

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

INSTRUCTOR GUIDE



**New Mexico Surety Task Force
New Mexico Department of Transportation
New Mexico Public Education Department**

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SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE ONE

Title: **Introducing the Mission** (*slide # 2*)

Objective: The introductory module explains the overall mission of the training and assists the trainees in coming to grips with their personal mission to protect themselves, the students and their community. Emphasis is put on the Six Basic Security Management Steps and their importance.

Instructor Information:

1. COURSE OBJECTIVE:

This course is designed to train school bus drivers on the knowledge and skills required to effectively identify and report perceived security threats as well as to appropriately react to actual security incidents if they occur.

(*slide # 3*)

2. THE SIX BASIC SECURITY MANAGEMENT STEPS

- A. Keep calm and assess the situation
- B. Contact the supervision and, if necessary, emergency responders
- C. If required – evacuate, relocate or shelter in place
- D. Protect self and protect and assist the students
- E. Identify self to and cooperate with first responders if the situation dictates
- F. Follow school procedures and complete documentation

(*slide # 4*)

3. Explain to the group we have 3 options in responding to terrorist threats and acts and other acts of violence:

- Option 1 – Be like an ostrich. Stick our heads in the sand and ignore the possibility of acts of violence.
- Option 2 – Overreact. Live in paranoia and fear and negatively impact the quality of our lives in which case the terrorists have already won.
- Option 3 – Is why we're here. That is to keep our eyes and ears open, report suspicious activities and learn how to react to a crisis if it were to occur. This training program will help to do that.

Instructor Activities:

1. Introduce yourself to the trainees.
2. Review the course objective with trainees.
3. Go through the course outline; give a brief overview of each module.
4. Review the six basic security management steps.
5. Talk about the 3 “options”.

Exercise: Ask trainees if they have ever experienced threats of violence on their buses. If someone has, ask them to explain to the group what actually occurred.

This exercise is designed to involve trainees and to illustrate that threats of violence have long been a part of the school bus industry and are not just a post 9-11 phenomenon.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide
Course Outline

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE TWO

Title: **Defining the threat and risk** *(slide # 5)*

Objective: This module is designed to set the stage for the training by describing the post 9-11 terrorist threat and to emphasize that the threat to our school systems goes beyond international terrorism to include “home grown” terrorists, criminals, “copycats” and mentally unstable individuals.

Instructor Information:

1. Threats to security can vary from the violent act of a deranged individual to a planned international terrorist event. The best protection against such an event occurring is to identify the perpetrator(s) before they carry out any violent action. This training module presents a series of strategies that can assist in doing that. The school bus driver is a part of the network of the nation’s first line of defense in helping to identify and capture people who, for whatever reason, are capable of carrying out acts of violence against individuals and society. There are times, however, when early detection is not possible and acts of violence may take place. When these situations occur within a school bus context, the driver is suddenly thrust into the position of reacting and managing the incident until first responders arrive. School bus drivers play a significant role in security awareness that goes beyond their everyday duties.

(slide # 6)

2. The classic definition of terrorism is:

“The threat or use of force or violence to coerce a government or civilian population, in pursuit of political or social objectives” - Federal Bureau of Investigation

(slide # 7)

3. Examples of terrorist motivation can include:

- political or religious beliefs
- hatred of the United States
- anger with Federal, State or Local Government
- desire for money through criminal activity

- revenge against an employer or fellow employees
- copycatting or imitating other acts of violence
- mental instability or psychosis
- racism or ethnic hatred
- acting out aggressively due to substance abuse
- anger directed towards schools, teachers or students

4. Examples of terrorist acts include:

- World Trade Center and Pentagon attacks on 9/11
- Oklahoma City bombing of Federal Building
- Atlanta Olympics bombing
- Bus bombings in Israel
- Car and truck bombings in Iraq, Turkey and Saudi Arabia
- D.C. Beltway snipers
- Columbus, Ohio sniper
- Church bombings in the South
- Unabomber letter bombs
- New Jersey anthrax attacks
- Attacks and bombings in Afghanistan
- Attacks and bombings in Northern Ireland
- Bali, Indonesia night club bombing
- Abortion clinic bombings
- Tokyo subway sarin gas attack

5. Potential terrorist targets include:

- government buildings
- mass transit vehicles and facilities
- public buildings and assembly areas
- symbolic structures and landmarks
- communication facilities and systems
- dams, highways, bridges and tunnels
- water supply locations
- nuclear power plants
- pipelines and refineries
- shopping malls
- research laboratories
- military facilities
- airports and seaports
- stadiums

- schools and universities
- locations where large groups congregate

(slide # 8)

6. Summary of the terrorist threat:

- terrorism is not a new phenomenon
- terrorists have a wide variety of motives, tactics and preferred targets
- we can expect more terrorism in the U.S.
- most terrorist attacks have been bombings
- chemical, biological and nuclear threats will probably increase

Instructor Activities:

1. Define the training in the context of the threat to the nation, the state and the community while emphasizing that the school bus driver is a part of the first line of defense.
2. Read the definition of terrorism to trainees.
3. Give examples of terrorists' motivation, emphasizing that terrorism can be national or international, rational or irrational, political or deeply personal.
4. Present examples of recent national and international acts of terrorism focusing on the diverse nature of these attacks.
5. Discuss the list of potential targets with particular attention paid to any such targets that may exist within trainees' service areas.
6. Review the key points of the summary.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE THREE

Title: **Targeting schools, school buses and students** *(slide # 9)*

Objective: This module relays to the trainees why the potential threat to our school systems exists and why they must take seriously the information presented in the training and incorporate it into their work lives.

Instructor Information:

1. School facilities and vehicles represent an attractive terrorist target for the following reasons:

- they are relatively unprotected and vulnerable
- there would be a large number of potential casualties
- they are located everywhere in the nation
- because children are involved, they represent an emotional target
- escape after an event would be relatively easy
- attacks would demoralize the community, state and nation

(slide # 10)

2. School facilities and vehicles are not only potential targets for national or international terrorists but represent, as well, targets for unstable students, such as in the Columbine, Colorado high school shootings.

3. School bus security begins with the driver. The driver must be able to identify and define potential security problems and then either report those problems or take other actions as the circumstances may dictate.

(slide # 11)

- a security threat is any source that may result in an event or occurrence that endangers life or property and may result in the loss of services or equipment.
- a security incident is an unforeseen event or occurrence that does not necessarily result in death, injury, or significant property damage, but may result in interruption of service.

(slide # 12)

4. In order for there to be heightened security concerns, there must be in place a risk, a threat and vulnerability. The risk within the school environment is potentially there at any time because of the high emotional profile nature of the population involved. In the case of school buses and school facilities, the threat has been articulated by national and international terrorist groups and demonstrated by acts of violence perpetrated within school systems throughout the nation. The vulnerability exists in the school system because of the low level of protection available and the relatively easy access to both school buses and school facilities.

Instructor Activities:

1. Explain why school facilities and vehicles might be an attractive target to a terrorist or anyone desirous of carrying out an act of violence.
2. Discuss the proven level of possibility of acts of violence being carried out against students and school staff by fellow students, e.g. Columbine.
3. Define security threats and security incidents.
4. Explain why there is a potential risk, threat and vulnerability that exist relative to school buses, school grounds and school facilities. Discuss with trainees whether they believe the risk, threat and vulnerability exists within their particular school environment.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE FOUR

Title: **Being the eyes, ears and protector of the community** (slide # 13)

Objective: This module lays out for the trainees their role and responsibilities, as well as their unique qualifications, to protect themselves, their student passengers and their fellow citizens from violent attack and how, in general, they can provide such protection.

Instructor Information:

(slides # 14,15)

1. The school bus driver is a part of the community's first line of defense and should Be On the Look Out (BOLO) for any suspicious people, activities, vehicles, packages or substances. School bus drivers should be the eyes, ears and protector of the community in the same way that the Neighborhood Watch Program is. Drivers know their operating environment, know what is usual and unusual and need to **trust their gut reactions** when they feel there is need for some level of concern.

2. Drivers do not replace law enforcement or other official anti-terrorist agencies. If a driver comes into contact with anything that arouses suspicion, he should not try to detain any individuals, explore unusual activities or vehicles or examine suspicious packages or substances. Rather, immediately contact dispatch and/or the appropriate authorities as to what has occurred and await further instructions. The school bus driver's role is simply to observe the unusual or out of place and report anything that appears suspicious.

(slides # 16,17)

3. School bus drivers should be informed, and behave in security related situations in the following way:

- be aware of suspicious activity or behavior by others in proximity to school buses, school bus facilities or schools
- notice unusual conditions of vehicles, both those belonging to the system and others which may enter into parking lots or facilities
- be vigilant with respect to strange packages, items or substances which are brought on to school buses
- know who your supervisory contacts are and have their phone numbers immediately accessible

- help control access to vehicles and facilities
- help students deal with the confusing aftermath of emergency events
- know how to relate to students in a crisis
- understand their roles in an emergency
- recognize threats and properly handle them
- stay familiar with the operation of emergency equipment
- lead in a crisis
- follow standard emergency operating plans and procedures
- be responsive to the needs of emergency responders

(slide # 18)

4. Recommended procedures for school bus drivers:

- be familiar with state, school district and company security guidelines
- remove keys from ignition when vehicle is unattended
- conduct pre-trip and post-trip vehicle inspections
- maintain an uncluttered vehicle
- maintain constant awareness of people and activities
- trust your personal gut reaction
- immediately report any operational security weaknesses

Instructor Activities:

1. Explain the Be On the Look Out (BOLO) concept and discuss the Neighborhood Watch program.
2. Discuss their role in observing and reporting their suspicions of what is potentially unusual or threatening with particular emphasis on **trusting their personal gut reaction**.
3. Explain the list of security related driver behaviors in terms of their importance to safety.
4. Go through the recommended procedures for school bus drivers.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE FIVE

Title: Inspecting the bus, facilities and the surroundings *(slide # 19)*

Objective: This module emphasizes the importance of vigilance in the inspection of school system vehicles, facilities and environment in order to identify possible terrorist tools and prevent terrorist activity.

Instructor Information:

1. The first act in an effective school bus security program is the act of prevention. Prevention involves the inspection of school buses by drivers as part of a routine maintenance effort to prevent the placement of an explosive device or hazardous substance. The normal bus pre-trip and post-trip inspection activities should be expanded to pay particular attention to security issues. Periodic inspections of the vehicle while in service should also be conducted. Bus drivers should practice good housekeeping on the vehicle and keep the vehicle as uncluttered as possible so that unusual items are easily seen.

(slide # 20)

2. During inspections drivers should look to see if there are marks of noticeable forced entry into the vehicle, unusual items attached to the vehicle or any opened or disturbed compartments. The following areas should receive the greatest attention:

- inspect the interior of the bus: floors, seats, under seats, driver's area and interior compartments for unknown objects or tampering
- inspect the interior lights to make sure they are operational and have not been tampered with
- inspect the steps and wheelchair lifts if the bus is so equipped
- inspect under the bus for items taped or attached to frame
- inspect wheel wells, exhaust system and fuel and air tanks
- inspect back and side emergency exit doors

- inspect the exterior of the bus for unusual scratches or marks by tools, signs of tampering, unusually clean or dirty compartments, or items attached using magnets or duct tape
- inspect the engine compartment and other areas for foreign objects

(slides # 21, 22)

3. Bus Safety and Security Checklist

	<u>Bus Equipment</u>	<u>What to Look For</u>
Seats		Lumps/bulges/damaged upholstery/suspicious package on seat
Floor surface		Modifications to material/unusual thickness
Roof liner		Rips/bulges
Doors/hood/trunk lid		Heavy to open or close/rusting seams/holes
Cargo compartment		Strange odor/raised floor/unusual welds/unusual items/excess weight
Exterior surface		Missing screws/unusual scratches/welds/signs of tampering/recently painted
Undercarriage		Items taped or attached to frame/ fresh undercoating
Engine compartment		Odd wires or liquids/unusual welds/ new tape
Tires		Unusual odor from air valve
Fenders		Unusual thickness

(slide # 23)

4. Additionally, whenever the school bus driver has the opportunity he should observe anything unusual relative to school facilities or any noticeable changes in the school environment.

5. Particular attention should be given to unusual or suspicious people or vehicles in the school bus staging area outside the school, as well as student pick up/drop off areas near their residences.

6. If anything unusual, suspicious or threatening is seen or found during the vehicle inspection sweeps or observed in or near school facilities, staging areas or student pick up/drop off points, school bus drivers should immediately notify dispatch and/or a supervisor about their concerns.

Instructor Activities:

1. Discuss the importance of pre-trip and post-trip inspections and what to look for.
2. Explain the importance of periodic vehicle inspection sweeps during service time.
3. Emphasize the importance of observation of school facilities, staging areas and student pick up/drop off points for unusual people, vehicles, activities or items.
4. Focus the trainees' attention on their responsibility to not only observe, but to report to the appropriate individuals or authorities anything that they feel is unusual, suspicious or threatening in nature.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE SIX

Title: **Identifying and Reporting Unusual Behavior** *(slide # 24)*

Objective: This module is designed to assist trainees in identifying, reporting and reacting to suspicious or unusual behavior that they feel may represent a threat to security based on what an individual is doing, where they are doing it and when they are doing it.

Instructor Information:

1. A school bus driver is in an excellent position to observe activities and individuals within their service areas as well as on the bus on a regular basis. The critical skill involved is for the driver to “Be On the Look Out” (BOLO) for anything or anyone that appears suspicious and to report this concern to the dispatcher immediately. The dispatcher then has the responsibility to pass this information on to the appropriate authorities. School bus drivers should not be concerned about looking foolish or reporting something that in the end turns out to be of no significance. Rather, given the extraordinary seriousness of security issues, all suspicions should be reported as soon as possible after having been observed.

(slide #25)

2. Suspicious behavior could be exhibited by anyone who appears to not belong. This appearance of not belonging could be based on being in the wrong place, appearing lost, loitering, observing and taking notes, acting in a nervous fashion, dressed inappropriately for the weather or any other indicator the driver feels is strange or unusual. **Identifying a suspicious person should not be based on stereotypes of race, color or ethnicity (profiling), but rather on specific behavior or activity.** When a driver observes a suspicious individual or group of individuals, those concerns should be reported to dispatch and/or appropriate authorities as soon as possible.

3. Suspicious activities are basically anything the school bus driver may note that appears unusual or out of place. This could include individuals putting packages in public locations and leaving, individuals in uniform who do not appear to be involved in any appropriate activity, individuals taking photographs of structures or facilities that would not normally be places that people take pictures of, people

showing unusual interest in school buses and equipment, or individuals carrying a weapon or suspected weapon. Any suspicious activity that a driver feels is serious enough to warrant concern should be reported to dispatch and/or appropriate authorities.

(slides # 26, 27)

4. Particular attention should be given to individuals seen doing the following:

- appearing extremely interested in school facilities, vehicles or surroundings
- being repeatedly sighted within the school or school bus environment
- having the appearance of rehearsing
- soliciting information on school facilities, buses or schedules
- taking photographs or video of staging areas
- looking lost or wandering around at school bus stops or on school grounds
- exhibiting disruptive or potentially distracting behavior
- showing an unusual interest in employees or students
- abandoning an item and leaving the area quickly
- wearing a uniform and appearing to not be involved in any appropriate activity
- openly possessing a weapon or dangerous item

(slide # 28)

5. Characteristics of suicide bombers:

- may wear irregular or disproportionate clothing for body type or weather
- may repeatedly pat their chest or stomach
- may carry irregular, inappropriate or overweight luggage or bags
- may move about without purpose
- may sweat or act extremely nervous
- may not make eye contact
- may be non-communicative or uncooperative

(slide # 29)

6. One should only approach a suspicious person if he or she is comfortable doing so. When initiating such an approach, helpfully challenge the suspicious person by asking them if they need assistance or directions. If not comfortable initiating such an approach, call for assistance. If questioning an individual and that person either refuses to respond or responds aggressively, withdraw and notify authorities. Never be confrontational or attempt to physically detain anyone.

(slide # 30)

7. When reporting suspicious people to the appropriate authorities, it is important that as many physical characteristics as possible of the individual(s) are reported accurately. The best way to observe someone is to start at the top of their head, scan down to their feet and then scan back up to their head again. The things that should be noted are:

- eyes
- ears
- mouth/nose
- hair/facial hair
- forehead
- cheeks/chin
- neck
- complexion
- body shape/size
- hat
- jewelry
- shirt/blouse/dress
- coat
- pants/skirt
- socks/shoes
- oddities/tattoos
- general appearance
- accessories

Instructor Activities:

1. Discuss the importance of school bus drivers' abilities to observe and respond to unusual or suspicious behavior by reporting their concerns without feeling insecure or foolish about doing so.

2. Discuss in general what some of the characteristics of a suspicious or unusual person might be. Emphasize the importance that suspicions should NOT be based on profiling (Stereotypes of race, color or ethnicity).

3. Read the list of specific behaviors that should be given attention in a school environment.

4. Emphasize that any suspicious individual should only be approached if the driver is not uncomfortable or threatened in doing so. Explain how an individual might be approached using such questions as, “May I help you with anything?”, or “May I see some identification?” Describe how appropriate reaction to inappropriate behavior is defined by withdrawing and reporting, not confronting.
5. Explain how to report characteristics of an unusual or suspicious person.
6. Wrap up this section by reviewing what constitutes unusual or suspicious behavior or activities, emphasizing that the drivers should trust their instincts.

Exercise: If possible, have an individual from outside the class come into the classroom for 1 minute, then leave. After that person leaves, ask the trainees to describe the physical and apparel characteristics of this person. If someone is not available to do that, have a trainee stand up and walk to the front and then leave. Ask trainees to describe his characteristics.

This exercise is designed to emphasize observation skills.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE SEVEN

Title: **Identifying and reporting unusual vehicles** *(slide # 31)*

Objective: This module focuses on assisting the trainees in noticing any vehicle that could represent a threat, in assessing the real potential of that threat based on appearance, location and other factors, and reacting to that threat if they feel it is deserving of concern.

Instructor Information:

(slide # 32)

1. Large and small vehicle bombs are extremely popular terrorist tools for many reasons: they are popular because they can contain a large amount of explosives; they are easy to obtain and easy to deploy; they are inconspicuous and difficult to attack; they can be parked or driven very near a target; they are difficult to render safe and they can create a mass casualty situation.

2. School grounds and school bus staging areas present an inviting opportunity for terrorists to use vehicle bombs in order to kill or injure people as well as to instill fear in the population by attacking children. School bus drivers should be alert to any vehicle that seems unusual or suspicious and contact their dispatcher or supervisor immediately about their concerns.

(slides # 33, 34)

3. Indicators of vehicles which might present a threat:

- vehicles that are repeatedly seen in the vicinity
- vehicles following or shadowing school buses
- vehicles parked in out of the ordinary or unauthorized locations
- vehicles parked for extended periods of time where one would not expect a vehicle to be parked
- vehicles riding low on springs, especially in the rear
- vehicles holding large containers, such as drums, in the rear or in the back seat
- vehicles with wires, string, or ropelike material strung from the front seat to the rear or from small containers on the front floorboard

- vehicles that are accompanied by unusual odors, such as fertilizer, diesel fuel, nitro methane or other fuel like odors
- vehicles whose occupants show signs of stress, are deceptive or reluctant to answer questions, tell conflicting stories or have no legitimate purpose to be in the area

(slide # 35)

4. When reporting a suspicious vehicle the following information should be noted:

- location, if it is parked
- direction, if it is moving
- color
- year
- make
- model
- license plate number and state
- identifying features, e.g., convertible, damage, excessive rust, etc.
- description of occupants

(slide # 36)

5. When a suspicious vehicle has been identified and reported, school bus drivers should evacuate their students and/or buses from the location and should refrain from using radios or cell phones within 300 feet of the suspicious vehicle to ensure that a timing mechanism is not accidentally triggered.

Instructor Activities:

1. Describe the risk of vehicle bombs.
2. Explain how the school environment could be an enticing target for terrorist activity.
3. Discuss the indicators of vehicles which might represent a threat.
4. Present the information that would be appropriate when reporting a suspicious vehicle.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE EIGHT

Title: Understanding the weapons *(slide # 37)*

Objective: This module provides background information on weapons that terrorists and other perpetrators have used in the past to attack targets, and on potential weapons that could be encountered by trainees in the future, along with the characteristics and destructive power of such weapons.

Instructor Information:

(slide # 38)

1. CONVENTIONAL OR IMPROVISED EXPLOSIVE DEVICES

Fifty percent of terrorist attacks worldwide are bombings and 85% of terrorist attacks within the United States are bombings. The reasons that terrorists use bombs or improvised explosive devices (IEDs), as they are technically described, are:

- dramatic, low risk, draw attention
- low cost/high yield
- few skills needed
- attacks can be executed remotely
- large groups not required
- forensic evidence difficult to identify, collect and assemble

The easiest to obtain and use of all weapons is still a conventional explosive device or improvised bomb, which may be used to cause massive local destruction or to disperse chemical, biological or radiological agents. The components are readily available, as are detailed instructions to construct such a device. Improvised explosive devices are categorized as being explosive or incendiary, employing high or low filler explosive materials to explode and/or cause fires. Bombs and firebombs are cheap and easily constructed, involve low technology, and are the terrorist weapon most likely to be encountered. Large, powerful devices can be outfitted with timed or remotely triggered detonators and can be designed to be activated by light, pressure, movement, or radio transmission. The potential exists for single or multiple bombing incidents in single or multiple communities. Historically, less than 5% of actual or attempted bombings were preceded by a threat. Explosive materials can be employed covertly with little danger of being

traced or readily detected. Secondary devices or additional explosives may be targeted against responders.

(slide # 39)

Components of an improvised explosive device

Generally improvised explosive devices consist of four basic components. These components are:

- a power supply consisting of some form of battery
- a switch/timer that provides for a delay in detonation and can be electrical, chemical or mechanical
- a detonator/initiator which can be either electric or non-electric and is used to provide the initial trigger explosive which then detonates the main explosive charge
- a main explosive charge that can be either high or low in nature with low explosives creating heat and fire and high explosives creating a large blast

(slide # 40)

Additional information on improvised explosive devices:

- improvised explosive devices are sometimes packed with additional materials such as nails or metal fragments which are intended to kill or maim people in the area
- improvised explosive devices can be as small as a pipe bomb or as large as a car bomb; in either case the device is capable of great devastation so the only significant difference is the required distance of evacuation
- improvised explosive devices can be used to detonate and disperse chemical, biological and radiological weapons

(slide # 41)

Effects

Improvised Explosive Devices and other types of bombs inflict casualties in a variety of ways, including the following:

- blast overpressure (a crushing action on vital components of the body; eardrums are the most vulnerable)
- falling structural material
- flying debris (especially glass)
- asphyxiation (lack of oxygen)
- sudden body translation against rigid barriers or objects (i.e., being picked up and thrown by a pressure wave)

- bomb fragments
- burns from incendiary devices or fires resulting from blast damage
- inhalation of toxic fumes resulting from fires

The range of area affected by a bomb blast varies greatly depending on the size and type of bomb and whether the blast is outside or shielded by a structure. This range can be as low as 70 feet for a pipe bomb shielded by a structure to 7,000 feet for a large truck bomb outside and unshielded.

(slide # 42)

Secondary Explosive Device Tactics

Perpetrators of bombings have used two tactics that intensify the magnitude of damage or casualties inflicted by detonation of an explosive device:

- they have detonated a small device to bring public safety personnel to the site; a larger, more deadly device was detonated some time after the first device, thereby inflicting a large number of casualties on the first responder community
- they have also used a real or simulated device to force the evacuation of a facility only to detonate a much more substantial device in identified bomb-threat evacuation assembly areas; these attacks are especially harmful because the evacuation assembly areas often are more densely populated than would otherwise be the case

(slide # 43)

2. WEAPONS OF MASS DESTRUCTION

Weapons of mass destruction are defined as: any explosive, incendiary, bomb, grenade, rocket having a propellant charge, missile having an explosive incendiary charge, or mine or device similar to the above; poison gas; weapon involving a disease organism; or weapon that is designed to release radiation or radioactivity at a level dangerous to human life.

Chemical Weapons

Chemical agents are intended to kill, seriously injure, or incapacitate people through physiological effects. Categories of chemical agents classified by their affect on the body include nerve, blister, blood and choking. An incident involving a chemical agent will demand immediate reaction from all responders. Hazardous chemicals, including industrial chemicals and agents can be introduced via aerosol devices, breaking containers or covert dissemination. Such an attack might involve

the release of a chemical warfare agent, such as a nerve or blister agent or an industrial chemical. Most chemical attacks will be localized and their effects will be evident in a few minutes but may persist in the area for an extended period of time. School bus drivers may well be able to identify the presence of chemical agents almost immediately after their release and would then have to react accordingly by evacuating upwind from the area of the release and immediately reporting the incident to their dispatcher or supervisor.

Biological Weapons

People exposed to pathogens such as Anthrax, Ricin or Smallpox may not know that they have been exposed and those who are infected or subsequently become affected may not feel sick for some time. This delay between exposure and onset of illness is characteristic of infectious diseases. Unlike acute incidents involving explosives or some chemicals, the initial response to a biological attack is most likely made by hospitals or the healthcare community.

Radiological Weapons

The difficulty of responding to a radiological incident is compounded by the nature of radiation itself. In an explosion the fact that radioactive material was involved may or may not be obvious, depending upon the nature of the explosive device used. Radiological detection equipment will be required to confirm the presence of radiation. School bus drivers should react to the initial explosion used to disperse radiological materials in the manner most appropriate for the circumstance and should evacuate the area before radiation is potentially detected.

(slide # 44)

Exposure to Weapons of Mass Destruction

Different substances can affect individuals in different ways and can enter the body through a variety of ways:

- being absorbed through the skin or eyes
- being injected through broken or punctured skin
- being ingested through the mouth
- being inhaled through the mouth or nose

Decontamination

Exposure to chemical, biological and radiological weapons may require the decontamination of victims and equipment. The determination about when decontamination may be necessary will be made by first responders and those managing the incident. Individuals potentially exposed to chemical, biological or radiological release should be kept at the scene and isolated until the decision to decontaminate or not is made and to ensure that further contamination of others is prevented.

Instructor Activities:

1. Discuss conventional or improvised explosive devices in general.
2. Explain the components of an IED including additional information.
3. Discuss the effects of IED's.
4. Summarize secondary explosive device tactics.
5. Introduce Weapons of Mass Destruction.
6. Discuss chemical weapons.
7. Discuss biological weapons.
8. Discuss radiological weapons.
9. Explain how people are exposed to weapons of mass destruction.
10. Touch on the subject of decontamination in the event of CBR weapons.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE NINE

Title: **Reacting to suspicious items, devices and sounds** (*slide # 45*)

Objective: This module teaches trainees to recognize physical characteristics and sensory signs of possible weapons and explains what steps they should take once these characteristics or signs have been identified.

Instructor Information:

1. Suspicious items and devices have the potential to contain or be a part of an improvised explosive device or a chemical, biological or radiological release. These items and devices should immediately be reported to appropriate authorities as they potentially present a threat to everyone in the surrounding area.

(*slides # 46, 47*)

2. Suspicious packages are any bag, container, object, letter or package on a school bus that can't be identified as belonging to the driver or one of the student passengers. Of particular concern are packages that:

- are placed in out-of-the way locations where they are not easily seen
- are accompanied by a threatening message
- appear that they could have the potential to be a bomb of some type
- have visible wires, batteries or timers attached
- are abandoned by someone who quickly leaves the scene
- have tanks, bottles or bags visible
- are accompanied by a suspicious cloud, mist, gas or vapor
- are common objects in uncommon locations, such as baby strollers or back packs
- are uncommon objects in common locations, such as gas cylinders

(*slide # 48*)

3. If a suspicious package is discovered on the vehicle, the driver needs to remain calm and should never touch, move, shake or empty the contents of the suspicious package. The students need to be instructed to keep their distance from the potentially contaminated area or package. If the bus is in motion at the time of the discovery, it should be immediately pulled over to a safe location, preferably in an

area that is not crowded with people. The bus then, of course, should be shut down including the heating, ventilating and air conditioning systems. The student passengers should be evacuated at least 1,000 feet away from the vehicle, preferably upwind. Passers-by should be told to stay as far away from the vehicle.

4. When requesting assistance the school bus driver should never re-enter the vehicle nor should the driver use the vehicle radio or a cell phone from any closer than 300 feet. It may be necessary to use a public phone or a cell phone once proper separation from the vehicle has been achieved. Dispatch and emergency response should be given the precise location of the vehicle and any reasons for the suspicion, including a detailed description of the package discovered.

5. If the package is accidentally touched by the driver or a student passenger they should keep their hands away from their mouth, nose and eyes, wash well with soap and water as soon as possible and explain to authorities what they have done.

6. Unusual noises or sounds, packages with messages attached, explosions observed or heard, and individuals observed with weapons or the sound of weapons being used are all reasons for extreme concern. Such events should be immediately reported and steps should be taken to move students as far away from the impacted area as possible.

(slides # 49, 50)

Avoiding Injury

The following are six general rules to follow to avoid injury from a dangerous object:

- **never** touch, move or cover a suspicious device or object
- move as far from a suspicious object as possible without being in further danger from other hazards such as traffic or secondary sources of explosion
- do not use a radio or cell phone within 300 feet of the object/device
- stay out of the object's line-of-sight, thereby reducing the hazard of injury because of direct fragmentation
- keep away from glass windows or other materials that could become flying debris
- remain alert for additional or secondary explosive devices in the immediate area

Instructor Activities:

1. Explain the threat of any suspicious item, device or sound and the need to report that threat.
2. Describe characteristics of suspicious packages that may be of concern.
3. Describe how drivers and student passengers should react to any suspicious package, device or sound. Emphasize that such an item should NEVER be touched, moved or covered.
4. Explain the procedure for reporting suspicious events, including the prohibition on radio or cell phone use.
5. Describe the appropriate reaction to suspicious sounds, explosions, threatening messages and individuals carrying weapons.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE TEN

Title: **Reacting to dangerous substances** (*slide # 51*)

Objective: This module very specifically describes signs and symptoms of chemical, biological or radiological release, whether occurring as a terrorist act or as an accidental event, and briefs school bus drivers on the critical actions required to save lives.

Instructor Information:

(*slide # 52*)

1. Suspicious substances come in many forms and states that can be identified in terms of an odor, vapor, gas, mist, liquid, solid or powder. All should be considered serious and life threatening and reported immediately to appropriate officials. Anthrax, for example, is dangerous when it is produced in granules much finer than grains of sand, which allows it to become airborne and be easily inhaled. Anthrax is an infectious disease caused by bacteria that occurs naturally in some animals and can be extremely dangerous to human beings when it enters their body through inhalation.

2. All suspicious substances should be avoided by evacuating the area and immediate emergency assistance should be requested.

(*slide # 53*)

3. Indicators of a possible chemical agent release:

- existence of a threat
- sick or dead birds, animals or people
- absence of insects or large quantities of dead insects
- signs that foliage is abnormally changing colors, withering or dying
- unusual liquid, spray or vapor in the air
- suspicious devices or packages

(*slide # 54*)

4. Symptoms of a chemical release are if two or more people are observed suddenly:

- experiencing difficulty breathing or coughing uncontrollably
- suffering a collapse or seizure

- complaining of nausea
- complaining of blurred vision
- complaining of an unusual and unexplainable odor

(slide # 55)

5. Indicators of a possible biological agent release:

- existence of a threat
- sick or dead birds, animals or people
- unusual illnesses within the region
- unusual liquid spray or vapor in the air
- suspicious devices or packages

(slide # 56)

6. Indicators of a possible radiological agent release:

- existence of a threat
- a presence of radiological equipment such as spent fuel canisters
- nuclear warning materials along with unexplained casualties

(slide # 57)

7. Overall signs of a chemical, biological or radiological release are:

- an unexplainable pungent odor
- a suspicious package emitting a vapor or odor or an oily liquid
- abandoned aerosol or manual spray devices
- a cloud, mist, fine powder, liquid or fog with no identifiable suspected source

Instructor Activities:

1. Introduce the topic of suspicious substances by describing the various indicators of their presence.
2. Explain the indicators of a chemical release.
3. Explain the indicators of a biological release.
4. Explain the indicators of a radiological release.
5. Discuss the overall signs of any chemical, biological or radiological release.

6. Explain the importance of avoiding any suspicious substance and notifying proper officials.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE ELEVEN

Title: **Evacuating, relocating or sheltering in place** (*slide # 58*)

Objective: This module emphasizes the importance of accurately reporting information to authorities regarding potential or actual security events and deciding upon and carrying out the appropriate evacuation, relocation or sheltering response.

Instructor Information:

(*slide # 59*)

1. The amount of risk present in chemical, biological and radiological exposure depends upon:

- how long the individual was exposed to the agent (time),
- how far they were immediately able to get away from the agent (distance) and
- whether the agent was blocked from entering the body by some structure or layer of protection (shielding).

It is obviously critical that the possible release of chemical, biological or radiological weapons is identified so that the school bus driver and student passengers can get as far away from the release point as they can as soon as possible.

2. If the release occurs inside the school bus, everyone must be evacuated from the bus and moved as far away, preferably upwind from the bus, as possible. If the release occurs outside the bus, the driver should drive the vehicle as far upwind as possible while shutting all vehicle windows and turning off all vents, heating and air conditioning systems.

3. Regardless of whether the school bus itself is evacuated or if the bus is used to evacuate the area, the driver must immediately report locations and all events to dispatch and the appropriate authorities.

(slide # 60)

4. Response priorities during any attack are to:

- protect yourself
- notify appropriate authorities
- protect students and others
- assist students and others
- quarantine victims
- assist emergency responders

(slide # 61)

5. Responses to protect oneself:

- don't take risks
- don't assume anything
- don't forget about secondary devices
- don't taste, eat, smell or touch anything suspicious
- don't become a victim

(slide # 62)

6. Notify authorities by explaining:

- your exact location and condition
- type of injuries and/or symptoms
- victim locations and positions
- indicators of activities and objects
- wind direction and weather on scene
- witness statements or observations
- existing or potentially dangerous conditions

(slides # 63, 64, 65)

7. Responses to protect others:

- If explosive device is suspected outside the school bus, open the doors and windows of the bus and, if the vehicle can be safely moved, relocate vehicle upwind and away from danger
- If CBR release is outside the school bus, first shelter in place by staying on the vehicle, shutting HVAC off, closing windows and doors and, if the vehicle can be safely moved, relocate vehicle upwind and away from danger
- if explosive device or CBR release is inside the school bus, evacuate students 1000 feet upwind and updrift from the vehicle and prohibit use of cell phones within 300 feet of the vehicle

(slide # 66)

8. Responses to assist others:

- enlist the assistance of students or others to help victims
- do not move injured victims unless they are in danger of further harm or exposure
- do not do things that you are incapable of doing or have not been trained to do

Instructor Activities:

1. Describe the dangers of chemical, biological and radiological weapons based on time, distance and shielding.
2. Discuss the correct response depending on whether the source of danger is on-board or outside the vehicle.
3. Describe the response priorities during any attack.
4. Describe the responses to protect the driver.
5. Describe what should be told to authorities when notifying them.
6. Describe the responses to protect students and others.
7. Describe the responses to assist students and others as necessary.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE TWELVE

Title: **Managing the students and the scene** (slide # 67)

Objective: This module provides instruction to trainees on how to best interact with students and others in a security emergency situation, including the provision of assistance as may be necessary, and presents basic incident management techniques to be employed until first responders arrive.

Instructor Information:

(slide # 68)

1. The school bus driver may well be required to manage the area where an explosive device was detonated or a chemical, biological or radiological agent was released until such time as first responders arrive on the scene. The following are actions to be taken by the driver until help arrives:

- protect self and student passengers by getting as far away from the source of the incident as possible either on foot or in the vehicle, depending upon exposure location
- recruit responsible students to assist as may be necessary
- report the incident to dispatch and/or the appropriate authorities; include such information as location, injuries or symptoms, indicators of explosion or release, wind direction and the potential safest access route
- be alert for the potential of secondary explosive devices
- keep calm and reassure student passengers that help is on the way
- insure that no one uses cell phones or radios within 300 feet of the source or incident
- gather contact information, if possible, from witnesses to the incident
- identify yourself to first responders upon their arrival
- inform first responders about what has occurred
- await direction from Incident Commander, be they fire department, emergency medical services, or law enforcement, and await direction from management

(slide # 69)

2. Specific steps in assisting emergency responders include:

- identifying yourself to arriving responders
- informing responders as to the nature of the threat or hazard
- informing responders as to the location and number of victims, as well as to the types of injuries and or symptoms
- explaining to responders what you've done so far
- remaining available to assist in any way possible

3. When communicating with students in an emergency, always remain calm, work at communicating clearly, continuously update them on the situation, keep them under control in a safe location and be mindful of their age.

Instructor Activities:

1. Describe actions to be taken in an emergency by school bus drivers until help arrives.
2. Discuss specific steps in assisting first responders.
3. Discuss effective communication techniques with students in emergencies.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE THIRTEEN

Title: **Handling conflict and acts of violence on the bus** (*slide # 70*)

Objective: This module emphasizes the potential for individuals to carry out acts of violence on or around a school bus and describes the steps that trainees might employ in order to diffuse or escape such violence while protecting themselves and their student passengers.

Instructor Information:

(*slides # 71, 72*)

1. While dealing with threats of violence, it is critical that the school bus driver stays calm and maintains self-control. The primary goal in dealing with such threats is to preserve the driver's own safety and the safety of the student passengers. Over-reacting to the situation will only compound the problem. Drivers should generally behave in a non-threatening way through both voice and action.
2. When there is a potential threat of violence on board the bus, the driver should first look for a way to diffuse the situation. At the same time the driver should be looking for a way to alert their agency and/or law enforcement of the potential for on-vehicle violence.
3. Ways to alert authorities regarding problems on the vehicle include radio communication that would not further escalate the potential for violence. The driver could use radio code or a pre-determined "catch phrase" which would communicate the situation to the dispatcher but not alert the antagonist. Other ways of communicating the need for emergency response might be to employ four-way flashers or amber lights, to flash the high beams, to use a silent alarm button if the bus is so equipped, or to turn on internal vehicle lights if it is dark outside.
4. The bus should not be operated when threats of violence are occurring inside and, if it is possible, the bus should be parked in a public and well-lit place and the doors opened. This will discourage the threat of violence from occurring and will allow the antagonist to escape the vehicle with a minimum of difficulty. If the person does leave the bus, no attempt should be made to pursue that person; instead, the incident should be immediately reported to the appropriate officials. It

is always desirable to make every effort to allow student passengers to exit the vehicle whenever possible, including asking the antagonist to allow de-boarding. When the bus is empty the driver should be looking for every opportunity to escape the vehicle using any available exit.

5. If an individual is on the bus with a weapon, the school bus driver should never try to grab the weapon or make any sudden movements. If the driver is operating the vehicle he should let the assailant know verbally each move being made, such as turns, lane changes, stops, etc. Every effort should be made to make the assailant feel that the driver is cooperating and not making any attempt to resist.

6. When requesting emergency response it is critical that the school bus driver identify himself, provide an exact location and any other information about the vehicle as may be appropriate, as well as relay what assistance is required. Emergency response will be interested in a description of the antagonist, the number of people involved, any injuries and the nature of those injuries. Also, if a weapon is being used, identify the type of weapon.

7. Once an event has taken place and has been resolved, it is critical that the driver complete all reports and forms that may be required in order to completely document the event that took place. This is critical even if the perpetrator has been arrested or taken into custody; it is even more critical if the person was able to escape and information is needed in order to find and arrest him.

Again, it is always important for school bus drivers to remember that protecting themselves and the student passengers is the number one priority.

8. In dealing with threats of violence, bus drivers should:

- stay calm and maintain control
- look for ways to diffuse the situation
- look for ways to alert emergency response
- if possible, park the vehicle in a public place and do not operate it
- open vehicle doors
- if there are no passengers on board, look for a way to escape the vehicle
- if a weapon is involved, do not attempt to grab it or make sudden movements
- make every effort to make the assailant feel that you are cooperating

- if violence is directed toward a student passenger, immediately contact emergency response and intervene only if it is safe to do so
- provide information to emergency response on school bus location and on the nature of the incident including descriptions of assailant(s) and any weapons involved
- complete required forms and documentation

Instructor Activities:

1. Discuss in general the appropriate behavior for a driver to deal with threats of violence.
2. Describe alternative methods available to communicate on-vehicle problems to authorities.
3. Discuss driver operation of the vehicle during a threat of violence.
4. Explain appropriate driver response to armed individuals on board the vehicle.
5. Review information to be communicated to emergency response personnel.
6. Emphasize the importance of completing all required documentation.
7. Summarize steps drivers should take in dealing with threats of violence.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE FOURTEEN

Title: **Dealing with a hostage situation** (*slide # 73*)

Objective: This module deals with the frightening potential of a school bus being taken hostage by terrorists or other perpetrators and explores possible strategies for communicating with the hijacker(s), alerting authorities, protecting self and others, and escaping.

Instructor Information:

(*slides # 74, 75, 76*)

1. The easiest way to prevent a school bus from being commandeered is to stop any suspicious looking person from actually boarding the vehicle. Even if 40 students are waiting at a bus stop, crowding to get on, school bus drivers should stop any student they do not know and ask for identification.

2. General strategies to either avoid the vehicle being commandeered, or to effectively react once a vehicle has been commandeered are as follows:

- When approaching a staging area or student pickup/drop off point, school bus drivers should survey the area in order to identify any suspicious individuals or activities, and pay particular attention to potential locations where a person(s) could hide.
- If the driver spots something very suspicious early enough and feels the presence of a direct threat, he should immediately call for assistance and drive the vehicle out of the area even if students are waiting to board.
- If the driver spots someone suspicious after having stopped the vehicle, he should not open the doors. Communicate with the individual through the driver window until a decision is made to either let the individual board or to quickly drive the vehicle away and report the incident.
- If a suspicious individual is seen at a railroad crossing, do not open the school bus doors enough for them to board, but rather make a visual surveillance of the tracks and move on when it is safe to do so. Then contact dispatch.

- School bus drivers should be particularly concerned about anyone carrying what might be a weapon or a suspicious package. They should avoid boarding these individuals and immediately call dispatch and/or the appropriate authorities.
- Do not confront an individual who has a weapon. Act as if you don't see it. Stay calm and focused. If possible pretend the bus is broken down and get everyone off the vehicle and then contact dispatch about the situation.
- If an individual does board and commandeer the vehicle through the use of weapons, force or intimidation, the driver should follow all instructions given by the hijacker and avoid any confrontation which might incite violence against the student passengers or self. The time immediately after a hijacking begins is the most critical in determining a peaceful outcome. The driver must remain calm and not show outward signs of panic.
- If the vehicle is parked, the driver should attempt to open or keep open the doors and allow every opportunity for passengers and the hijacker to exit the vehicle. If it seems appropriate, the driver may ask the perpetrator if the vehicle can be de-boarded but don't push too hard to end the situation.
- If asked to drive, the school bus driver should stay on their route, if possible, but don't stop at the usual stops so someone might notice and report it.
- The driver should employ methodologies to alert authorities about the situation. These might include deploying a silent alarm if the bus is so equipped, flashing high beams, employing four-way flashers or amber lights, turning the interior lights on, using the horn, or using the radio, particularly with emergency codes. No action should be taken that could potentially increase the risk to the driver and/or student passengers.
- Talk to the hijacker and try to create a relationship. Stay in touch with the hijacker and don't antagonize the person. Continue to communicate and be both patient and assertive
- In the end the best reaction to a vehicle being commandeered is to stay calm, use common sense, follow the instructions of the perpetrator without going out of the way to assist him and either wait for emergency response to arrive or find a way to escape.

Instructor Activities:

1. Discuss steps a school bus driver should take to avoid the vehicle being commandeered.
2. Discuss steps a school bus driver should take once a vehicle has been commandeered.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

MODULE FIFTEEN

Title: Summarizing the critical issues (slide # 77)

Objective: This final module reviews all the major issues discussed in the training and focuses on encouraging trainees to embrace their responsibilities as one of the school system's and the community's first lines of defense against terrorism and acts of violence.

Instructor Information:

(slide # 78)

1. Key issues in this training have been:

- Threats of terrorism and violence
- Being the eyes and ears of the community
- The school bus driver as the first line of defense
- Inspecting buses and surroundings
- Reacting to and reporting unusual behavior and vehicles
- Potential weapons that could be used
- Reacting to and reporting suspicious items and devices
- Reacting to and reporting dangerous substances
- Evacuating, relocating and sheltering in place
- Managing students and the incident scene
- Handling conflict and threats of violence
- Surviving a hostage situation

(slide # 79)

2. The six basic security management steps are:

- Keep calm and assess the situation
- Contact the supervision and, if necessary, emergency responders
- If required – evacuate, relocate or shelter in place
- Protect self and protect and assist the students
- Identify self to first responders if the situation dictates
- Follow school procedures and complete documentation

Instructor Activities:

1. Exercise: Read each of the following scenarios to the class one at a time and involve them in a discussion as to how they would react to each scenario. There are no right or wrong answers, but this exercise is intended to re-emphasize as part of the wrap up the reporting and handling steps covered in the training.

Scenario 1: You are a school bus driver. As you are waiting outside the school to take students home, you notice a man taking pictures of the school building. He does not look particularly threatening. What should you do?

Scenario 2: You are a school bus driver. It is early morning. You have your cup of coffee in hand and are walking toward your assigned bus to head out for the morning route. As you turn the corner to walk around your bus, you notice a stranger in plain clothes coming off of it. What do you do?

Scenario 3: You are a school bus driver. As you look in your rear view mirror you notice one of your student passengers has a hand gun stuck in the waistband of his jeans. He looks wild-eyed and unstable. What do you do?

2. Review key issues covered in the training workshop.

3. Review the 6 basic security management steps.

4. Wrap up the training.

Audio-Visual Support:

Power Point
Overhead
Flipchart

Supplemental Information:

Participant Guide

SECURITY CASE STUDIES

The following security case studies can be integrated into the training presentation wherever the trainer feels appropriate.

Transit Alert

- FBI, Homeland Security Warn of Possible Transport Plot – April 2, 2004

On April 2, 2004, the FBI and Department of Homeland Security sent a “message of concern” to police agencies across the United States about alleged plot against commercial transportation systems in major U.S. cities this summer. “We assess that buses and railways could be targeted,” said the message from the FBI Counterterrorism Division in Washington. “The plot calls for the use of improvised explosive devices possibly constructed of ammonium nitrate and diesel fuel concealed in luggage and carry-on bags to include duffel bags and backpacks,” the message said. “Al Qaeda and other groups have demonstrated the intent and capability to attack public transportation with conventional explosives, vehicle-prone bombs and suicide bombers,” the message said.

Case Study No. 1 – Rail

- Train Bombs Terrorize Madrid, Spain – March 11, 2004

Ten terrorist bombs tore through trains and stations along a commuter line at the height of Madrid’s morning rush hour killing 190 people and wounding 1,200 others. The ten bombs exploded in a 10-minute span along nine miles of the commuter line. Police found and detonated three other bombs. The bombers used titadine, a kind of compressed dynamite. Last month a van carrying 1,100 pounds of this type of explosive was intercepted as it headed for Madrid.

Case Study No. 2 – School Bus

- Police Kill Miami School Bus Hijacker – November 2, 1995

A man forced a woman and two children onto a school bus at a bus stop just outside Miami city limits and commandeered the bus by threatening to blow it up with a bag that contained a canister. He then ordered the woman driver to drive. An anonymous caller reported the hijacking to police and a low-speed chase to Miami Beach followed. The bus stopped three times during the chase, once so the driver could ask police to provide the hijacker with a cellular phone. At another stop, a woman and two children got off the bus and climbed into a nearby police

car. At the final stop the hijacker was shot and killed after he was ordered to get off the bus but didn't comply. There was no bomb, but police, aware of the hijacker's threat to blow up the bus, quickly dragged him away from the bus into a nearby alley. The 11 fifth- and sixth-graders still on the bus escaped serious injury as did the driver, who was hailed as a hero by school officials. She never panicked and did an excellent job. Police said the hijacker had just quit his job and was demanding a conference with the Internal Revenue Service in a dispute involving thousands of dollars in what the IRS was calling unpaid taxes.

Case Study No. 3 – Over-the-road Coach

- Man Charged in Greyhound Bus Attack – October 1, 2002

According to witnesses, a man rose from his seat on a Greyhound bus heading from Los Angeles to San Francisco, walked briskly up to the driver and attacked him with a pair of scissors, slashing his throat, causing a crash that killed two passengers. It happened too quickly for passengers to take action on their own. The driver struggled, tried to defend himself and lost control of the bus. Authorities caught the attacker as he tried to run away.

Case Study No. 4 – Rail

- Sarin Poisoning on Tokyo Subway – March 20, 1995

The nerve gas sarin was released in five different commuter trains on three different Tokyo subway lines by a terrorist cult group. Sarin was concealed in devices disguised as a soft drink can, a briefcase, a lunch box, a white plastic bag, and a gas can wrapped in newspaper and placed on subway train floors. The gas was released as terrorists punctured the containers with umbrellas before leaving the trains. The incident was timed to coincide with rush hour, when trains were packed with commuters. Over 5,500 were injured in the attack.

Case Study No. 5 – Public Transit Bus

- Alert Citizen Foils Metro Bus Hijacking Plot – October 2, 2003

Police say two men boarded a bus at the downtown Redmond, Washington park-and-ride and were overheard planning to hijack the bus and rob the passengers. An alert citizen called 911. Police arrived just as the bus was driving away. Officers began shadowing the bus. They saw the suspects and the suspects saw them. The

911 caller warned police the suspects had a gun. Officers saw the suspects hiding something beneath the seats so they stopped the bus with their guns drawn.

Case Study No. 6 – School Bus

- Two Die in Israeli School Bus Bombing – November 20, 2000

Two people were killed when an armor-plated Israeli bus taking children and teachers to school ran over a booby-trapped device which detonated in the path of the bus. The blast happened after the vehicle left a Jewish settlement in the Gaza Strip under military escort.

Case Study No. 7 – School Bus

- Suicide Car Bombs Kill 68 in Basra, Iraq – April 21, 2004

Five suicide attackers detonated car bombs on Basra's crowded main street during rush hour, killing 68 people, including children, in the bloodiest attacks to hit this city since the U.S. led occupation began a year ago. Two school buses were destroyed in the bombing – one carrying kindergartners, the other taking girls to middle school. Dead children, burned beyond recognition, were taken to hospital morgues. Officials believe al-Qaida was behind the bombings.

GLOSSARY

Anthrax: An acute infectious disease caused by bacteria. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. If these small particles are inhaled, life-threatening lung infection can occur.

BOLO: Be on the look out.

CBR: Chemical, Biological and Radiological.

Decontamination: The process of isolating and protecting against the exposure to dangerous toxic substances.

HVAC: Heating, ventilating and air conditioning system.

IED: Improvised explosive devices.

Incendiary: Designed to cause fires.

Neighborhood Watch Program: A program where members of a community take responsibility for reporting criminal behavior or suspicious activity.

Profiling: Stereotypes based on race, color or ethnicity.

Ricin: A potent protein toxin derived from the beans of the castor plant. The toxin is quite stable over long periods of time.

Sarin gas: An extremely toxic colorless and odorless gas which has a lethal dose of 0.5 milligrams for an adult.

Secondary devices: Explosives or substances that could be used subsequent to the first event.

WMD: Weapons of Mass Destruction