class will develop a presentation to communicate its findings. Students may make a presentation at a city council or fire department meeting. The city may want to publish your findings on a web site, in the local newspaper or in a newsletter. The data you collect in both the Level 1 and 2 Assessments should be sent to your Firewise Specialist for compilation into a statewide database and to assist your community in risk mitigation planning. A copy of this data should also be provided to your local Fire Chief or City Administrator for local planning.

Future Steps

Your community may have homes at risk. Your class will assess and make recommendations related to those risks. The class or a local civic organization may be called upon to assist with carrying out some of these recommendations as a community service project. Projects may include installing visible address signage, cutting brush along high risk right of ways, or pruning trees. The possibilities are endless. Firewise Grant funds can be used to cover some of the costs of this mitigation work.

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Web Links

West Virginia Division of Forestry Home Page
http://www.wvforestry.com/index.cfm

Dry Hydrant Program:

http://www.wvforestry.com/fire_prev.cfm?menucall=fire
Anyone interested in the dry hydrant program should contact:
Potomac RC&D
151 Aikens Center, Suite 6
Martinsburg, WV 25401-6211
(304) 267-8953

Fire Laws:

http://www.wvforestry.com/firelaws.cfm?menucall=fire

WV Division of Forestry
1900 Kanawha Blvd., E.
Charleston WV 25305-1080
(304) 558-2788/Fax (304) 558-0143

Wildfire Reports and maps:

http://www.wvforestry.com/Fire%20Report.pdf

http://www.wvforestry.com/dailyfire.cfm