

**SCHOOL BUS DRIVER
SECURITY TRAINING PROGRAM**
REVISED EDITION
COURSE OUTLINE



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

Developed by:

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SCHOOL BUS DRIVER SECURITY TRAINING

Course Objectives:

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.

Approximate Course Length:

Three hours

MODULE 1: Introducing the Mission



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 six basic security reaction steps and their importance.

MODULE 2: Defining the Threat and Risk



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.

MODULE 3: Targeting Schools, School Buses and Students



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.

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE 4: Understanding the Weapons



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.

MODULE 5: Being the Eyes, Ears and Protector of the Community



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.

MODULE 6: Inspecting the Bus, Facilities and the Surroundings



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.

MODULE 7: Identifying and Reporting Unusual Behavior



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.

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE 12: Dealing with a Hostage Situation



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 other, and escaping.

MODULE 13: Summarizing the Critical Issues



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.

SCHOOL BUS DRIVER SECURITY TRAINING

ACKNOWLEDGEMENTS

Some of the information contained in this training course was created by Lazaro & Noel and some of it was researched from other sources. These other sources include:

Anti-terrorism Advisory Council, Office of the US Attorney, New Mexico Division
Modesto Bee Newspaper, Modesto, California
National Transit Institute (NTI)
New Mexico Public Education Department
New Mexico Department of Public Safety
New Mexico Department of Transportation
United States Department of Education
United States Department of Homeland Security
United States Department of Transportation
Video Communications
The 9/11 Commission Report
Terrorism and Counterterrorism: *Readings and Interpretations*
www.cia.gov/cia/public_affairs/speeches
TIME online edition
A wide variety of internet security information and photographic sources