

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

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MODULE ONE

{SLIDE #2, # 3}

Title: Introducing the mission

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 Six Basic Security Reaction Steps and their importance.*



Instructor Information:

1. COURSE OBJECTIVE:

Knowledge is the first step in preventing ourselves from becoming a target of violence. 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 #4}

2. Review and discuss the following excerpt from TIME magazine, March 13, 2005 – *US Intelligence officials tell TIME that interrogation of a member of Jordanian born terrorist Abu Mousab al-Zarqawi’s organization indicates ample consideration of assaults on the American homeland. According to a restricted bulletin that circulated among US security agencies last week, the interrogated aide said al-Zarqawi has talked about hitting “soft targets” in the US, including schools. The bulletin also notes Zarqawi’s belief that “if an individual has enough money, he can bribe his way into the US” by traveling across Mexico and the southern US border. On her visit to Mexico last week, Secretary of State Condoleezza Rice issued her own reminder of the border’s vulnerability, “there’s no secret,” Rice told reporters, “that al-Qaeda will try to get into this country by any means they possibly can.”*

{SLIDE #5}

3. SIX BASIC SECURITY REACTION STEPS

- A. Keep calm and assess the situation
- B. Contact supervision and, if necessary, emergency responders
- C. If required – evacuate 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

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{SLIDE #6}

4. 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:

- A. Introduce yourself to the trainees.
- B. Review the course objective with trainees.
- C. Go through the course outline; give a brief overview of each module.
- D. Review and discuss the excerpt from TIME magazine.
- E. Review the six basic security reaction steps.
- F. 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
Flipchart

Supplemental Information:

Participant Guide
Course Outline

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MODULE TWO

{SLIDE #7}

Title: Defining the threat and risk

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:

{SLIDE #8}

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 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 #9}

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 #10}

3. Terrorist goals

Terrorist are in this fight for the long haul. However, they have some immediate goals that they want/need to accomplish in order to continue their fight. They use fear to get attention, to convince the world that they are serious and to leave a lasting impression. They desire to cause panic in hopes that it will lead to a disruption of services that impacts people beyond the immediate victims. Terrorists want to shock and paralyze their targets into inactivity and gain media attention in order to create an impact beyond the immediate target. Media

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attention publicizes their cause, gives them a sense of power and prestige and helps raise support.

{SLIDE #11}

Quotes from Usama bin Ladin:

From an interview by ABC-TV, May 1998 – *“We believe that the worst thieves in the world today and the worst terrorists are the Americans. Nothing could stop you except perhaps retaliation in kind. We do not have to differentiate between military or civilian. As far as we are concerned, they are all targets.”*

From a taped interview, October 2001 – *“We believe that the defeat of America is possible, with the help of Allah”*

From a videotaped message, October 2004 – *“Your security is not in the hands of Kerry or Bush or al Qaeda. Your security is in your own hands.”*

{SLIDE #12}

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 authority or peers
- obsession with a cause
- 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

{SLIDE #13}

4. Examples of terrorist acts include:

- World Trade Center and Pentagon attacks on 9/11
- Oklahoma City bombing of Federal Building
- Atlanta Olympics bombing
- Beslan, Russia school hostage situation
- Car and truck bombings in the Middle East
- D.C. Beltway snipers
- Columbus, Ohio sniper
- Church bombings in the South
- Unabomber letter bombs
- New Jersey anthrax attacks

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- Madrid, Spain train bombings
- Northern Ireland attacks/bombings
- Bali, Indonesia night club bombing
- Abortion clinic bombings
- Tokyo subway sarin gas attack

{SLIDE #14}

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 #15}

6. Terrorists and perpetrators of violence must learn about their target before they attack. In pre-attack activity, intelligence is gathered by identifying:

- ◆ points of vulnerability at facility access, exits and procedures
- ◆ security measures
- ◆ access and escape routes
- ◆ patterns of activity – operational, employee and customer
- ◆ location and type of target
- ◆ method of attack and stockpiling weapons

They then use this knowledge to their advantage to determine the timing and method of their attack.

{SLIDE #16}

Terrorists or violent perpetrators may test a target by:

- ◆ seeing how individuals react to security threats and minor incidents by leaving an unattended package or bag in a critical area or by repetitive false alarms or bomb threats

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- ◆ attempting to gain access to an area to see how well a facility controls access to its buildings, assets and secured areas or for the purpose of sabotage or deploying a device
- ◆ attempting to acquire items such as uniforms, ID cards, access control swipe cards, keys or security sensitive information

{SLIDE #17}

Some infiltration methods are:

- impersonating a delivery person or contractor
- changing or tampering with locks
- disabling surveillance equipment
- compromising fencing
- using a decoy or distraction such as a disturbance or injury

{SLIDE #18}

7. Summary of the terrorist threat:

- terrorism and acts of violence are not new phenomena and are real and present dangers
- terrorists have a wide variety of motives, tactics and preferred targets
- we can expect more terrorism
- most terrorist attacks have been bombings
- chemical, biological and nuclear threats will probably increase

Instructor Activities:

- A. 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.
- B. Read the definition of terrorism to trainees.
- C. Talk about terrorist goals
- D. If you desire, read the quotes from Usama Bin Ladin.
- E. Give examples of terrorists' motivation, emphasizing that terrorism can be national or international, rational or irrational, political or deeply personal.

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- F. Present examples of recent national and international acts of terrorism focusing on the diverse nature of these attacks.
- G. Discuss the list of potential targets with particular attention paid to any such targets that may exist within trainees' service areas.
- H. Discuss terrorist pre-attack activity including infiltration
- I. Review the key points of the summary.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

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MODULE THREE

{SLIDE #19}

Title: **Targeting schools, school buses and students**



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:

{SLIDE #20}

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 #21}

2. School facilities and vehicles are not only potential targets for national or international terrorists but represent, as well, targets for unstable students.

Beslan, Russia – September 2004

Terrorists seized some 1200 hostages at a school in the Russian city of Beslan. Two days later a violent conclusion to the armed standoff between the terrorists and federal troops resulted in nearly 1000 casualties, with 335 dead (including nearly 200 children), over 400 wounded and some 200 missing.

Littleton, Colorado – April 1999

Two heavily armed students opened fire and tossed explosives at Columbine High School in an affluent suburb of Denver, killing fifteen people, including ten classmates and themselves.

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{SLIDE #22}

3. Reasons for heightened security awareness:

- February 16, 2005 – Excerpt from the testimony of CIA Director Porter J. Goss before the Senate Select Committee on Intelligence: *“Al-Qa’ida is intent on finding ways to circumvent US security enhancements to strike Americans and the Homeland. It may be only a matter of time before al-Qa’ida or another group attempts to use chemical, biological, radiological and nuclear weapons.”*
- In 2004 the National School Safety Center and other organizations have reported that the combination of the 9-11 tragedy, events in the Middle East and the terrorist attack on the school in Beslan, Russia have generated a new wave of concern among school officials, students and parents. The specter of these threats comes on the heels of a series of serious shootings on school property over the last decade with more than 300 school associated violent deaths having occurred.
- July 2004 - The U.S. military in Iraq found materials in terrorist hideouts with information about some United States schools.
- September 2004 - The Federal Bureau of Investigation (FBI) notified school districts in six states that unidentified individuals had obtained copies of photographs, diagrams of buildings and emergency preparedness plans for specific school districts in those states.
- October 2004 - The United States Department of Education has issued a letter to school districts across the nation alerting them to possible terrorist targeting of school facilities, including school buses. School leaders nationwide were advised to watch for people spying on their facilities or buses to help detect any possibility of terrorist attack like the deadly school siege in Russia. The warning follows an analysis by the FBI and the Department of Homeland Security of the siege that killed nearly 340 people, many of them students, in the city of Beslan, Russia.

{SLIDE #23}

4. 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.

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- 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 #24}

5. In order for there to be heightened security concerns, there must be in place a risk, a threat and vulnerability. Security risk is generally considered to be a measure of the likelihood of attack from a threat, the consequences of the successful attack and the effectiveness of the protection system. The risk exists due to the possibility of violence occurring at any critical infrastructure including schools. The threat has been articulated by international terrorist groups and/or individuals and has been demonstrated domestically by high-profile school violence cases and other national incidents and is increased by the easy access to formulas for homemade bombs on the Internet. The vulnerability exists because of the soft target nature of the school environment, the limited security in place and the relatively high possibility of an attack being successful.

Instructor Activities:

- A. Explain why school facilities and vehicles might be an attractive target to a terrorist or anyone desirous of carrying out an act of violence.
- B. Discuss the proven level of possibility of acts of violence being carried out against students and school staff by fellow students, refer to the examples provided.
- C. Define security threats and security incidents.
- D. 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
Flipchart

Supplemental Information:

Participant Guide

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MODULE FOUR

{SLIDE #25}

Title: Understanding the weapons



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 #26}

1. Conventional Weapons

Conventional weapons remain a high risk possibility, whether used by organized terrorist or individual perpetrators of violence. These weapons include:

knives	automatic weapons
pistols	assault weapons
rifles	rocket propelled grenades
shotguns	shoulder held missile launchers

From Global Policy Forum - On August 12, 2003 a British arms dealer was arrested in New Jersey after trying to sell to undercover FBI agents a surface-to-air missile that he had bought in Russia. He reportedly said that the shoulder-held weapon could be used to shoot down a commercial jet – possibly even Air Force One.

{SLIDE #27}

2. Improvised Explosive Devices (IED's) including truck and car bombs

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
- * Attacks can be executed remotely
- * Few skills needed/Large groups not required
- * Low cost/high yield
- * Forensic evidence difficult to identify/collect/assemble

{SLIDE #28}

Improvised devices can come in many shapes and sizes, can be as small as a credit card or matchbook and are easily disguised to look like every day items. These

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items may have batteries taped to the side, wires running out of one end or around the outside or have explosive materials attached that may look like putty. One of the most common shapes is the pipe bomb.

The easiest to obtain and use of all weapons is still an 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. 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.

From BBC News - March 2004 – Ten bombs hidden in backpacks exploded on four packed early-morning commuter trains in Madrid, killing 191 people and leaving at least 1,800 injured. As a result of the investigation, five men were arrested in connection with a mobile phone found inside one of three bags which failed to go off. In a video claiming responsibility for the attack, the speaker says the attacks were revenge for Spain's "collaboration with the criminals Bush and his allies".

{SLIDES #29}

3. Generally improvised explosive devices consist of four basic components.

These components are:

- a power supply consisting of some form of battery or capacitor
- 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

{SLIDES #30, #31}

4. Additional information on improvised explosive devices:

- improvised explosive devices can be detonated in a variety of ways including a fuse, an electrical charge, a radio signal or cell phone generated activation

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- 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 piece of paper 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 create an explosion just large enough to distribute a biological, chemical or radiological agent into an enclosed area

{SLIDE #32}

5. 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 extremely low for a pipe bomb shielded by a structure to thousands of feet for a large truck bomb outside and unshielded.

{SLIDE #33}

6. 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

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- 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 #34}

7. Chemical Agents

Chemical agents are intended to kill, seriously injure, or incapacitate people through physiological effects. Chemicals can attack the human body as blister agents, blood agents, choking agents and nerve agents. Their route into the body can include absorption, injection, ingestion and inhalation. Many agents are both odorless and colorless. Hazardous chemicals, including common industrial toxins and highly refined and processed warfare agents, can be introduced via aerosol devices, breaking containers or covert dissemination. Most chemical attacks will be localized and their effects will be instantaneous and obvious but may persist in the area for an extended period of time. An incident involving a chemical agent will demand immediate reaction from all responders. As soon as the presence of chemical agents is detected, evacuation upwind from the area of the release should be carried out and the incident reported.

{SLIDE #35}

A chemical agent may be introduced:

- into a building through the ventilation system
- using a small explosive device
- into a water supply such as a reservoir
- by spilling or leaking toxin into a populated area
- during a train derailment or tractor-trailer accident while transporting hazardous chemicals
- into the air using a plane or a missile or similar device

{SLIDE #36}

Signs that a chemical release has occurred:

- 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

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{SLIDE #37}

AGENT	SPECIFIC SYMPTOMS
Nerve	Convulsions; sudden loss of consciousness; difficulty breathing; jerking and twitching; runny nose and salivation; pinpoint pupils
Blood	Headaches; strong stimulated breathing; loss of consciousness; convulsions
Blister	Reddening of eyes; severe itching and burning of skin; blisters; sore throat and hoarseness
Choking	Immediate irritation of eyes, nose and throat; shortness of breath, coughing, frothy secretions (2-24 hrs. later); nausea/vomiting; pulmonary edema

{SLIDE #38}

8. Biological Agents

Today, the threat of biological terrorism is real. Although biological hoaxes far outnumber cases of confirmed contamination, schools must be prepared to deal with all threat situations as real. Two factors make the use of biological weapons a true threat. First, some governments continue to develop and stockpile biological weapons in spite of sanctions against it. Because some of these governments tend to support terrorist causes, and/or because of internal instability, the security and disposition of biological weapons in these countries is questionable. Therefore, the possibility that some of these highly refined biological agents could reach the hands of terrorists is real. Second is the potential for the use of more crudely developed biological weapons developed from bio-agents illegally diverted from legitimate sources.

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.

{SLIDE #39}

A biological agent can be introduced:

- by mail, via a contaminated letter or package
- using a small explosive device to help it become airborne
- through a building's ventilation system
- using a contaminated item such as a backpack, book bag or other parcel left unattended
- by intentionally contaminating a food supply

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- by aerosol release into the air (such as with a crop duster or spray equipment)
- into the general population by a missile

{SLIDE #40}

9. Radiological Release

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. One would react to the initial explosion used to disperse radiological materials in the manner most appropriate for the circumstance and then evacuate the area before the radiation is detected.

As radiological agents would normally be released as a part of an explosive package of some sort, the initial reaction to a radiological release would consist of an appropriate response to the explosion itself and, if radiation is then detected in the environment, following the instructions of first responders.

{SLIDE #41}

10. 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:

- A. Briefly discuss conventional weapons.
- B. Talk about improvised explosive devices in general.
- C. Explain the components of an IED including additional information.
- D. Discuss the effects of IED's.
- E. Summarize secondary explosive device tactics.

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- F. Discuss chemical weapons including how they can be introduced into the general population, what the signs of a chemical release are and what the specific symptoms of the 4 chemical agents are.
- G. Discuss the real threat of biological terrorism and talk about some of the hoaxes that have occurred in the U.S. Touch on the subject of the most well known pathogens – Anthrax, Ricin, Smallpox. Explain how biological agents can be introduced.
- H. Briefly discuss radiological weapons.
- I. Discuss the subject of decontamination.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

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MODULE FIVE

{SLIDE #42}

Title: Being the eyes, ears and protector of the community



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:

{SLIDE #43}

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.

{SLIDE #44, #45}

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

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- 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 #46}

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:

- A. Explain the Be On the Look Out (BOLO) concept and discuss the Neighborhood Watch program.
- B. 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**.
- C. Explain the list of security related driver behaviors in terms of their importance to safety.
- D. Go through the recommended procedures for school bus drivers.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

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MODULE SIX

{SLIDE #47}

Title: **Inspecting the bus, facilities and the surroundings**



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:

{SLIDE #48}

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 #49}

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

SCHOOL BUS DRIVER SECURITY TRAINING

{SLIDE #50, 51}

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

4. The school bus driver should be observant of anything unusual relative to school facilities or any noticeable suspicious changes in the school environment. Anything unusual should be reported immediately.

SCHOOL BUS DRIVER SECURITY TRAINING

{SLIDE #52}

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:

- A. Discuss the importance of pre-trip and post-trip inspections and what to look for.
- B. Explain the importance of periodic vehicle inspection sweeps during service time.
- C. Emphasize the importance of observation of school facilities, staging areas and student pick up/drop off points for unusual people, vehicles, activities or items.
- D. 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
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE SEVEN

{SLIDE #53}

Title: Identifying and reporting unusual behavior

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 #54}

2. Unusual behavior could be exhibited by anyone who appears to not belong. Suspicious activities are basically anything a person may note that appears unusual or out of place. Suspicion should be based upon:

- Where someone is
- When he or she is there
- What he or she is doing

Identifying a suspicious person should not be based on stereotypes of race, color, ethnicity, nationality, residence, age or sex (profiling), but rather on specific behavior or activity. A terrorist could be a person from anywhere in the world, including our own country.

{SLIDE #55}

3. Observation should focus on a combination of factors, not on ONE trait. These factors will include:

- ◆ Attitude of a person
 - hesitates or is indecisive
 - is very arrogant and expresses contempt against authority figures

SCHOOL BUS DRIVER SECURITY TRAINING

- shows exaggerated emotions/behaviors inappropriate to the location such as crying, excessive laughter or talking

- ◆ Apparel and accessories

- wears attire inconsistent with weather conditions/time of day
- appears to be wearing a disguise
- is holding unusual packages or baggage
- carries security sensitive information or material

{SLIDE #56}

- ◆ Body language

- attempts to conceal his/her face by turning away when someone approaches
- hides in shadows or behind objects to keep from being clearly seen
- acts furtively or appears to be concealing something
- avoids eye contact or departs quickly when seen
- manifests nervousness in their eyes, face or body, e.g., shaky hands, touching face or hands, exaggerated movements, profuse sweating

{SLIDES #57}

- ◆ Actions

- acts in a disorderly manner
- remains extremely private and does not interact with those around him/her
- tries hard not to be impolite and risk calling attention to him/herself
- tries not to be noticed
- people having similar bags or packages
- people trying to appear to be unrelated to each other but maintain contact through hand signals or cell phone or radio conversation
- people observing security and fire drills
- people staring at or quickly looking away from employees or vehicles as they enter or leave school parking areas

{SLIDE #58}

- ◆ Reaction to police presence or uniformed security personnel

- recoils from uniformed person's glare or from the appearance of security personnel
- avoids eye contact with uniformed employees
- avoids area where police are present
- does not respond to authoritative voice commands
- is evasive when asked a direct question and/or gives too many details unrelated to the conversation
- attempts to provide a cover story that seems inconsistent with actions or environment

SCHOOL BUS DRIVER SECURITY TRAINING

{SLIDE #59, #60}

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
- prolonged surveillance by people who may be disguised as panhandlers, vendors or others who have not been previously seen in the area
- having the appearance of rehearsing/conducting a “dry run” by testing security measures or leaving packages/items
- 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 #61}

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 #62, #63}

6. Suicide bomber explosive materials:

- May wear explosive materials as a harness on their body underneath their clothes
- May carry explosive materials in a bag such as a backpack
- May have wires running down shirtsleeve, along the belt, (attaching bomb to a detonating device) to an ear or anywhere on the body

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- May have in their hand a positive or negative activation device
- A hand may be in a fist shape and outside a pocket or a hand may be kept in a pocket at all times
- A positive activation device requires an act to detonate, such as throwing a switch, pushing a plunger or closing a circuit
- A negative activation device requires simply a release to detonate (such as opening of the hand which holds a switch)
- A negative activation device makes it extremely difficult to apprehend the perpetrator

7. Bus drivers do not replace law enforcement or other official anti-terrorist agencies. Safety should be their main concern. If they perceive a threat they should NOT put themselves in danger. Never attempt to approach people in vehicles because it is difficult to assess what might be in a vehicle. However, when suspicious activity is observed, if the person or activity does not appear threatening and if one feels safe approaching and engaging a suspicious person, it will help gather information to determine if police/security intervention is required. Only the bus driver can determine if he or she feels safe approaching a suspicious person. In most cases it will help quickly resolve the situation and allow resumption of normal duties. Dispatching an officer to investigate a situation that could have been easily resolved with a two-minute conversation between an observer and a suspicious person could divert needed resources from more serious situations. In addition, it can unnecessarily impact/delay operations. When initiating such an approach, if possible, consider asking another person to assist with engaging the person. But if one is not comfortable initiating such an approach or feels threatened in any way, retreat and report as soon as possible.

{SLIDES #64, #65}

8. Strategies for interacting with a person you consider suspicious:

- Observe what the person is doing, where they are and when they are there
- Observe any package or vehicle associated with the person
- Do not prevent a suspicious person from leaving the area
- If speaking to or in the vicinity of a suspicious person, be polite, courteous and non-threatening. If they refuse to respond or respond aggressively, withdraw.
- Challenging with, “May I help you?” is a non-threatening way to begin
- Do not invade the person’s space or make any sudden movements
- Be alert for signs of physical or auditory distress in the person
- Withdraw from the presence of a suspicious person in a calm and non-threatening way so they are not aware of your suspicion of them which could cause them to harm you

SCHOOL BUS DRIVER SECURITY TRAINING

- Be alert for other possible suspicious people in the area
- Immediately report a suspicious person once safely able to do so without being observed by that person
- If safe to do so, observe in what direction person may be going
- Report in to first responders when they arrive on the scene

{SLIDE #66}

9. 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

Of significant importance are shoes and jewelry. A person could easily wear layers of clothing and remove them to change their look but may not go to the extent of changing their shoes and jewelry.

Instructor Activities:

SCHOOL BUS DRIVER SECURITY TRAINING

- A. 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.
- B. Emphasize the importance that suspicions should NOT be based on profiling (Stereotypes of race, color, ethnicity, age or sex).
- C. Discuss the combination of factors that observation should focus on and point out it should not be based on one trait alone.
- D. Read the list of specific behaviors that should be given attention in a school environment.
- E. Describe characteristics of a suicide bomber
- F. Explain explosive harnesses and demonstrate how positive and negative activation devices work.
- G. 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.
- H. Explain how to report characteristics of an unusual or suspicious person.

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
Flipchart

Supplemental Information:

Participant Guide

MODULE EIGHT

{SLIDE #67}

SCHOOL BUS DRIVER SECURITY TRAINING



Title: Identifying and reporting unusual vehicles

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 #68}

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.
3. Care should be taken to not immediately disregard as dangerous a vehicle just because it happens to be a school van, delivery truck, military vehicle, ambulance or law enforcement vehicle. The possibility exists that it could be a stolen vehicle.

St. Petersburg Times – October 2004 – Tarpon Springs, FL – “Four men described as Middle Eastern tried to buy a surplus ambulance, two former police cruisers and an old truck from St. Petersburg College this summer, prompting college employees to alert authorities. In response, the FBI interviewed college employees, expressed an interest in the men and installed surveillance devices in the vehicles in advance of a scheduled pickup. But the buyers, who made at least two previous trips to the campus, never showed up for the third and final meeting.”

{SLIDE #69, #70, #71}

4. Indicators of vehicles which might present a threat:
 - ◆ are observed to contain a conventional weapon not specific to the particular hunting season at that time
 - ◆ are repeatedly seen in the vicinity and do not appear to belong
 - ◆ appear to have altered or makeshift company insignia or license plates
 - ◆ are parked in out of the ordinary or unauthorized locations
 - ◆ are parked for extended periods of time where one would not expect a vehicle to be parked

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- ◆ are parked unusually close to school buildings or facilities for no legitimate reason
- ◆ are overloaded because of the weight of weapons and are riding low on the springs or having bulging tires or sagging frames
- ◆ show signs of forced entry
- ◆ hold large containers, such as drums, in the rear or in the back seat
- ◆ have wires, string, or ropelike material strung from the front seat to the rear or from small containers on the front floorboard
- ◆ 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
- ◆ are larger trucks, rental vehicles or are in some other way unusual in appearance within the campus environment
- ◆ unauthorized vehicles parked within the bus lanes
- ◆ vehicles with only one individual in them approaching the school student drop off point in the morning

{SLIDE #72}

5. 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 #73}

6. 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 will not be accidentally triggered.

Instructor Activities:

SCHOOL BUS DRIVER SECURITY TRAINING

- A. Describe the risk of vehicle bombs.
- B. Explain how the school environment could be an enticing target for terrorist activity.
- C. Discuss the indicators of vehicles which might represent a threat.
- D. Present the information that would be appropriate when reporting a suspicious vehicle.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

{SLIDE #77}

3. If a possible explosive device is discovered on the vehicle or if there is a toxic substance on the vehicle the driver needs to remain calm and should never touch, move, shake or empty the contents of a suspicious item. The students need to be instructed to keep their distance from the potentially contaminated area or item. If the bus is in motion at the time of discovery of a suspicious item, the bus should be immediately pulled over to a safe location, preferably in an area that is not crowded with people. The bus should be shut down and the student passengers should be evacuated a minimum of 1,500 feet away from the vehicle, preferably upwind. Passers-by should be told to stay away from the vehicle.

{SLIDE #78}

4. When requesting assistance the school bus driver should never re-enter the vehicle to use the vehicle radio nor should the driver use 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 item discovered.

{SLIDE #79}

5. If a suspicious item 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.

{SLIDE #80}

6. If it is suspected that there is an explosive device outside the school bus:

- open the doors and windows of the bus (if device explodes this will prevent injury from flying glass)
- if the vehicle can be safely moved, relocate vehicle upwind and away from danger

{SLIDE #81}

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

- **never** touch, move or cover a suspicious object but if item is touched, keep hands away from mouth, nose and eyes. Wash hands well with soap and water as soon as possible. Report to authorities what has been done.
- 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

SCHOOL BUS DRIVER SECURITY TRAINING

- 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

{SLIDE #82}

8. How to react to a conventional weapon attack or the possible detonation of an explosive device:

- If you are outside the bus and being attacked by an assault weapon, rifle or pistol, everyone should take cover behind a solid barrier or the engine block of the bus or other vehicles.
- If you believe an explosive device is about to be detonated near you, protect yourself by putting a solid barrier between the explosive and yourself and the students.
- If no barrier is readily available, have everyone lay face down and cover the back of their head and neck with their arms for protection.

{SLIDE #83}

9. Danger of exposure to CBR depends on:

- 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.

SCHOOL BUS DRIVER SECURITY TRAINING

{SLIDE #84}

10. If a CBR release occurs outside the bus:

- shelter in place by staying on the vehicle
- shut all vehicle windows, turn off all vents, heating and air conditioning systems
- if the vehicle can be safely moved, drive as far away and upwind as possible
- immediately report locations and all events to dispatch/appropriate authorities

{SLIDE #85}

11. 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 #86}

12. 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 #87}

13. 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

SCHOOL BUS DRIVER SECURITY TRAINING

Instructor Activities:

- A. Explain the threat of any suspicious item, device or sound and the need to report that threat.
- B. Describe characteristics of suspicious packages that may be of concern.
- C. Describe how drivers and student passengers should react to any suspicious package or sound or toxic release while on-board the vehicle. Emphasize the need for evacuation and that suspicious items should NEVER be touched, moved or covered.
- D. Discuss correct responses to explosive devices outside the vehicle.
- F. Go through the general summary of avoiding injury from a dangerous object and how to protect in case of a conventional weapon attack or detonation of an explosive device when drivers/students are outside the bus.
- C. Describe the dangers of chemical, biological and radiological weapons based on time, distance and shielding and go through the steps to take if a CBR release occurs outside the bus.
- G. Describe the response priorities during any attack.
- H. Describe the responses to protect the driver.
- I. Describe what should be told to authorities when notifying them.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE TEN

{SLIDE #88}

Title: **Managing the students and the scene)**



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 #89}

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.
2. 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

{SLIDE #90, #91}

3. 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 explosive placement or 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
 - do not move injured victims unless they are in danger of further harm or exposure
 - 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

SCHOOL BUS DRIVER SECURITY TRAINING

- do not do things that you are incapable of doing or have not been trained to do
- prepare to identify yourself to first responders and upon their arrival inform first responders what has occurred and what was done so far
- await direction from Incident Commander, be they fire department, emergency medical services or law enforcement and await direction from management

{SLIDE #92}

4. 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

Instructor Activities:

- A. Discuss the importance of effective communication techniques with students during emergencies
- B. Describe actions to be taken in an emergency by school bus drivers until help arrives.
- C. Discuss the specific steps in assisting first responders.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE ELEVEN

{SLIDE #93}

Title: Handling conflict or acts of violence on the bus



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 defuse or escape such violence while protecting themselves and their student passengers.*

Instructor Information:

{SLIDE #94, #95}

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 defuse 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.

SCHOOL BUS DRIVER SECURITY TRAINING

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 defuse 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

SCHOOL BUS DRIVER SECURITY TRAINING

Instructor Activities:

- A. Discuss in general the appropriate behavior for a driver to deal with threats of violence.
- B. Describe alternative methods available to communicate on-vehicle problems to authorities.
- C. Discuss driver operation of the vehicle during a threat of violence.
- D. Explain appropriate driver response to armed individuals on board the vehicle.
- E. Review information to be communicated to emergency response personnel.
- F. Emphasize the importance of completing all required documentation.
- G. Summarize steps drivers should take in dealing with threats of violence.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE TWELVE

{SLIDE #96}

Title: Dealing with a hostage situation



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 other, and escaping.*

Instructor Information:

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.

{SLIDE #97}

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

SCHOOL BUS DRIVER SECURITY TRAINING

avoid boarding these individuals and immediately call dispatch and/or the appropriate authorities.

{SLIDE #98, #99}

- Do not confront an individual who has a concealed weapon. Act as if you don't see it. Stay calm and focused. If possible and safe to do so, get students 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 the doors open 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 he or she should not 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 having a vehicle 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.

SCHOOL BUS DRIVER SECURITY TRAINING

Instructor Activities:

- A. Discuss steps a school bus driver should take to avoid the vehicle being commandeered.
- B. Discuss steps a school bus driver should take once a vehicle has been commandeered.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

MODULE THIRTEEN

{SLIDE #100}

Title: **Summarizing the critical issues**

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 #101}

1. Key issues in this training have been

- Threats of terrorism and violence
- Reasons schools/school buses/students are targets
- Potential weapons that could be used
- The school bus driver as the first line of defense
- Inspecting buses and surroundings
- Identifying and reporting unusual behavior and vehicles
- Identifying and reporting suspicious items
- Evacuating or sheltering in place
- Managing students and the incident scene
- Handling conflict and threats of violence
- Surviving a hostage situation

{SLIDE #102}

2. Six basic security reaction steps:

- Keep calm and assess the situation
- Contact the supervision and, if necessary, emergency responders
- If required – evacuate 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

SCHOOL BUS DRIVER SECURITY TRAINING

Instructor Activities:

- A. 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?

- B. Review key issues covered in the training workshop.
- C. Review the 6 basic security reaction steps.
- D. Wrap up the training.

Audio-Visual Support:

Power Point
Flipchart

Supplemental Information:

Participant Guide

SCHOOL BUS DRIVER SECURITY TRAINING

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

SCHOOL BUS DRIVER SECURITY TRAINING

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

SCHOOL BUS DRIVER SECURITY TRAINING

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.

SCHOOL BUS DRIVER SECURITY TRAINING

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.

Capacitor: A device for storing an electrical charge.

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

SCHOOL BUS DRIVER SECURITY TRAINING

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4	Aba Musab al-Zarqawi, claims responsibility for bombings/beheadings in Iraq
5	School bus
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7	US Government terror alert colors
8	Small school bus
9	Timothy McVeigh, Oklahoma Federal Building bomber
10	Newspapers; Unabomber
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12	John Mohammed and Lee Malvo, DC Beltway snipers
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