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The Necessity for the Implementation of Basic Emergency Management Courses into the High School Setting

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THE NECESSITY FOR THE IMPLEMENTATION OF BASIC EMERGENCY
MANAGEMENT COURSES INTO THE HIGH SCHOOL SETTING

A MASTER THESIS

Submitted to the Faculty

of

American Public University

by

Cassandra Jo White

In Partial Fulfillment of the

Requirements for the Degree

of

Masters of Arts

In November 2015

American Public University

Charles Town, WV

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DEDICATION

I dedicate this thesis to my amazing husband, Christopher Wayne. You are my rock and my support system. Thank you for pushing me to do my best and to achieve my goals. None of this would have been possible without you. I love you more. Also, to my amazing kids, Collin, Garrett, Mary, and Braiden; without the four of you, I wouldn't have had the idea for this paper. Thank you for asking questions, forcing me to look up answers to the things I don't know, and keeping me interested in making the world a better place. Thank you for everything, I love each of you more than you will ever know.

ABSTRACT OF THE THESIS
THE NECESSITY FOR THE IMPLEMENTATION OF BASIC EMERGENCY
MANAGEMENT COURSES INTO THE HIGH SCHOOL SETTING

by

Cassandra White

American Public University System, November 2015

Charles Town, West Virginia

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The purpose of this research is to identify and validate the importance of employing the instruction of basic emergency management principles into the high school setting. Research was conducted comparison between current emergency management practices and the Common Core Standards for Educators. Findings include a vast lacking of emergency management principles in the public school curriculum. The capability to implement emergency management principles into the student curriculum while maintaining the integrity of the common core standards is a capability unique to the career field. The research conclusion is that through the addition of EM principles, the local community and students will be better prepared to handle and respond to natural and man-made disasters.

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The Necessity for the Implementation of Basic Emergency Management Courses into the High School Setting

Throughout the course of history, disasters have caused wide spread devastation and destruction to communities and towns throughout the United States. Since 2005, there have been over 1300 disaster declarations made via the Federal Emergency Management Agency (FEMA) (FEMA, 2015). Knowing what to do in the event of a disaster, whether it is manmade or natural, is paramount to surviving any disaster (Bradley, 2012 pg. 3). It is for this reason that implementing a basic emergency management (EM) course into the high school curriculum would prove to be beneficial to local communities, families, and governments across the country. Having skilled and knowledgeable teenagers that are ready and able to understand the values that are needed to prepare, respond, and recover from a disaster is essential to the “Whole Community Approach to EM” principles and practices (FEMA, 2011 pg. 3). Students in their junior and senior years of high school are at the right age to be able to participate in a variety of functions throughout all phases of an incident. Additionally, it is at this phase in a student’s life that they need to be thinking about what they want to do after they graduate from high school; basic EM principles being introduced to a high school at this point in their life may provide an option as a career that they may not have previously thought or known about. These are principles and practices that they are able to share with their families and neighbors, as well as carry with them after graduation from high school.

Research surrounding the employment of EM principles into the high school setting is limited. Search queries fail to return results oriented around basic EM principles and their employment into a secondary school curriculum. Currently, there is only one school in the country that provides these lessons as a principle aspect of their current educational curriculum.

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The Urban Assembly School for Emergency Management (UASEM), located in New York, New York, has committed to the development of the next generation of emergency managers (UASEM, 2015). Although, this paper is not designed or intended to praise or promote the school for its curriculum and education goals, UASEM does demonstrate a desire to fulfill a need that the United States is facing.

There are numerous reasons and benefits that can be obtained via teaching basic EM principles to teenage students. This paper will attempt to demonstrate the benefits that would be garnered not only for the students but also for the city and county officials and the communities that the students live in. It will also demonstrate how these principles are able to be employed in addition to or in replacement of current objectives while still meeting the Common Core Standards (CCS) that are already in use in 43 states across the country (Common Core State Standards, 2015). Examples of how these principles have the potential to be easily incorporated into a high school curriculum include exploration of the National Flood Insurance Program (NFIP); its uses, history, and benefits would be explored and correlated against CCS reading standards 1-10 (Burke, 2013 pg. xxi). Students would depart the course, not only understanding the importance of the program, but the roles that it plays in home purchases and residential builds. The impacts have the potential to be far reaching.

There are numerous occasions of children being exposed to basic EM courses on a daily basis. From cartoons such as Paw Patrol on Nick Jr (2015) to teen CERT team programs located throughout the country, children of all ages are getting EM information from a variety of sources. Examples of this include states like Ohio, Utah, and the Shenandoah Valley all having pamphlets that were put together to engage children on the varieties of weather that can impact them. The Red Cross and FEMA have both put together educational items that depict disaster

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scenarios that kids can sort through while they color and a variety of websites that can be visited. Unfortunately this level of information is focused toward students at the elementary school age and fails to identify with students in middle and high school. Implementing an academic class centered on EM basics will ensure that students are receiving the more appropriate aspect of the course on a virtually daily basis, as well as understanding specifics regarding their community and its location within the US. Once they understand the background information that has been set up to ensure that all EM operations throughout the country are operating under a streamlined system, they will be able to understand how the country works together to ensure that all areas are safe and secure pending a disaster.

In the wake of disaster, there needs to be a sense of continuity toward ensuring that everyone in all walks of life is informed and knowledgeable on what needs to be accomplished prior to a disaster actually happening. By implementing a basic EM oriented course into the high school setting, this obligation is capable of not only being fulfilled, but is able to reach a wide array of individuals throughout the community. As current members of society, the upcoming leaders need to understand what processes are already in place to protect and defend the communities across the nation from manmade and natural disasters. “It’s this simple: If [the nation] wants better schools, [the nation] has to monitor the implementation of [its] highest priorities” (Schmoker, 2011 pg. 18); EM principles and practices echo to the family and communities, not just staying with the students who are taught them. The priority of teaching high school students needs to also fill the role of ensuring that they are capable and willing to protect themselves and their families from disasters before and after graduation. Enabling the next generation needs to be the highest priority of our school systems.

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Literature Review

A total of seven books influenced the outcome of this paper. Each book provided insight either in the realm of EM or in the development of school curriculums. Each book is described and detailed below, as well as how it is able to be applied to the development of a curriculum. These books were selected based on their ability to be cross referenced between both the educational realm and the EM realm. While neither subject independently has references that depict why and how the concepts of EM would be implemented into the high school setting, combined, these topics are able to be joined together as explained below. The selected books provided a detailed guide of independent approaches to education reform and the community involvement in EM actions.

The Whole Community Approach by FEMA details the guidelines for encouraging community support, while Burke and Schmoker discuss educational requirements and reform. Bradley discusses an extreme point of view for emergency preparedness that is able to be discussed as an opposing view point of how EM should be handled in the classroom; while he still discusses valid points that could prove beneficial in the course work. The Guide for Developing High Quality School EOP's and the Action Guide for EM at IHE's provide information on what disasters are applicable to the school realm; these two documents provide information on how schools react to disasters and what is commonly perceived as a disaster. Lastly, Rubin's book provides insight into where EM came from and where it has arrived today. By evaluating the history of the field, the future is able to learn from past mistakes and understand why and how EM has evolved. In terms of relevance to this paper, the history of the field reinforces the need to deploy the previously listed references into the high school setting for student comprehension.

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The Whole Community Approach to EM is one of two core documents that were utilized during research and development of this paper. It was created to detail the necessity and importance of ensuring that the entire community is prepared for a disaster. Without the thorough understanding of all community residents and state citizens, planning, prevention, and mitigation efforts can go unsupported due to panic and misunderstanding (FEMA, 2011 pg. 1). The Whole Community Approach (WCA) works to remedy this through providing information and ideas that city planners can utilize to implement EM facets into the daily lives of residents. Empowering the public will not only simplify the process for managers and planners, but also ensure that the public is informed and prepared to handle the disasters that are applicable threats to them.

Due to changes in residential areas and the ever growing technological market, disasters are becoming more complex; not helping the situation is the fact that on a yearly basis, more and more individuals are choosing to reside in disaster prone areas, making response efforts increasingly difficult (FEMA, 2011 pg. 2). Due to the shifting population, the importance of ensuring that the local populations are prepared and understanding of the disasters surrounding the current living arrangements could not be more understated. It is for this reason that, while compiling the information for this document, FEMA encouraged dialogue with “private and nonprofit sectors, academia, local residents, and government leaders” (FEMA, 2011 pg. 2). FEMA and their associated stakeholders understood the importance of ensuring that all facets of the community were involved in the document creation, because when disaster strikes, all listed stakeholders will be involved in the recovery of the community in some form or facet.

When contemplating how to implement FEMA’s intention, implementing basic EM principles into the high school lesson plan is a major avenue for reaching the next generation.

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As a concept, Whole Community is a means by which residents, EM practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and their assets, capacities, and interests. By doing so, a more effective path to societal security and resilience is built (FEMA, 2011 pg. 3).

Encompassing this mindset means that all aspects of the community must be informed of the necessary actions required to survive a disaster. Through implementing this policy into the high school classroom, students that are old enough to participate and/or lead volunteer recovery teams, assist the elderly, and ensure that their own families understand the risks associated with disaster survival are maintained and completed.

Additionally, this will allow local government to achieve the goals of the WCA: understand and meet the actual needs, engage and empower all parts of the community, and strengthen what works well in communities on a daily basis (FEMA, 2011 pg. 4). Due to the requirement for children ages 4-18 to attend school on a yearly basis, high school students are in a prime position to be exposed to these principles and be capable of acting on them when necessary. Students are able to be informed of the hazards that are present to their communities and provide feedback on the current methods of prevention, preparation, and response to them. They are capable of providing community support through the implementation of lesson plans that have the potential for distributing information about current disaster preparation planning, for example, what should be done in the event of a flooding incident or detailed information on hurricane seasons, location permitting. As students are made aware of these features and provided the opportunity to engage and support their fellow peers, all students throughout the school have the ability to ensure that their friends and families outside of the school system are

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made aware. Empowering the community starts with its next generation. School systems are in the prime position to ensure that this is accomplished. This would meet the intent of the last goal, being that the community disaster knowledge should be strengthened on a daily basis. Through the WCA and the public school system, the community would be strengthened in a manner that is not only compatible with the daily lives of the everyday family, but also assisting and shifting the focus of the community from “reactive” to “proactive”, thus lending to the possibility of saving lives due to an informed population.

During daily lesson plans, students can provide the necessary inputs that can help to improve systems throughout the local community. They can identify needs, address concerns, provide input, and create additional teams that may or may not have been previously identified. Projects can be created as a class to find solutions to ongoing concerns that may be necessary to foster a whole community mindset, starting with students and ending with city leaders. Students are an integral aspect of the local population that should be included in planning and protection aspects of community planning. The WCA fosters and encourages this mindset.

The Common Core Companion: The Standards Decoded – Jim Burke

The Common Core Companion Standards (CCS) were detailed in the book *The Common Core Companion: The Standards Decoded*. The Companion is the second of the two core documents utilized in this research. It made reviewing the CCS easier as it explained how each standard is able to be implemented throughout the curriculum. The CCS are government directed standards that are set forth on a national scale to ensure that all students across the United States are being taught to the same minimum standards. This book helps to break down the CCS into comprehensible tasks that should be evaluated in the classroom or placed into a lesson plan. The *Common Core Companion* is geared toward grades 9-12, particularly reading,

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writing, speaking, and literary review (Burke, 2013 pg. xi-xii). The CCS are then further broken down to distinguish between grades 9/10 and 11/12. As this paper is geared toward the implementation of EM at the level of 11/12 grade, this review will focus on the later portion of the CCS.

Burke states that

To become college and career ready, students must grapple with works of exceptional craft and through whose range extends across genres, cultures, and centuries...along with high quality contemporary works, these texts should be chosen from among seminal US documents...Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts (Burke, 2013 pg. 4).

This is important because it reinforces the applicability that FEMA documents such as Homeland Security Presidential Directive-5 (HSPD), the WCA, and school Emergency Operations Plan's (EOP) have to the classroom. Students must be made aware of the disasters that are applicable to their local surroundings and this is able to be done through the addition of the documents into the school lesson plans via the CCS. An example of this would be reading standard (RS) two which requires the student to "determine two or more central ideas of a text...how they interact and build on one another to provide a complex analysis" (Burke, 2013 pg. 12). This can be accomplished through reading and analyzing the National Incident Management System (NIMS) or virtually any other document authored by FEMA or a local planning commission.

Looking into the history of the region and the disasters that have affected it can be covered via RS3, which states "analyze a complex set of ideas or sequence of events and explain

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how specific individuals, ideas, or events interact and develop over the course of the text”

(Burke, 2013 pg. 18) and RS8 “delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning” (Burke, 2013 pg. 48). Studying devastating disasters throughout the course of US history will be able to provide a perspective on how EM has changed for the better and the lessons that were learned during the disasters. Although not all school districts will reside in the southern region, the Hurricane Katrina After Action Report (AAR), published by the White House, would be an excellent addition to any curriculum and would fulfill the requirements of RS3, as it would require in depth analysis of the events and players responsible for the outcomes of the situation, both positive and negative.

In addition to the reading standards, many of the writing standards (WS) apply to a curriculum of this standard. WS 2 states “Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content (Burke, 2013 pg. 85). WS 4 requires that students write a paper that is appropriate to the skill level of the student and stays on the assigned topic (Burke, 2013 pg. 92). An appropriate EM related document for this WS would be for students to develop an EOP for their school, listing applicable hazards and threat risk. This would address the WCA aspect and still implement the federally mandated CCS. Students have the potential to also create documents for their peers under this standard, addressing these threats and having them be distributed to their peers in the form of flyers or slideshow related briefings. Through the use of a briefing, students would also be meeting the Speaking and Listening 4 objective which states that students must state the research findings and support the information in a format that is easily understood and appropriate to the audience’s level of understanding (Burke, 2013 pg.

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156). In the spirit of the WCA, students would be able to provide briefings to peers and those that are outside their learning level, while developing briefings that are skill level appropriate.

All of the language standards will be capable of being met throughout the course via assigned papers and documents that will be required to be turned in. The language variables will be graded at that time to avoid unnecessary documentation and work load for both student and teacher. The purpose of the course is to ensure that students understand the basic principles of EM; the language standards will be graded during assignments that are being handed out, for this reason.

FEMA released a supporting document to the WCA that discusses how to create a high school EOP. This guide details the requirements for establishing an EOP, as well as how to implement it once approval has been garnered. It takes readers through the six step planning process; these six steps explain to school officials how to establish a planning team, understating the situation at hand, determining goals and objectives that are applicable and attainable to the school system, how to identify any applicable courses of action for the established goals, planning preparation, reviewing the plan, and getting it approved, and through implementation and maintenance (FEMA, 2013 pg. iii). The details laid out in this plan work in line with Presidential Policy Directive (PPD) - 8, last updated March 2011, and include the five mission areas of EM, prevention, protection, mitigation, response, and recovery (FEMA, 2013 pg. 2). Through the collaboration of this document with PPD8, FEMA and the US Department of Education were able to accomplish a thorough plan of action for schools across the country.

Step one and two places emphasis on forming a collaborative planning team that is capable of working together under a common theme. Multiple studies have been conducted and assessed that, in order to have a successful plan; all agencies that are incorporated into the plan

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must accept their roles and responsibilities (FEMA, 2013 pg. 5). Actions that need to be taken under this step include identifying the team, forming the frame work, assigning roles and responsibilities, and determining a regular meeting schedule that will insure the situation is well understood (FEMA, 2013 pg. 5). Without a complete identification of all applicable hazards, a thorough EOP could not be attained. This has the potential to leave the school open to vulnerabilities (FEMA, 2013 pg. 7).

In terms of how this fits into the WCA and the CCS, students can play a major role in developing or editing an EOP. Students are able to reflect on what hazards their school and community are at risk too, write a paper on the threat that they feel is greatest, and discuss and defend the threat with their class. When the class has a completed vulnerability assessment, they are able to present their findings to the school principle or member who leads the planning team. Not only will this save time and effort for the school faculty responsible for creating a vulnerability assessment and school EOP, but it will also incorporate the students in the planning process and allow for understanding of the community threats. This will also meet a multitude of CCS requirements, allowing students to receive credit for their work.

Steps three, four, and five all detail how to establish an EOP. This includes establishing goals and objectives that should be met when implementing the EOP. “Those three goals should indicate the desired outcome for before, during, and after the threat or hazard” (FEMA, 2013 pg. 13). Once goals are established, identifying the course of action must take place (FEMA, 2013 pg. 14). This includes but is not limited to: important decision points, response time frames, any estimated additional costs that would be required to ensure safety and response efforts are attainable (FEMA, 2013 pg. 14-15). Once all aspects of the goals and course of actions are completed, they need to be placed into a plan format, utilizing checklists for the course of actions.

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This will ensure that all members of the school are capable of utilizing and rationalizing the plan when necessary. If the plan is adequate, feasible, acceptable, and “incorporates all courses of action to be accomplished for all selected threats and hazards”, and it “complies with all applicable state and local requirements”, the plan is complete (FEMA, 2013 pg. 19). All that is left is to train the staff and any stakeholders on their roles and responsibilities in the event the plan is implemented.

This document is applicable to the purpose of this paper in that it lays out the planning process for school personnel. Students should be trained in how to identify hazards in their local community. Due to schools sitting in the fundamental position in a community, it is the prime opportunity for teaching students about the applicable hazards that their environment. Through the use of incorporating students in the fundamental aspects of the planning process (i.e. steps two - five), students are given the opportunity to not only identify the hazards that could affect them, but they are also given the opportunity to brain storm methods to prevent or improve the process. Students have the ability to bring a unique perspective to the planning process, as they are not exposed to the limitations and legacy practices that are already in place. Their new, “fresh” look on a topic has the potential to question legacy operations and bring new light to how operations could be managed.

EOP development is able to be implemented as a lesson plan through the breakdown of the individual steps into weekly assignments and instructions. An overview of the process and the reason behind it, the steps that are necessary for the creation of a plan and an end project of a student opined EOP all meet the core ideas of the WCA and requirements of the CCS. Instructor led discussion would be necessary to address all applicable hazards and the appropriate threat risk assessments.

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“When the number of initiatives increases, while time, resources, and emotional energy are constant, then each new initiative....will receive fewer minutes, dollars, and ounces of emotional energy than its predecessors” (Schmoker, 2011 pg. 1). Throughout his book, *Focus: Elevating the Essentials*, Schmoker discusses the possibility of creating a vast overhaul of the academic world; he stresses focusing on the critical aspects that students need to know while eliminating the unnecessary aspects that drain time and resources. Although a vast overhaul is extremely unlikely at any near point in time, the EM focus has the ability to not only train students on how their county and state operates in terms of disasters and EOP creation, but will also meet virtually all of the necessary requirements of the CCS. Schmoker stresses that to save time and resources, teachers must learn to work in teams to ensure that students are getting the lessons that they need, without creating additional work for either the teachers or the students (Schmoker, 2011 pg. 11).

“It is this simple: If we want better schools, we have to monitor the implementation of our highest priorities” (Schmoker, 2011 pg. 18). EM needs to be considered as one of the highest priorities; the lesson’s that the student is taught will resonate into their homes and local community, not just stay with the student. Lessons could be created and provided, requesting that the students survey their parents and their local community for actions that are taken in the home. For example questions such as, “where will the family meet up if a fire should occur in the middle of the night?” and “does your family live in a flood plain?” being asked and evaluated in the academic setting, have the potential to pose the question to local families. This will put the thought in the forefront of the communities mind, encouraging the conversation and research by local residents. It will also put the thought into the students head and having the student ask it in the home setting, the importance of EM is being made clear.

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According to Schmoker, high school students need to have an academic core that prepares them for both college and entering the work force after high school, not one or the other (2013 pg. 27). EM principles exemplify this statement on both fronts. Learning the principles requires research into a variety of state and government documents. Government documents require reading at a high level; being prepared for college and the work force is adherent to higher level reading comprehension. The better abilities that a student has coming out of high school, the greater chances that the student has for success in the work place and college (Schmoker, 2011 pg. 27).

EM in the high school setting is a necessity that many communities across the nation should implement. Schmoker made a point that students need to be prepared when they enter college and the work force. Students need to understand the dangers that are inherent to their local communities. Through changing the methods and content in which students are taught, focusing on the real and imminent is a necessary truth to what children across the country need to be learning. As stated above, the changing trends in residential areas and technology need to incorporate the entire community. Training students to understand disasters through having classroom discussions and focus papers geared toward their understanding of EM principles; not only the students, but the community as a whole will benefit from the redefined curriculum being taught.

Dr Arthur Bradley has first-hand experience planning and preparing for disasters. He has put the aspects of his book, *The Handbook to Practical Disaster Preparedness*, to use for his own family. While not applicable in terms of a text book as it tends to go into extreme measures at times, the text does supply aspects that should be included in the lesson planning stage. Through the mentioned ideas in Bradley's text, identification of aspects of EM planning and

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preparation can be identified and compared to the CCS for implementation in the classroom as examples of real world incidents.

The sections that are pertinent to this paper include the Introduction, “Staying Alive”, Communication, and “The Five Horseman of Death” (Bradley, 2012 pg. iii). Each section independently discusses the motivational aspects of ensuring preparedness and what aspects of preparing should be accounted for. Bradley places emphasis on focusing on the realistic and prominent. In terms of classroom lectures, stressing this matter and applying the relevant aspects of disaster preparation is important. Students need to be “reigned in” and instructed on what is actually relevant and a viable threat to the community.

The introduction discusses the various aspects of the book and disasters. Bradley describes disasters as being catastrophic events of nature and that world is always changing (Bradley, 2012 pg. 5). This statement is similar in nature to the idea of the WCA, placing emphasis on the need for the entire community to be prepared for a disaster. In this section, Bradley identifies a variety of disasters that occur every day around the world. All of the disasters that are mentioned are applicable to a various locations across the United States. From flooding to oil spills to active shooter incidents; all of these are applicable to not only the everyday citizen, but also to the everyday student. With the amount of time that students spend in the classroom, students need to be prepared and understanding of the risks that they are exposed too. Bradley lists them in an understandable, yet detailed manner.

“Staying Alive” covers how to begin the planning and preparation phase. Bradley explains the importance of having a survival kit that is stocked with a vast array of food, water, and sanitation aspects to name a few. From the high school student stand point, this may not be high on the list, but it is something that can be relayed to parents. Part of preparing for a disaster

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is ensuring that everyone in the community understands the risks and how to survive them.

When discussing the building of an emergency kit, statistics and real world examples will place emphasis on the need for a kit. Through utilization of the lists that are created in the text, a simple or detailed kit can be created depending on preference and situation (Bradley, 2012 pg. 26). Students can take these lists, edit them to the specific needs of the community, and create newsletters or briefings for the community or student body; this is applicable to the CCS and the WCA on a variety of measures.

The communication section covers the various forms of emergency services that are available to the general public both before and after a disaster. Examples include the Emergency Alert System, the Homeland Security Advisory System, and a variety of websites with details regarding what each site offers. The section also stresses the importance of ensuring that individuals also have radios on hand to hear the weather reports and various other informational aspects of the disaster that are imminent.

“The Five Horsemen of Death” is a list that Bradley created; it emphasizes the natural disasters that are seen in the news on a daily basis for their destructive and deathly ability (Bradley, 2012 pg. 367). These five “horsemen” are earthquakes, tsunamis, hurricanes, tornadoes, and floods (Bradley, 2012 pg. 367). Bradley emphasizes that each family should make a disaster plan that is applicable to their current situation; therefore he provides additional information on these five disasters as he feels that they provide the greatest form of widespread disaster (Bradley, 2012 pg. 367). In this section Bradley goes into step by step details about what should be done prior to the disaster, what actions should be taken to protect lives during the disaster, and how to recover from the disaster with the best possible methodologies. Many of pre, during, and post disaster recovery actions are able to be taken by just about anyone, meaning that

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they are appropriate for members of the high school setting. One aspect is the educational portion of the disaster planning that includes “educating the family” (Bradley, 2012 pg. 370). High school students will be able to learn EM principles and take the lessons learned back to their family and friends, thus incorporating a major aspect of disaster preparation and survival.

Additionally, one aspect of the book includes predesigned scenarios that are able to be planned and run in the home environment. Although not appropriate for running at school due to logistical issues, these scenarios are able to be brought home and discussed as a family. The scenarios are also able to be discussed (i.e. discussion ran or tabletop exercise) to identify what aspects of the student’s life, from a disaster point of view, has been discussed in the family environment. Students would be able to do assignments that require the preparation of a response plan with their family and open the lines of communication in terms of disaster response and survival.

Originally designed to provide information on orchestrating a systematic approach to developing and instituting an EOP for college campuses, *The Action Guide for EM at Institutions of Higher Education (IHE)*, is appropriate for the development of lesson plans at the high school level. This is due to the fact that campuses typically cover large areas and are set up similar to communities (Department of Education, 2010 pg. 1). As this is applicable to the basic high school atmosphere, students are able to gather an idea of what emergency planners go through in regards to emergency planning for a basic community.

Through utilization of this publication, the community is able to be set into the school setting, creating a point of comparison and reference for the student body. As “effective EM begins with senior leadership on campus” (DoE, 2010 pg. 3), effective EM learning begins with an understanding of how the threats relate to the student. The WCA and CCS have been

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correlated on numerous accounts throughout this document and is similarly effective here. The idea is not to have a course centered on how to develop an EOP. This document does not stress that; instead it focuses on how the entire community response works together to ensure that safety remains the main goal. In collaboration with the current school EOP, students will be able to identify not only how their school is planning for disaster, but also how the plan fits into the “greater picture” of the community. This includes the response requirement’s that the school has, how that correlates to the requirements of the city and state, and then when reaching the college level, again in how the universities are planning and mimicking the actions of their respective high schools.

Through the review of this publication, students have the potential to identify requirements that should be seen in the high school EOP. Although this document was written for IHE, many of the principles are applicable to the high school setting and should be able to be identified by students. This includes identifying all applicable hazards, take a comprehensive response approach, and include all personnel that could be in the local vicinity, include applicable training for prevention and response of the incident and ensure dissemination to all stakeholders in the area (DoE, 2010 pg. 4-5).

There are four phases that are required when writing an EOP; these are discussed in detail and explained as to how they are applicable to the design and structure of the plan (DoE, 2010 pg. 8). For example, in the preparedness phase DoE stresses the importance of ensuring that relations between the school and the community partners stay within the capabilities and protocols of both entities (DoE, 2010 pg. 9). This is important, as it ensures that both entities do not begin expecting support and resources that are outside the capabilities of the departments.

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By teaching this to students, they will begin to see how their community works together to develop EOPs and how the differing department work together. Through the use of this document, instructors are able to build comparisons into their lesson plans. In terms of this paper, it stresses the importance of students understanding the fundamentals of EM. Through being exposed to it in the basic form, via the high school setting, students will be able to take the practices and principles more seriously when they arrive at the college level or enter the work force and become productive members of society.

This report constantly stresses the importance of being prepared for a disaster on the academic level. Instructors and school officials, as well as local community stake holders, need to have a detailed all hazards approach EOP in the event that disaster strikes. Through exposing the student to this aspect of the “background” operations that occur at the academic level, students will have a better understanding of what the school is doing to ensure that they are being kept safe. Students will also become more exposed to the operations that need to take place and why they are set up in the manner that they are. By having students review school EOPs and provide inputs, additional aspects of the plan may be revealed that may not have been thought of on the professional level.

Although students may not be adequately qualified to conduct a full blown hazard assessment that will include all aspects needed and or required to accomplish an EOP, there are many aspects that they are able to assist with. Negating the review and input aspect, students are able to fulfill the roles of implementing the plan. One of the key aspects to the EOP is ensuring that all members involved are informed and capable of accomplishing the actions required of them. The DoE has put together a list of actions that should be accomplished by associated members, but are able to be accomplished by students. These actions include: “communicate the

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plan in various forms...implement the action items outlined related to prevention, mitigation, and preparedness” (DoE, 2010 pg. 49). Although these may seem medial in the grand scheme of things, they are perfect actions for the student body to accomplish. Students will be able to fulfill obligations of student leadership while accomplishing goals required of the EOP and ensuring that their fellow students stay informed of any actions that should be taken. It is also an opportunity for additional information to be relayed to the student body regarding community awareness in terms of EM related activities and current events.

Although this publication is geared toward IHE, many aspects are applicable to the student body and to members associated with the plan. The basic principles regarding EM are consistent across all levels of government. These principles are: preparedness, prevent, mitigate, respond, and recover; they are the vital to the security and future of communities across the country. These principles are something that students need to be involved in too, as they are the next generation.

Learning how history affected the outcomes of today is an important aspect of EM. There are so many incidents that occurred throughout history that required changes to occur in order to save future lives, that students need to understand in order to get a complete view of today’s EM standards. *EM: The American Experience 1900-2010* states many of the historical facts surrounding EM in relation to natural disasters; she describes in detail the floods, tornadoes, hurricanes, and wildfires that have occurred throughout the United States. She also goes into detail surrounding the creation of local EM agencies throughout the country, the creation of flood plains to prevent local population loses, and the eventual creation of FEMA in 1979 (Rubin, 2012 pg. 115). Although she only edited this book, she found authors for each of the

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chapters in the book, to ensure that the subject matter experts would be the contributors of the information.

The information provided in this book is beneficial as it will provide information that is applicable to the student. Basic EM Course pupils need to understand how the background of the agency has contributed to the creation of guidelines and policies that work together to protect American citizens. Examples are provided throughout the text that includes volunteer organizations that contributed to the response efforts, as well as how responders operated to ensure that the citizens were able to recuperate. Additionally, students reading this book will be reading at a high reading level, meeting the goals of Schmoker and the requirements of the CCS.

Rubin also depicts lessons learned throughout the text, such as “discrepancies in awareness and knowledge of the incident command system (ICS), a key component of NIMS, adversely affected the response [to Hurricane Katrina]” (Rubin, 2012 pg. 197). Lessons learned assists in the reflection of how FEMA was developed into the agency that it is today and how the local governments throughout the country are able to mimic these lessons during exercise planning scenarios.

Although this text will be utilized in a minimized methodology for this research, it is a valuable resource that can be easily implemented in the classroom. The text covers a variety of information that is applicable to the student learning EM in its basic fashion. The history that is provided in the text illustrates the up and coming of a national EM function that is capable of withstanding a multitude of disasters. Each situation that is encountered in the text has a lessons learned associated with it. This is an academia oriented text that provides a foundation for students in their junior and senior year of high school that will be easily understood and able to

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be referenced during periods of report writing. It is for this reason that the text was chosen as an aspect of this report.

Research Methodology

Research Theory, Data Collection, and Analysis

The research that was conducted for this report included the qualitative and quantitative methods. Due to the necessity to evaluate how the EM curriculum will fit into the high school curriculum, both methods were necessary to gather a complete evaluation of the subject. At this level of research, there is limited information on the scope of current high school EM courses. Therefore it was necessary to evaluate the principles required of a basic understanding of the field and identify corresponding CCS to identify where and how the principles should fit into the standards.

The qualitative method, which utilizes statements as opposed to numbers (Van Theil, 2014 pg. 138), was empirical in the evaluation of EM in relation to the CCS and the creation of the high school version of this course. Information was obtained via internet research to identify inputs into this opportunity. Local book stores were searched for books containing information on curriculum development and EM. Books and a variety of professional publications were utilized to obtain professional input in to what is required for the establishment of a new course and input into what should be added to an EM course. There were variety of books and journals available on the topic of education reform and EM principles and practices; those of which are being utilized for this report are listed in detail in the “Literature Review” section of this report.

Additionally the quantitative method, which utilizes numbers and figures to set a standard (Van Theil, 2014 pg. 118) will be applied sparingly. This included statistics regarding current passing scores in the public education realm, information regarding disasters in various locations throughout the country, and projected improvements based on information obtained. Although

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there was limited quantitative methodology expected for this paper, there was enough to demonstrate the necessity for the employment and statistics that have been obtained via the current administration of the UASEM. The public school has seen profound improvement in the two years that it has been open; therefore the statistics obtained from them are applicable to the research and intent of this paper.

Criteria

The required criteria for being included in this report were set forth as follows: the information must have had recommendations for school improvement, had inputs into EM related functions within the community's development, and/or a combination of the both. With the exception of the documents found on the UASEM school website, there were no documents available that directly correlated school reform with EM related functions. Therefore the necessity to research each avenue independently, identify key aspects of each program, and subsequently combine them into a new curriculum was necessary.

In order to identify materials that were applicable to the research being conducted, major search engines were utilized, as well as local book stores. Search engines were used sparingly, as local book stores provided more products directed as at the independent topics. Search engines were utilized to obtain information on government programs, such as the WCA and NIMS, and NGO's. These documents were unavailable at the local book store and were better suited for online research due to the ease of search functions associated with them.

The local book store provided the majority of the associated books. These books were researched on the online website, to review the content and association of both the book in question and associated books. The website also provided information on books that were similar in structure and content to the book that was being reviewed.

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The documents that were selected for this report were chosen based on the applicability of the document to the direction of the report. Sources chosen contained information on how to design a lesson plan, what information should be included in the new lesson plan, goals of implementing EM in the classroom, and what aspects would be beneficial to the student.

Expected Limitations and Overcoming Them

Although there are minimal hardships that are expected throughout the duration of the research, the largest limitation to the research being conducted for this report is expected to be the negligent amount of information surrounding the employment of EM principles and practices in the high school curriculum. This lack of information will ultimately require that EM principles be identified and connected to the CCS. A justification for how the CCS and principle is able to be connected will need to be stated. Additionally, sources of information on how to employ the various standards will need to be stated.

In addition to the expected hardship of not having anything that directly correlates to the topic, the need to obtain details on the completely differing forms of information will be difficult to correlate at times. Successful implementation the required lesson plans must ensure that the CCS is guiding factor when determining which aspects of EM are vital to the course. Virtually all information that is able to be obtained is able to be correlated into a classroom setting, but identification of the CCS item number will be the determining factor. The ability to accomplish meaningful assignments out of it and express these into this paper does have the potential to be limited, as the scope of this paper is not intended to create lesson plans. In-depth research into the utilization of the CCS and identifying documents and practices that are applicable to both the EM community and the public education system while still ensuring that the necessary lessons are being taught will be a difficulty that will need to be overcome.

Results

Community Impacts

The current administration of the UASEM has had distinct success in the field of EM in the high school setting. The administration released its 2014-2015 school-year report prior to the 2015-2016 school-year starting. This report outlines the “before and after” of the second year of the schools existence. UASEM, which has been around since September of 2013, has seen a stark increase in its student test scores. In a quote made by the principle of the school, retrieved from the released report:

In our second year, we have continued to push our students’ literacy in both reading and writing. UASEM students improved an average of 10% (an increase of approximately two grade levels) in their ability to read and comprehend informational texts, and in just one year, we more than doubled the number of students reading at or above grade level. (Elizondo, 2014 pg. 2)

To achieve these statistics, UASEM works diligently to ensure that students are meeting all state and federal requirements while challenging their students and ensuring that they are meeting or exceeding those set standards. This is demonstrated by allowing students to set their own goals at “student lead” conferences and relaying these goals to parents and teachers (Elizondo, 2014 pg. 4). UASEM encourages strong family involvement in the academic lives of the students (Elizondo, 2014 pg. 4). This is vital to the success of both the school and the student. Parent involvement in education is the leading contributor to the student staying focused and engaged in the classroom (CPE, 2015). These students tend to “earn higher grades and enroll in higher level programs; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to post-secondary education” (CPE, 2015). UASEM understands this, and as

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such, parental involvement in student success in the EM course will be vital to the success and impacts that the program can generate.

As an added aspect to encouraging students to meet and exceed their own goals, students are integrated into what is known as Career and Technical Education (CTE) classes. These classes instruct the students on the inner workings of EM. The students participate in field trips throughout the country and local area, visiting areas such as: The FDNY Academy, Harlem Hospital, participating in shelter exercises with the American Red Cross, teaching disaster preparedness to seniors, and assisting and training with the citywide Community Emergency Response Team (CERT) (Elizondo, 2014 pg. 8). Through classes and events such as these, students get first-hand experience and knowledge with how EM works in the field and the impact that the courses have on the community.

Supplementary to these impressive statistics that have been displayed by UASEM, additional outcomes have the potential to be achieved. The WCA, written and promoted by FEMA, encourages the whole community to be involved in the four phases of EM. Through the implementation of EM principles into the high school setting, communities will have additional resources and avenues to protecting the local community. The WCA strategic themes are broad, but include “empowering local action” and “leverage and strengthen social infrastructure, networks, and assets” (FEMA, 2011 pg. 5).

Students are able to be trained and utilized in a variety of aspects. Although there are limitations to their capabilities, for example the ability to drive to the disaster and/or family obligations, these pupils are an often untapped resource to fulfill pre and post incident response. Examples of these practices could include having students prepare and provide briefings to

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fellow classmates and at various locations throughout the community and/or accomplishing CERT training to become part of the response team.

By having students provide these briefings and become trained in a variety of EM related information and response/recovery actions, these are lessons that the students will inadvertently bring home to inform their families and friends about. Through training students, the community impact will be wide spread for this reason. UASEM encourages this mindset through the variety of clubs that it maintains. An example of this includes the first Teen CERT club of New York, which ensures that students receive the proper training to enable them to respond after a disaster (Elizondo, 2014 pg. 9).

EM oriented clubs is a great way to prepare students for post high school speech making. Students can prepare speeches and workshops to instruct EM related courses at their local community centers, where patrons of the community can come learn what should be included in disaster “go” bags, what to do in the event of a disaster, and how to stay informed pre and post disaster. The events could be club sponsored, requesting donations after the course to further the spread of information or school sponsored, depending on the level of funding that is needed and what services will be provided. Informing the local community of disasters that will affect their region will help to save lives; doing so through the use of high school students looking for community involvement and service topics for their resume and/or college application will benefit both the student and the community. Students in the Junior and Senior ranks of high school will provide career aiding experience that is vital to the upbringing of the student.

Potential for Lesson Plans

Ensuring that the students understand and get a basic understanding of EM must include information on the origin of the program, and why it is detailed in the manner that it is. As every

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school faces similar and differing threats based simply on location, there is varying information that needs to be relayed. Students need a basic understanding of how the EM process works to ensure that the above listed aspects are met. This includes an overview of NIMS and how it affects the student and community, the justifications surrounding the establishment of an EOP, the functions of a CERT and how they can help, training opportunities and certifications offered via FEMA, and tours of local Emergency Operations Centers (EOC).

NIMS is important because it:

provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment (FEMA, 2008 pg. 1).

When thinking in terms of lesson plans and curriculum development, explaining how NIMS generates the production of emergency responses across the US eliminates the “this only occurs in our area” mindset.

The WCA encourages that all aspects of a community be involved in the prevention, preparedness, and response elements of EM. When the community is involved in EM elements, not only is the community more resilient to disasters, but the community able to better assist in the areas that may be gaps for their governments (FEMA, 2011 pg. 1). This is the aspect that local high school students are able to assist with. In terms of capability and responsibility available to each specific student, the WCA states that there will be a “greater empowerment and integration of resources from across the community, stronger social infrastructure, [and the] establishment of relationships that facilitate more effective prevention, protection, mitigation,

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response, and recovery activities” (FEMA, 2011 pg. 3). Through empowering the communities’ youth, students will feel capable of responding to disaster. By training them in the school setting, students are able to be exposed to community necessities in terms of volunteers and what is needed to make these programs successful.

The UASEM utilizes the WCA through school based field trips that require community support and volunteering (UASEM, 2015). The students work hard to ensure that they are supporting their local communities and subsequently making the area more prepared and resilient to disaster. Schmoker stresses that the current school curriculum needs to be pared down to only the essential aspects that are needed to teach the students. Throughout his book, he stresses too much time is wasted on unnecessary topics that are currently entrenched in the curriculum, stressed over and learned, tested, and then quickly “dumped” to make room for more (2011, pg. 16). “If we want better schools, we have to monitor the implementation of our highest priorities. School children will continue to wait until we monitor and ensure that our priorities are being implemented” (Schmoker, 2010 pg. 18).

EOP’s are a vital part of any response. When building an EOP, is it important to state when and where each entity is expected to act. Whether it is in terms of preparation for a disaster, mitigating a disaster, responding, or recovery, each entity is responsible for some aspect that needs to be relayed to those that they will be working with. In terms of student lesson plans, EOP’s offer an exceptional aspect to cover. Through instructing the students on how EOPs are developed, including them in the construction of the plans, and ensuring that all students understand the philosophies of the plans; students will be able to assist in areas that are needed. “Older children might find the discussion of disaster types...to be interesting. Consider assigning a project...on the dangers of a specific threat relevant to your area” (Bradley, 2012 pg.

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351). The CERT is an excellent method to incorporate students into the local community and get them involved in disaster response and recovery actions.

FEMA provides a multitude of training opportunities for community members. Many of the training opportunities are free and located online. These courses are located in the Independent Study (IS) section of the website and are numbered. “The Professional Development Series (PDS) includes seven EM Institute IS courses that provide a well-rounded set of fundamentals for those in the EM profession. Many students build on this foundation to develop their careers” (FEMA, 2015). These courses include: *An Introduction to Exercises, Fundamentals of EM, Emergency Planning, Leadership and Influence, Decision Making and Problem Solving, Effective Communication, and Developing and Managing Volunteers*. Once completed, these students will receive a certification of completion from FEMA to add to their resume. Although the PDS does provide an in depth look into the world of EM, there are a plethora of other options available too. Many of the training slides are applicable to other areas of the student’s life, such as *Effective Communication* and *Performance Management-Goal Writing*. Additionally, all IS courses are able to be applied toward college credits, giving the students the incentive to take the courses seriously and actually work to apply their continuing education. It also encourages students to think past the high school level and identify the possibility of furthering their education.

By having students complete these courses, they would be gaining an understanding of how the EM world operates, be given the opportunity to develop questions to pose to senior community leaders, and gain a perspective in their own life as to how prepared and disaster minded their family is. If a student participates in this course, goes home and contemplates the reality of a disaster in terms of their own home, and urges their family to make simple changes

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that would save their life and property then this is one less aspect of EM that the federal government and the local community has to deal with. The prospect of saving millions in federally funded grants and local manpower is a realistic goal, through the simple implementation of basic EM principles being taught to high school students.

EOC tours are an excellent opportunity for student interaction. Role based scenarios are available to be run with students. By having a skilled and capable EOC manager or director to explain to students the importance of the room, who fills the room, and how the city comes together to coordinate efforts in times of disaster, students are able to obtain a view of how the city government operates and how it protects itself and operates in times of peril.

How EM matches with the CCS

There are many aspects of EM that easily correlate with the current CCS. In terms of reading, writing, and speaking there are an insurmountable levels of instruction that can be provided while continuing to ensure that the students are receiving the level of education acceptable for public education systems and without creating unrealistic expectations for faculty and students. Effective lessons, those that use assessments and comprehensive understanding techniques though out the instructional period, are “20-30 times” more positive on learning than current initiatives and “would add between 6 and 9 months of additional learning growth per year” (Schmoker, 2011 pg. 61). This is summed up as: eliminating the “fluff” and replacing it with practical and acceptable learning practices (Schmoker, 2011 pg. 1).

Students are the gateway to the majority of local community members. Not negating the fact that students are mandated to attend school until they are 18 or withdraw with parental consent, this is a surefire way to achieve thorough community outreach while ensuring that students understand the need emergency preparedness related actions. Students have the ability

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to bring back the information that they learn in school, ask questions of their parents, and spark discussion that may not be occurring in the home.

The reading standards are a method of defining the final outcomes for students via understanding and conveying reading assignments (Burke, 2013 pg. 4). Given that the focus of this paper is to establish this course in the junior and senior grades, this will be the aspect of the CCS that will be highlighted. The standards are set out in broad terms for grades 9-12, and then clarified for the lower and upper classmen. Key points for the clarification include ensuring that students “become college and career ready...grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries” (Burke, 2013 pg. 4).

The writing standards set a vital method of defining aspects of student writing, demonstrating the student’s ability to apply knowledge of a specified topic, and expressing variety of experiences through various written assignments (Burke, 2013 pg. 68). Again, these standards range from 9-12th grade, but the level of sophistication that needs to be employed in each level of education needs to increase in difficulty to ensure that the students are being adequately challenged (Burke, 2013 pg. 69) is the defining spectrum for the standards. For example, students in 11th and 12th grade should be able to write a coherent paper explaining the importance of an emergency preparedness plan.

In terms of the speaking and listening standards, “students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner – built around important content in various domains” (Burke, 2013 pg. 136). EM provides these opportunities in a plethora of ways. Students can discuss the varied hazards that are prevalent to the community, what actions the students feel the community isn’t taking, and what actions that they feel the community is doing well. Options to elaborate are

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always available; as students are invited to share their opinions to better the processes that are already in place and create new processes that they feel would ease the burden that is placed, inherently, on the local government.

Many of these opportunities, through the combination of all three standards, offer experience that can be added to college applications and resumes that will add real world application to their future goals. By allowing students to utilize and acknowledge their talents via an EM view point, students will be gaining experience and an understanding of what must and should happen prior to and after a disaster has occurred. Through community outreach, utilizing these students as the mechanism for instruction, students will see that there is an importance to the information that is being disseminated while the adults have the opportunity to mentor the students and ensure that the subsequent generation is able to mitigate disasters.

Reading Standards

The reading standards are the basis of understanding for the students taking this course. Students need to understand the material before it can be presented to the public. To accomplish this, there is a variety of articles and documents that can be read. The NIMS, NRF, WCA, and the local EOPS are all beneficial to the development of the student participating in this course. Unfortunately, incorporating a new course comes with costs and the school board must be willing and able to identify methods that will limit the cost to taxpayers and the district.

There are multiple ways to achieve a low cost implementation. One way would be to align the desired curriculum with the CCS and eliminate all aspects of the language arts that are unnecessary or repetitive for the student. An example of this would be to eliminate many of the “required reading” assignments that are based on culture and replace them with EM related reading and various other local and federal publications. This way, students would be able to

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absorb the information, think about it critically, and identify methods for application of the reading. Additionally, standards would be maintained, while ensuring that students are informed of how their local government responds, what EM related actions the students need to accomplish in their personal lives, and an understanding with the local government that community members keeping disaster actions in the forefront of their minds. These aspects would directly correlate to all the CCS for the reading, grades 6-12 (Burke, 2013 pg. xxiii).

Although this may appear that the language arts required reading is unimportant, that is not the case. The importance of understanding culture is applicable to a variety of standards. The recommendation is that required reading be dissolved and replaced with required reading that is beneficial to the overall growth of the student entering into society. EM related reading will prepare the student to read and understand government related publications that will be applicable to the work force. This recommendation should affect those students who are junior or senior in high school, not those who are still early in their high school education (i.e. freshman and sophomore). The UASEM has documented improvements in their school through literacy and informational readings. Documents such as the WCA, NIMS, and NRF all qualify as informational texts.

In [UASEM's] second year, [they] have continued to push [their] students' literacy in both reading and writing. UASEM students improved an average of 10% and comprehend informational texts, and in just one year, [they] more than doubled the number of students reading at or above grade level (Ready Report, 2015 pg. 2)

It is for these proven facts that students need to be exposed to a variety of informational texts that will affect them in some fashion after they leave high school. They will benefit exponentially from this small change.

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Another idea is to introduce a two hour block period (Schmoker, 2010 pg. 125) where students are taught both language arts and EM in the same setting. Students would be exposed to EM related readings, be given the opportunity to discuss the topic that was covered, and write their papers as required. Varying instructors could cover the class, such as an English instructor to cover the grammar and paper portion of the class, while the EM instructor would be able to cover the EM related portion of the course. This would alleviate the amount of students roaming the halls during class changes and keep the students focused on course content while they are still in the classroom, as opposed to switching rooms. This would limit the amount of work that students would be required to accomplish, allowing for more time to complete more intense assignments and accomplish a better understanding of the subject (Schmoker, 2010 pg. 125). Through cooperative learning, students will receive thorough attention from instructors without having to worry about the ability to write multiple papers through the course of a week. As EM and language arts are so closely tied (i.e. the amount of writing and reading that is required to understand the material), grouping them together in a two hour block would greatly benefit the student. Instructors would be able to separately grade the materials for content and structure, allowing for larger, more in depth papers.

Writing Standards

In regards to the WS, students have a multitude of avenues that are able to be explored. Students can demonstrate all 10 of the writing standards, grades 6-12 (Burke, 2013 pg. xxiii), via EOP development, written assignments that cover sections of required reading, and through the creation of brochures that can be emailed or printed for distribution around the school. The EM world has much to offer in terms of writing opportunities. An example of an aspect that students can write about would be choosing a disaster that is pertinent to them and explaining the

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positives and negatives that occurred in the situation, relevant to EM. A student living in the southern region of the United States may choose to write about the history of hurricanes that occurred in the region, while a student living in the northern region of the US may choose to write about how snow impacts their local community. Understanding the history and how it affects them, as well as any pertinent laws that have been enacted as a result of the disaster is an important aspect of EM (DoE, 2010 pg. 30).

Vulnerability assessments are a key part of the planning process and as such, need to be understood before many other elements can be accomplished. Students can participate in this action by thinking about the local area, what has happened in the history of the area, and what has become a large threat in recent years (DoE, 2010 pg. 32). Although students may not be able to accomplish a complete, accurate, and thorough assessment (i.e. biological and chemical agents would be considered outside the scope of the student), they should be able to cite natural disasters, acts of violence, and community specific incidents (DoE, 2010 pg. 34). Many counties provide information on local Emergency Management Agency websites that work to ensure citizens understand what threats they face. Students can impact their communities by further researching these hazards and writing synopsis's and response actions for local citizens to take when disaster strikes.

Working together is the key to community resilience. Incorporating students into this aspect will not only enhance their education, but also increase the experience and influence that the students have in their local community. By collaborating with other students in their class and with local emergency managers, students can provide real world lifesaving documents that have the potential to reach thousands of residents. When the community is informed of what needs to be accomplished to bring the community back after a disaster, they are able to take pre-

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disaster actions to mitigate the situation. Community residents also know what needs to be looked for: whether it is weather related information obtained via radio, social media outputs from local news casters about wildfires that are occurring, or knowing where shelters are typically located in the event that they lose their home to the disaster. There are plenty of ways in which the local student body can provide information to residents to teach them what to look out for.

Speaking Standards

The speaking elements of the CCS are easily fulfilled by encouraging the students to provide presentations both to their class and to the student body on emergency standards (Burke, 2013 pg. 137). These can occur during the “morning announcements” section of the day or via an assembly. Although the ability relay information to the entire student body may be limited to restrictions of the school administration and timeline of the school year, information is able to be relayed within the classroom. Part of ensuring that the community is informed and prepared for disaster is through education (FEMA, 2011 pg. 4). Through the implementation of a basic EM course, the school is given an opportunity to educate the entire student body, regardless of who is enrolled in the course, simply through utilizing the students who are enrolled to brief the student body as a whole.

The WCA states, “community engagement can lead to a deeper understanding of the unique and diverse needs of a population” (FEMA, 2011 pg. 4). The CCS for speaking gives this level of engagement that is necessary to bring the community together.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively...present information, findings, supporting evidence such that listeners can

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follow the line of reasoning's and the organization, development, and style are appropriate to task, purpose, and audience (Burke, 2013 pg. 136).

Through the utilization of this CCS, high schoolers are able to present ideas and facts about the situations that put their community at risk. These situations can include natural disasters, manmade incidents, technological hazards and anything else that would be considered applicable to the school and community (FEMA, 2013 pg. 36). Students have the ability to connect with their peers on a level that is unable to be experienced by their instructors. It is for this reason that students need to be included in the EM discussion. Whether it is through discussion based groups (i.e. clubs, afterschool activities, etc.) or through school wide presentations, the importance of spreading preventive/preparedness and response/recovery cannot be understated, especially for the growing generation.

Another aspect of the CCS for speaking is the ability to:

integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally...evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric (Burke, 2013 pg. 136).

In terms of classroom productivity, the courses offered on the FEMA IS website are an excellent example of utilizing "diverse media and format" to withdraw information and put it to use. As an instructor, an example of a homework assignment would be to complete a specified amount of courses by a specific date or to complete a specified amount of courses and compare and contrast them. Through a compare and contrast assignment, students would be able to withdraw information and dissect the important aspects of each assignment, gaining an understanding of how the system operates.

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In addition to utilizing a variety of media within this realm of the CCS, students have the opportunity to spread their message and ideas across the entire student body via a variety of social media platforms. Newsletters sent to all instructors in the school on a monthly basis will reach virtually every student body during homeroom instruction. If the newsletter were displayed in power point format in 2-3 slides, students and teachers would be able to quickly review the slides in a timely manner. An excerpt in the school newspaper on important emergency procedures and what hazards are presented during various times in the year would be a simple and efficient way to reach the student body. Through inserting simple tactics like this, the student body will remain informed, while the students that are taking the class for credit receive a thorough understanding of what EM is and how it operates. The school district would be implementing the important aspects of the WCA, ensuring that their student body understands what to do when disaster hits, all while keeping the district and school budgets low. The entire community would benefit from this style of course implemented at the high school level.

Discussions are included in the speaking standards; therefore it is a prime opportunity for students to discuss the various aspects of disaster preparedness and what it involves. As high school students, they are able to create recommended lists and distribute them to their peers via flyers, the school newspaper, and via assemblies. The variety of media sources that are available is also pertinent to the student's growth, as they need to understand what it takes to reach their peers on a disaster preparedness level. Dr Bradley's book (2012) has a well accomplished list of items that could potentially be located in any generic disaster kit. Students would be able to list many of the items that are on the list, as well as additions. The idea is not to put students in the mind set of "the worst disaster to ever hit the earth", but more so in the mind set of creating an emergency kit that can be utilized when disasters do happen.

*Combining the Three Aspects of the CCS**Mock EOC Option*

A mock EOC has the potential to give students a visual for how their community operates in times of stress. The current EOC manager or director can give an overview of how the EOC operates and what the principles of the center are. The students can take notes, ask questions, and identify the various roles and functions of the ESF's are. Students can then utilize this information to build a scenario and respond to it with each student fulfilling the roles and responsibilities of a different ESF. If the block is built to be a two hour block, the second block should be English so that students have the opportunity to write a report on how well the EOC functioned to mitigate the incident.

A scenario that would be beneficial to the mock EOC is anything that is realistic to the students. An incident such as an active shooter incident within the school would put the entire process into perspective. From 2000-2013, approximately 39 active shooter incidents occurred in "an educational environment" (FBI, 2014). Since 2000 there has been a sharp increase in the number of incidents that are occurring (FBI, 2014). Students need to understand these risks and what their actions need to be and what the community's actions are when these incidents happen. Having knowledgeable students who are able understand the roles and responsibilities of the local authorities and their support systems will assist in the hazard removal. Additionally, students who are familiar with the actions that need to be taken, having fulfilled these scenarios with the mock EOC practice, will be able to teach and prepare their fellow students and community leaders with these actions. Basic EM course students can put together training on what to do during an active shooter incident; looking for exits, hide, "range in profile from teens to terrorist groups, and the three "E's": evacuate, evade, or engage (Williams, 2012 pg. 9).

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Students could also pair up with a member of the local community who would normally sit in that specific ESF. These students would gain a multitude of experience working in this scenario; they would not only get to receive and discuss options with those in the local area that are experts in their field, but they would also be gaining experience from the experts in how each of the ESF's function both in their daily jobs and during emergency situations. A group project like this, where the current administration is mentoring the upcoming generation, also fosters the WCA in that continuity is being turned over while the entire community stays involved in the preparations for an incident.

The mock EOC concept will work for any scenario that is able to be exercised. Scenarios should be relevant to things that the student would understand and be exposed too. Things like “terrorist bombings of the state capital” may not be relevant to students who do not live in the vicinity of the state capital. Aspects such as: floods, hurricanes, tornados, active shooter incidents, etc.

Mitigating Unrealistic Expectations

When discussing EM, it is important to discuss real and applicable threats to the community. Students may have pictures of Doomsday Prepper's (National Geographic, 2015) or the Zombie Apocalypse (CDC, 2015) in mind when initially discussing the topic of disaster preparedness. Excessive hoarding of food, water, ammo, and shelters in the woods away from the local population are typical visions that are conjured when discussing emergency preparedness with those unfamiliar with the processes involved (National Geographic, 2015). The websites, that should be reliable sources of information, articulate the possibility of an all-out survival necessity once a disaster hits. For example, National Geographic has the ability to score the “preparedness” of a family against the likelihood of survivability post disaster (2015).

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Although this may seem like fun to some, to other individuals is it a reality. Students need to be taught how to accurately and thoroughly accomplish a pre-disaster prepping while limiting the time that is spent “over-indulging” in the unnecessary and cost prohibitive.

Through directing student efforts into the right direction, students are able to better utilize the skills they have acquired and rebut issues pertaining to unrealistic expectations. It will also assist in practical discussions that will grow skills rather than prevent their expansion. Although thinking “outside the box” will assist in the vulnerability assessments and in the threat reduction planning, the thoughts and ideas still need to be directed toward aspects that are relevant to the community. In other words, planning for a flood is practical, wondering when the next 100 year flood will happen and what could be devastated because of it is practical; wondering when the next massive tsunami to hit North Dakota will be is not practical, realistic, or beneficial to anyone.

Although it may be fun to discuss, this is not a beneficial aspect of an EM related course and should be acknowledged; efforts should then be made to redirect the conversation away from this aspect of planning and back to a more realistic approach. By discussing these topics with students and taking the time to differentiate the basic EM planning scenario against what is considered to be “extreme prepping” (National Geographic, 2015), students can begin to understand how real planning takes place and how it benefits the community and saves lives.

History of EM and How it Relates to Current Day Trends

Understanding the history of EM and why it has evolved over the years will provide students with a beneficial look into how and why the laws and regulations are written the way that they are. There are hundreds of cases throughout the history of the United States that has provided massive changes to FEMA, NIMS, and NRF. Much time does not need to be spent

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teaching these topics, but it does need to be provided in that it is vital to the understanding of the necessity of the programs and why they are implemented in the manner that they are.

When discussing where these new guidelines and policies come from, the first thing that must be brought up is where FEMA came from. Two executive orders were issued by President Jimmy Carter in 1979. These orders implemented the Reorganization Plan No. 1 of 1978; merging disaster related organizations that were strewn throughout the federal government into modern day FEMA (Rubin, 2012 pg. 115). This can be assumed to identify the growing need for an agency that is capable of mitigating the effects of disasters throughout the country and to manage the processes when one does occur. Class pupils need to have a basic understanding that disasters were occurring but there was minimal to no set standard for how the process was going to be managed from location to location. In conjunction with President Carter, FEMA was established to handle this process. When September 11, 2001 occurred, FEMA released NIMS as the set standard for agencies across the country to follow. This was subsequently revised in 2008 to include lessons learned after the previous year's hurricane season.

NIMS being the core document to how various operations are run in the US during times of disaster and peril, students need to understand this principle. As stated in NIMS:

The September 11, 2001, terrorist attacks and the 2004 and 2005 hurricane seasons highlighted the need to focus on improving EM, incident response capabilities, and coordination process across the country. A comprehensive national approach, applicable at all jurisdictional levels and across functional disciplines, improves the effectiveness of EM / response personnel across the full spectrum of potential incidents and hazard scenarios (FEMA, 2008 pg 5).

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When students are able to attach real world, powerful incidents to NIMS, understand how they operated prior to and after the incidents, they are able to identify with the gaps that were existent and how they were able to be corrected. Additionally, they are able to see the changes in action when they are drafting mock EOC scenarios or reviewing plans created by the local government to implement these guidelines. An interesting aspect of NIMS is that, although it is a federally released document, it is not mandated throughout the country (NIMS, 2008 pg. 15). Students may find this an interesting bit of information and find further inquiries in to the capabilities and limitations of their own community. Furthermore, NIMS also states:

It is essential that private – sector organizations directly involved in EM and incident response, or identified as a component of critical infrastructure (e.g. hospitals, public and private utility companies, schools) be included, as appropriate, in a jurisdiction’s preparedness efforts (FEMA, 2008 pg. 15).

Students have the potential to identify aspects that are appropriate for their level of expertise that may aid in the disaster response and recovery efforts of the local community. In the spirit of the WCA, local communities should be able to locate ways in which the students can be out of danger while assisting the cause.

One of the many aspects of NIMS that is significant is the role that academia plays in the five phases of EM. Per NIMS:

Any academic institutions assist in providing NIMS training to responders and community leaders. Additionally, many courses of study include NIMS training and concepts in their curricula. The academic community is also a primary vehicle for the development of new concepts and principles (2008, pg 16).

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Loosely stated, NIMS has a large role in the academic community, ensuring that responders are knowledgeable and understand how the process operates prior to entering into danger.

Implementing this practice into the high school, giving students and understanding of where emergency response is and how it is affecting their community and the culture that they live in is essential to their development and progression into adulthood and to becoming a productive member of society.

Parental Involvement in the EM Course

The greatest barrier to the implementation of a program of this caliber is not only the funding, which has been previously mentioned, but how well the ideas and situations are accepted by students and parents. Parents need to be involved in their child's education from the very beginning. The Center for Public Education states that "parent involvement can make a difference in a child's education" (2015). The UASEM has taken this point and expanded it to involve:

During the conferences, students explain their progress toward and mastery of both academics and character (habits of work and learning). Students justify their progress by leading their families through a portfolio of assignments, explaining areas of strength and areas in need of improvement (Ready Report, 2015 pg. 4).

Granted, this level of involvement may not be practical in every school, it is important that parents are involved in their child's education.

To accomplish this, teachers can provide homework that will spark the discussion at home. An assignment that could go from discussion based to parent involvement could be one such as "Do you have these items at home?" where students create a list of items as a class that they feel would be beneficial or vital to surviving a disaster. Then, they take their list that was

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created in class and identify how many of the items that they do or do not have in stock at home. Students then provide comments as to how much they have, what the outcomes would be without them, and improvement areas that they feel their home could make. Interviews with parents would provide insight into why households are missing listed items and what aspects parents have that students may not have thought about. An example would be students stating that candles are a quintessential aspect of an emergency kit, while a household does not maintain candles because they have a generator that is operationally checked monthly and a backup generator in their garage for essentials in the event that their home generator fails to operate.

Through having parents involved in the classroom education, parents are able to ensure that their students understand the concepts and may be able to provide input that has not been discussed in the classroom. An example of this would be a student who has a parent on the Fire, Police, Medical, or Department of Transportation community and is able to provide input into how they operate during declared emergency situation, such as a wildfire. All of these aspects, and more that were unlisted here, will be able to provide an insider perspective to how the EM operates. The traditional “Career Day”, where parents come in to discuss potential careers, would be an aspect that parents would be able to provide to the classroom, if it pertains to the EM function.

Additional assignments could include discussing and creating emergency response plans for the home. The idea being those students and their families discuss what their plans are. When disaster strikes, the worst thing that could happen would be for families to be split up because there is no plan in place prior to disaster taking place (Bradley, 2012 pg. 15). Students and parents can discuss what disasters that they feel are most prominent in the area and what actions that they feel that they can benefit from. The idea isn't to have a daily assignment that

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will require attention, but more so a discussion each week as to what type of EM / disaster preparedness aspects the student body and their family are able to recover from and get them thinking about what might need to be done to prepare and recover from more.

By involving the parents and family members of the student body, the WCA is being implemented in its entirety. FEMA states the following:

Whole Community is a means by which residents, EM practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and strengthen their assets, capacities, and interests (2011 pg. 3).

Parents are a vital aspect of this concept. As tax paying residents of the community and adults, they have the ability to affect laws that are being passed, attend town hall meetings, and petition their local government for policy changes. Parents need to be involved in the EM realm for all of these aspects, and it starts by ensuring that their students are being instructed on EM principles.

The WCA encourages that all aspects of the community be involved in the variety of EM related happenings. When disaster sinks to the background, the risk for a longer recovery increases (FEMA, 2011 pg. 1). It is for this reason that the WCA states that citizens must work together to ensure that each member of the community understands and employs methods to strengthen the community. This means that:

existing structures and relationships that are present in the daily lives of individuals, families, businesses, and organizations before an incident occurs can be leveraged and empowered to act effectively during and after a disaster strikes (FEMA, 2011 pg. 5)

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Relationships should include those among parents, children, friends, relatives, and neighbors.

When a student comes home and is required to complete an assignment that requires the parent to be involved, that parent and child will discuss options and go back to school and work discussing what occurred the night before. This breeds involvement for the parent and child in the WCA, as they are “engaging and empowering all parts of the community” (FEMA, 2015 pg. 4) as it sparks the discussion outside of the original assignment.

Finally, an assignment that covers the “understanding and meeting the actual needs of the whole community” (FEMA, 2011 pg. 4) aspect can include a discussion with parents and neighbors about what challenges they face in their communities and what challenges that they feel would occur during a disaster. The class can compile the list from all students and highlight the aspects that they know there are community resources for. Through discussing what is available to the community, students are able to take these resources home and discuss them with their friends and family. Additionally, those issues that they were unable to find issues for can be sent to their local EM office. The office then has the opportunity to gather an understanding of the issues that are being faced in the community and what needs to happen to make sure that the issues are dealt with.

Where Can Students and Parents Get Involved?

There are a vast number of Non-Governmental Organizations (NGO) that are available as volunteer opportunities. NGO’s provide a unique capability when a disaster occurs. Most of these organizations have disaster training, are interested in helping victims, and are able to respond at a moment’s notice. These organizations consist of agencies such as The American Red Cross, The Salvation Army, the CERT, and the National Voluntary Organizations Active in

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Disaster. There are a multitude of community specific agencies as well that are options for students and their parents.

These agencies are not covered by the government and are private sector operated. They make attempts to follow through with national disaster standards so they are able to respond with little to no issues. By aligning to national standards, these agencies are able to comply with standards associated with EOC involvement, so much so, that many EOC's save room in their center for NGO reps.

During times of disaster, local and federal government agencies rely heavily upon volunteers to assist with victims and help the area to recover (NVOAD, 2015). The NVOAD creates a central location for individual's looking to volunteer to sign up to help. It also allows for states and regions to upload information and points of contact for individuals to contact when they are looking for ways to volunteer.

Students can be exposed to the multiple NVOAD's and share this information with family and friends. It also gives them an opportunity to help their local communities, spread the knowledge that is associated with the organization, obtain community service bullets, and become part of something that is bigger than themselves. Not to mention that the students also have the ability to help those who have been affected by a disaster. Eye opening experiences such as those can put the reality of a disaster, plus the coordination and response effort that is required, into perspective for the student and their families.

If the student and their family or friends are interested in creating their own organization, then VOAD has resources that are available. The VOAD website states that "membership is available to volunteer based, not-for-profit, non-governmental organizations with a stated policy of commitment of resources to meet the needs of people affected by a disaster without

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discrimination” (NVOAD, 2015). Each state maintains its own rosters of which organization are available for individuals looking to join an organization.

There is also ways that students can assist their local organizations without actually creating or joining an organization. The class can hold food drives, fundraise for the local chapter, or even host classes that train the local population on how to respond to a disaster. Additionally, the class can support member drives, through passing out flyers and informing the public of ways that they can get involved. When the community works together, resiliency is easily achieved. The local student body is an excellent mechanism for spreading the word about how to join an organization and become a helping hand in times of disaster.

Students have the ability to share their experiences from the EM class with those that are in their local community in a variety of ways. Whether they are volunteering with their local NGO or if they are conducting a class for their peers, the options are limitless in terms of spreading the word about EM and the importance of being prepared. Students are the upcoming generation that will be required to manage the disaster processes. Encouraging them to volunteer with their local NGO or other disaster oriented charity will benefit both their real world disaster experience and help the local community. Through having a strong volunteer basis, communities are capable of resiliency simply because the area residents understand that disasters happen and they are willing to pull together to rebuild and recover.

Conclusion

The next generation of prominent members of society is fast arising. Students are graduating from high school with minimal to no EM related training and entering society unprepared and ill-advised as to what to do when disaster strikes. The CCS has built in standards that are required to be met by every school in the nation. EM principles are capable of being

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entwined into these standards without failing to meet them. Students attempting to enter society as a productive need to understand the amount of value that is placed in disaster preparedness principles so that lives may be saved and protective measures maintained.

The principles of proper planning that students need to understand and instructors need to encourage are how to conduct a proper threat assessment of the hazards that could potentially affect their area. These hazards can be identified via discussion based groups to ensure that all aspects of the assessment have been accomplished. Having a basic visualization of what disasters that the community will be exposed to will benefit the students, their families, and the local responders. By having students that know how the system operates, what agencies are available to assist, and how they can help, responders are freed up to mitigate and respond to the situation.

The WCA encourages the utilization of EM principles from within the entire community. Everyone from students, neighbors, local business owners, and city government officials are responsible for the implementation of preventive measures and for the response and recovery aspect post disaster. When the entire community pulls together to accomplish EM, the city not only becomes more resilient to disaster, but it also becomes stronger. The community is able to rely on each other and understand each member's role in the mitigation and response to a disaster. Additional teams have the ability to be formed, bringing together resources that may not have been accounted for prior to the disaster occurring. Students fit into this picture through their classroom education because when they are learning about how the community needs to pull together, they may identify resources and gaps in coverage that may not have been identified prior to their training.

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Basic EM course students will have insight into the difficulties that their family members may have, such as blindness or language barriers, which the community would never have known about. Through discussions in their classroom, these students will have the opportunity to identify the issue, research options that are available in the community, and pose the questions to their local planning officials in the event that there is no information available. As an additional source, students may also be able to tap into a resource, such as teens looking for community service initiatives or local clubs that have been created, and redirect their attention toward avenues that will save lives.

There are numerous avenues that are able to take advantage of the WCA and enhance the resiliency of the community pre and post disaster. These practices, which fully encapsulate the idea of the WCA, are currently not put into practice at high schools around the country. Students are an untapped resource that is vital to the stability of the community residents both currently residing in the area and those that are yet to come. It is for this reason that EM practices need to be deployed to the local high school classroom and students need to understand how they fit into their communities.

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Abbreviations

AAR – After Action Report

CCS – Common Core Standard

CERT – Community Emergency Response Team

CTE – Career and Technical Education

DOE – Department of Education

EM – Emergency Management

EOC – Emergency Operations Center

EOP – Emergency Operations Plan

FEMA – Federal Emergency Management Agency

HSPD – Homeland Security Presidential Directive

IHE – Institute of Higher Education

IS – Independent Study

NFIP – National Flood Insurance Program

NIMS – National Incident Management System

PDS – Professional Development Series

PPD – Presidential Policy Directive

RS – Reading Standard

UASEM – Urban Assembly School for Emergency Management

WCA – Whole Community Approach

WS – Writing Standard

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