

SCHOOL TRANSPORTATION SECURITY AND EMERGENCY PREPAREDNESS

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SCHOOL TRANSPORTATION SECURITY AND EMERGENCY PREPAREDNESS

INTRODUCTION

Each school day approximately 15 percent (57 million) of the United States' population is located in our nation's schools. Approximately half of these children (25 million) use a school bus for transportation to and from school each day. Additionally, millions of children ride school buses each day for school activity trips.

A review of past criminal and terrorist actions and statements makes it clear that buses, including school buses, can be used as weapons, as well as being viable targets.

Until recently, school transportation has been centered on two main objectives: safety and efficiency of school bus operations. Since September 11, 2001, transportation system security has been added into the equation. In addition to the threat from foreign and domestic terrorist groups, the school bus driver and passengers may be targets of violence from students, unauthorized boarders and criminal elements outside the school bus. School transportation professionals must give school transportation security and emergency preparedness at least the same level of commitment as has been given to safety and efficiency. Additionally, school systems must give school buses as much priority as the school buildings.

Recent events demonstrate that terrorists totally disregard the sanctity of education facilities and school children. Individual terrorists and/or terrorist organizations look for targets that will strike fear into our society. Terrorists and individuals with criminal intent select emotional targets when actions against the more traditional military, government and economic targets do not achieve their desired goals. Current violent activities indicate a change in tactics and targets.

School transportation is a lot like the electric and water companies—service performed flawlessly attracts little notice. Society rarely gives school bus transportation a second thought—unless something goes wrong, which is a relatively rare event.

Complacency and the attitude that "it won't happen here" set the stage for terrorists to perpetrate their crimes. The transportation industry must increase awareness and mitigate the potential for terrorist attacks on school transportation systems. The initial step is for transporters to become aware of potential problems and to identify practical solutions.

Following a systematic and reasonable plan will help transporters not only to improve their ability to identify and prevent acts of terrorism, but also to strengthen their ability to react to the more common events that plague the transportation industry. Transporters will be better prepared to address vandalism, property loss, petty theft, fights or disturbances, child abductions and sexual predators, student trafficking and hijacking/kidnapping, thus giving an added bonus of increased level of student and employee protection and safety.

The information in this segment is not intended to be a comprehensive guide on school transportation security or to supersede any federal, state or local policies and plans. Rather, the purpose of this information is to assist school transportation officials and school transportation service providers when establishing or revising their state or local policies and plans concerning school transportation security. Another resource to consider is Security **Action Items (SAI) or best practices** for consideration published by the Transportation Security Administration (TSA). (See APPENDIX H.)

School transportation providers should also seek to be part of the community emergency management plans. It is important to know where school buses fit into the larger picture. Transportation departments need to know where their buses are **and communicate** on the priority scale, compared to other segments of the community, should a large-scale emergency occur in the local area. Things to consider may vary, depending on time of day (i.e., route time) or year. Transportation departments can also play a vital role during emergency situations that require a large-scale evacuation from an area. In addition to moving students from school buildings, unutilized buses can serve the community as well. The Transportation Department should be aware if they are part of another group's plan. Often times too many groups (unrealistically) count on school buses. There may not be enough available buses for everyone's needs.

Planning and Policy Considerations

- A. Does the school district have a written security policy and crisis response plan, including procedures that include transportation personnel, equipment and facilities? Does the plan/policy coordinate with procedures in the school buildings? Is the plan/policy site-specific for all school facility locations? Are student transporters represented in school facility planning sessions?
- B. Has a transportation system security and emergency procedures assessment been performed annually? (See APPENDIX H.)
- C. Does the plan/policy contain information on threat vulnerability identification and consequence?
- D. Does the plan/policy provide for any proactive or preventive technology solutions, that are currently available and that can potentially act as early detection or prevention of potential threats? (i.e., GPS, lot cameras, onboard cameras with transmission capabilities).
- E. Does the planning and policy process include appropriate stakeholders (e.g., first responders, law enforcement, fire department, **government officials (local/state/federal)** and media, such as print, radio, television, etc.)?
- F. Is the plan disseminated only to authorized personnel or persons with a documented "need to know," and are non-disclosure statements being utilized?

- G. Are the procedures of the plan/policy routinely tested and exercised with means for assessment, evaluation and improvement at least annually?
- H. Does the plan/policy provide information on how to recognize suspicious people, activities, packages and devices as outlined by the Transportation Security Administration (TSA) First Observer Plus™ Program?
- I. Does the plan/policy require security inspections of vehicles and facilities?
- J. Does the plan/policy require pre-trip, post-trip and unattended stoppage period vehicle security inspections?
- K. Does the plan/policy address commonly used terrorist weapons (e.g., improvised explosive devices, chemical, biological and radiological agents)?
- L. Does the plan/policy contain directives on incident management and command as outlined by the National Incident Management System (NIMS) and Incident Command System (ICS)?
- M. Does the plan/policy cover enroute incidents/emergencies?
- N. Does the plan/policy identify who (outside of First Responders) should be informed and how, as an emergency incident is being reported?

Security Assessments

Vigilance, which requires an awareness of vulnerabilities, is the first step to better security. In order to determine and understand the threat level to the student transportation system, a system-wide security assessment shall be conducted, understood and updated annually. The assessment should include participation by school administrators, local and state police and medical and hospital administrators and local emergency managers. The assessment will help to identify weaknesses and strengths within the operation. The assessment should begin at the front line of any transportation system—the driver—and support employees (i.e., cleaning and fueling personnel) and continue up through all levels of the organization. This should also include any viable means by which to immediately detect or prevent threats on board. After completing the security assessment, appropriate plans/policies and procedures can be developed and implemented.

A security assessment should consider the following security issues:

- A. The complete assessment team should review the current security plans/policies and procedures by asking the following questions:
 - 1. What security plans/policies and procedures exist?
 - 2. Do they address facilities, information technology, equipment, personnel and

passengers?

3. Have these plans/policies and procedures ever been tested in an exercise?
4. Have the plans/policies and procedures ever been used for a real emergency?
5. Were the plans/policies effective?
6. Do the security plans and policies identify a “security coordinator” for each school and facility with written responsibilities?
7. Do the security plans/policies include policies and procedures for vetting of transportation personnel?
8. Were the security plans and policies developed in cooperation with local first responders?
9. **Are the security plans/policies annually reviewed and updated?**
10. **Where are the security plans/policies stored?**
11. **Is there a central person responsible for security plans, policies and training?**
12. **Is the “security coordinator” available to school and emergency responders on a 24/7 basis?**

B. Review existing lines of communication by asking the following questions:

1. What lines of communication exist within the operation?
2. Do they interrelate with local law enforcement, fire and emergency services?
3. Are they clearly defined and documented?
4. Are all employees trained and familiar with them?
5. Have these lines of communication been tested and proven?
6. Is there an alternate communication plan if the normal systems are unavailable?
7. Were the communications effective, as tested?
8. Are phone numbers for personnel available for after hours, weekends and vacations?

- C. Review personnel security by asking the following questions:
1. Are all employees and visitors required to wear identification badges? Do they wear them?
 2. Is there a “sign in/sign out” system or a personnel identification measure in place?
 3. Are all employees required to wear **visible identification and/or** uniforms? Do employees comply?
 4. Are students registered on a particular bus?
 5. Are drivers provided with a list of riders and are students carrying an ID?
 6. Are there procedures for accounting for each individual student, especially on activity trips?
 7. Do evacuation plans exist? Are they practiced and how often?
 8. Is there a designated place to relocate staff or students?
 9. On activity, field or extracurricular or school-chartered bus trips, are students instructed in safe riding practices and on the location and operation of emergency exits?
- D. Review operational security by asking the following questions:
1. Are all vehicle doors, hatches and compartments locked when vehicles are unattended? Are keys left in the bus or ignition?
 2. Are facilities and buses equipped with camera or video surveillance equipment or intrusion alarms that are monitored?
 3. Do plans/policies and procedures for locking doors and gates exist? Are the codes or combinations changed regularly?
 4. Are off-site parking locations secure?
 5. Is the exterior of the transportation facility, administration building and maintenance facility secure?
 6. Is the bus yard secure?
 7. Are fencing, walls or vehicle or personnel gates and lighting available?

8. Is there surveillance equipment being monitored and/or recording? What is being surveilled (e.g., gates, doors, lobbies, vehicles, etc.)?
9. Is the interior, (i.e., all rooms, storage areas and closets) of the transportation facility, administration building and maintenance facility secure?
10. Are roofs secure?
11. Are all bus routes being evaluated with safety and security issues considered?
12. Where are buses staged during the route if there is a layover period?
13. Are buses left unattended at schools or other secured areas during layover periods?
14. Are all schools and school parking areas safe and secure?
15. Are commonly used school activity sites safe and secure?
16. Do drivers leave the bus to watch the activity?
17. Is a walk-around safety and security inspection of the bus performed prior to departure and after the vehicle has been left unattended?
18. Is there a pre-trip inspection prior to departure for home?
19. Do computer and communications systems exist?
20. How is access to computers or systems controlled? What are their limitations?
21. How can computers be compromised? If they can be compromised, what can be done to prevent it?
22. Is the communication system (e.g., two-way radio, land telephone line, cellular telephone, etc.) capable of recording?
23. Is the bus fleet equipped with real time GPS? Does the public have the ability to track the bus location?
24. Does the communication system have redundancy, and is it routinely tested? Are all trained in the appropriate level of the National Incident Management System (NIMS), is it reviewed regularly, and is everyone (drivers, dispatchers, administrators) familiar with NIMS?

25. Do emergency back-up systems for information and communication exist? What are their limitations?
26. How can emergency back-up systems be compromised, and if they can be compromised, what can be done to prevent it?
27. Are the back-up systems stored off site? Are they secure?
28. Is there a plan available that does not require electrical energy? Does the transportation department have a backup generator?

Security Plans/Policies and Procedures

The assessment should indicate any gaps in existing plans, policies and procedures. Also, board- and administration-approved security plans, policies and procedures should be developed. These plans, policies and procedures must be supported and enforced by the entire transportation organization. Plan/policy recommendations should include, but not be limited to, the following items:

- A. Consider the security interest of students when establishing district plans/policies which make routes, schedules and locations available to parents and guardians on the internet.
- B. Establish board-approved plans/polices on the use of employee uniforms and identification badges and student registration (bus passes). Consideration should be given for a means to appropriately identify that a student may be met by a parent, guardian or other authorized person.
- C. Establish board-approved plans/policies on property security, (e.g., locked doors and gates, security cameras, alarms, employee photographs, public entry, etc.).
- D. Establish communication procedures regarding the use of two-way radios, cell phones, VHF radios, combination phones, etc.
- E. Establish command and control procedures that include a chain of command and specify the decision-makers in any given situation.
- F. Establish emergency or security reporting procedures, (e.g., whom the driver calls in a security threat or emergency). Determine what circumstances constitute a security threat or emergency and when a driver must report a security threat or emergency to a supervisor.
- G. Establish a board-approved plan/policy determining regularly scheduled system safety and security training.
- H. Establish a board-approved plan/policy for enforcing safety and security policies and

procedures.

- I. Establish post-trip inspection practices before the driver leaves the vehicle.

TRANSPORTATION PERSONNEL AND THEIR TRAINING

School transportation already focuses on safety training. A security assessment likely will indicate a need for renewed and expanded focus on security—especially extreme threats. Security training should be a primary element of plans/policies and procedures. Individual awareness is among the best weapons for preventing crime and increasing personal and business security. Any person armed with awareness is less likely to become a victim or to allow a crime to be committed. Armed with awareness, most school bus drivers and **transportation personnel** can either eliminate or significantly reduce property losses and crime. While not the primary goal of a good security program, it is highly likely that routine vandalism and crime will be reduced.

Drivers should be thoroughly familiar with their vehicles, their students, **service areas** and **stop locations** on their routes. They should have a thorough knowledge of the operational plans, policies, procedures and training on possible threats. Armed with this knowledge, drivers can better assess the level of threat in any given situation and respond according to established plans and policies.

Suggested Training Topics

A. Plans/Policies and Procedures

1. What to do in case of emergencies or an increase in security threat;
2. How to use available communication systems;
3. Rules for hostage situations;
4. How to conduct security inspections of vehicles (similar to basic bus pre-trip safety inspection);
5. How to respond to threats of violence from students, unauthorized boarders and others outside the school bus; and
6. How to respond to directives from incident management and commands.

B. Identification and Prevention

1. How to determine the threat level;
2. How to identify, report and prevent suspicious, criminal or terrorist activity;
3. How to identify and prevent entry of suspicious people, packages and placement of suspicious packages or devices;

4. How to identify illegal entry (structure or vehicle); and
 5. How to identify and respond to improvised explosive devices (IEDs) **and** suspicious items/packages.
- C. Response and Reports
1. How to respond to shootings or snipers;
 2. How to respond to fights or disturbances;
 3. How to respond to vandalism or property damage;
 4. How to respond to child abductions, sexual predators or child custody issues;
 5. How to respond to threats of violence from students, unauthorized boarders and criminal elements outside the school bus;
 6. How to respond to weapons on the bus;
 7. How to raise drivers' level of awareness to identify suspicious people, activities, packages and devices [Transportation Security Administration (TSA) First Observer Plus™ Program];
 8. **First aid/CPR training for staff; and**
 9. **Instruction in each particular district's standard response protocol provided to transportation staff to ensure appropriate response during a crisis.**
- D. Safety and Security Equipment
1. **Instructions on how to use all the safety and security equipment should be available to drivers.**
 2. Training processes should include the use of drills and tabletop exercises to test and practice the plans/policies and procedures.

SCHOOL BUS SECURITY EQUIPMENT AND EMERGING TECHNOLOGY

- A. Global Positioning System technology;
- B. Silent alarm and two-way communication system (e.g., "panic button");
- C. Flashing front and rear marker identification lamps to signal predetermined emergency message (e.g., hostage, intruder on board, etc.);

- D. Name of student transportation provider and identification number on the bus roof;
- E. Ability to lock entrance (service) door, emergency door(s) and outside compartments;
- F. A reinforced entrance (service) door to prevent forced entry into the bus; and
- G. Video and audio in bus cabin such that first responders may see and hear the threat real-time (i.e., as it is happening) for maximum assessment and real time solutions.

Unauthorized Riders and Visitors

School bus transportation systems have dealt with unauthorized visitors, from the neighborhood dog to upset parents. Once an uninvited person enters the bus, drivers **jeopardize loss of** ultimate control of their vehicle. The only persons authorized to gain access to a school bus are those students who meet the eligibility requirements, school administrators, law enforcement and transportation personnel. Non-students, including the driver's friend, are never allowed on a school bus. The driver should make every effort short of physical confrontation to ensure that students who are not eligible are not permitted on the bus. Districts should have procedures in place that address whether or not parents are allowed to enter the school bus even if it is to assist with the securement or loading and unloading of their children. Drivers should receive training and education on these policies. If the district allows a guest to ride home with regular riders, districts should have a procedure that has written documentation giving parental approval that includes the date. Drivers should be trained to be aware of surroundings at bus stops. This should include a plan if an unrecognized or suspicious person is loitering at the bus stop. For the safety of all students, once the students board the bus, they will not be allowed off the bus until the bus reaches their assigned stop.

Providing drivers with a list of eligible riders for their routes will allow drivers to become more familiar with their day-to-day student riders. Policies can state whether students are allowed to ride a particular bus without prior registration or written permission. This practice can help districts monitor the load capacity of buses and assist drivers with pupil management. During activity trips the student roster and the number of students should be included when dispatching the bus. Student counts should be confirmed after stops where students are allowed to leave the bus.

Child Abductions

While there is heightened awareness today about children being abducted from bus stops or while walking to and from bus stops or school, the transportation industry has dealt with parental or custody abductions during loading or unloading. School bus drivers should be apprised if a child riding the school bus is involved in a custody dispute. Drivers should be trained to notice unusual cars or people at bus stops and how to respond. Drivers should maintain schedules as close as possible to minimize students' exposure to elements or potential abductions.

ROUTE HAZARDS

Transporters are more likely to experience hundreds of small security incidents during their careers than they are likely to experience a terrorist attack. If plans are developed for reasonable preventive measures for extreme threat, transporters will be better prepared to respond to more common security incidents, such as a suspicious person or vehicle at a bus stop, a vehicle following a school bus on its route, an angry parent entering the bus, a vehicle driving recklessly around the bus (road rage), an unusual package left on the bus, or a hostile student making threats to other students or the driver.

School transportation officials should establish a program to routinely evaluate all school bus stops and routes for potential hazards. There are fixed hazards that cannot be avoided (e.g., railroad crossings, streams, limited visibility, traffic congestion, etc.). Another hazard more prevalent today is the residences of sexual predators. Great care must be used if stops must be placed near the residence of a known sexual predator.

Weather conditions, such as snow, ice, fog, extreme heat or cold and rain, can create an unexpected route hazard that had not previously existed. Route evaluations should note areas that may flood during rain or hills that frequently become icy.

Events such as earthquakes and tornados may give little advance warning to drivers. Route information could also include the location of police/fire/rescue stations, hospitals, schools and other emergency care facilities where a school bus may pull off the road and await aid in the event of an emergency. It is important that school bus drivers and substitute drivers be provided with route hazard information in a standard, consistent manner, and the information should be available to the driver no matter which bus is driven on that day.

VULNERABLE ACTIVITIES

A. Bus Stop

School bus drivers must participate in transportation security and emergency preparedness activities. During these activities, drivers should learn how to recognize situations which could create an incident. When the bus driver opens the door, an entrance into the school bus is created where the driver has little control over who will enter the bus. At school bus stops, drivers should be aware of abnormal behavior or unidentified people loitering or parked cars that usually are not parked at the stop. Regular drivers learn to recognize waiting parents, but if strangers are at the stop, it would be appropriate to ask students who is at the stop to meet them. If other adults are not present, it may be best for the school bus driver to wait before opening the door to give more time to observe the behavior of the person in question. Drivers should be trained to observe gang clothing and clothing that may obscure weapons. Additionally, drivers should be alert to people taking photos or making suspicious notes at bus stops or schools.

Special note about bus stop alertness: Many urban school systems partner with municipally-operated mass transit agencies for the right to have (generally older) students ride to and from class rather than to devote a classic “yellow school bus” to that route. While the practice reduces urban congestion and very effectively fits urban needs, access to the bus cannot be controlled as it is with dedicated student service. Under federal transit rules, drivers may not deny service to anyone waiting at a designated transit bus stop lest they risk loss of federal operating assistance.

For systems utilizing this cooperative model, it is important to ensure that transit vehicle drivers understand the new and heightened level of responsibility associated with transporting students—especially minor students—places on them. Every new rider could pose a threat to students. School transportation agreements for open transit ridership should include additional security awareness training for transit-employed operators.

B. Railroad Crossing

Opening the door and driver’s window prior to crossing is required at all active railroad crossings. Prior to opening the door, the driver should observe if there are people that are out of place, loitering at the railroad crossing. Drivers should be trained and empowered to decide if obeying the law and opening the door creates more of a safety hazard than purposely not completing the process at the railroad stop and thus violating a law or rule. Keen observation would tell a driver if the behavior outside the bus is suspicious and a greater threat than failing to open the door.

C. Fueling Facilities

If drivers fuel their buses at locations other than the compound where the buses are stored, the drivers may find themselves and/or their buses vulnerable. External fueling stations often do not have limited access, and the public does not keep a regular schedule. Therefore, school bus drivers would find it difficult to observe things out of the ordinary. The facts that school buses usually fuel on a regular schedule and that drivers exit the bus are factors that expose buses during fueling. Drivers should always remove the key from the ignition when they leave the driver compartment. Training may help drivers increase their awareness.

D. Activity Trips

Often drivers are allowed to leave their buses during activities when students are engaged elsewhere. Districts should have policies and training that inform the driver about what action they should take when returning to their vehicles. The vehicle should be locked when the driver is not present and a post-trip inspection completed prior to departure. **Similarly, on the driver’s return to a bus after an extended layover**

when the vehicle has not been attended, a complete safety and security walk-around inspection should be conducted prior to departure.

E. Rented or Leased Buses

In accordance with federal law and with many state statutes, operations that allow school buses to be rented or leased **must** have a process in place to assure that the driver is properly licensed. Consideration should be given to the security threat of allowing vehicles to be used in high-risk areas.

WEAPONS

Weapons (or objects that look like and/or could be used as weapons) are not permitted on school buses or school grounds. Drivers should receive training to learn behaviors that students may exhibit when carrying a weapon. Unusual gait, pocket sag and nervous behavior are all identifiable. Any time students say they have a weapon, the situation should be treated as a **potential threat**. Drivers should practice steps they would take to protect other students. Conversations that promise retaliation should be taken seriously. Student transportation providers should have policies and procedures in place that prohibit weapons on campus, and the policies and procedures should extend to the school bus.

Drivers should be trained to watch for suspicious packages left unattended on the bus or around the transportation facility. Transportation facilities should promote good housekeeping practices so that unattended packages stand out and are not lost in clutter.

In the event that a school shooting is unfolding on campus, student transportation providers and transportation centers should have a communication plan and routing options so that additional students can be diverted and not delivered into an unsafe setting.

During lockdown procedures at schools, drivers should be trained and should have a designated alternate drop site so that students can be delivered to a safe location.

EMERGENCY RELEASE OF STUDENTS

Many types of events can cause a school to release students early. Stormy weather, building fire, school violence or bomb threat, for example, can unexpectedly expose students to the elements and lack of building cover. Districts should have plans in place that spell out where students will be relocated and how parents will be notified. If students are being transported home early, the district should have a plan in place to ensure that parents are notified. Operations should have alternate load zones established for each school in case the primary location is unavailable or more buses are needed to evacuate an entire school.

Buses that frequently travel during inclement weather should be prepared for situations that prohibit the bus from continuing on its route. Drivers should receive training regarding appropriate procedures to employ in the event that weather emergencies occur while they are on their routes.

Transportation centers should have a backup plan in case of a power failure. Normal communication methods may not work during a catastrophe.

FACILITIES AND BUS PARKING

School bus facilities should have limited access both during the day and night. Fencing and gates should be installed around the premises. **Plants and trees should be kept away from fences and gates to deny hiding places for potential predators.** Keys should not be left in the ignition when the buses are unattended. If the facilities are equipped with camera or video surveillance equipment, the **school district or company** should have plans, policies and procedures in place to monitor the cameras. The plan should include what is surveyed and recorded. Transportation centers should have policies and procedures for locking doors and gates. If codes or combinations are used, then a procedure should be in place to routinely change the codes. If keys are used, a process should be in place to retrieve keys from employees who separate from employment. The security plan should address school buses that are routinely stored off site.

Plans should include whether drivers may leave the school bus during layover periods and activities and where they may park the bus. Plans should address to what extent the drivers will secure the bus (e.g., all doors, hatches and compartments) and the type of inspection a driver should complete before using the bus following non-active periods.

If possible, school bus drivers should have a method to check in or contact transportation supervisors or emergency officials should the drivers need assistance.

At the school bus facility, all employees and visitors should be required to wear identification badges or have a method to check in. Drivers should have some type of check-in process prior to dispatch.

HIRING PROCESS

Operations should conduct background checks on all supervisors, trainers, drivers, bus attendants, technicians and dispatchers. Backgrounds may be checked through fingerprinting, local criminal record search, driving records and employment history. Specific criteria should be determined prior to hiring transportation personnel. APPENDIX D of this publication includes sample school bus driver applications, sample job description and new employee hiring procedures.

SCHOOL BUS EQUIPMENT GUIDE FOR LAW ENFORCEMENT AND FIRE DEPARTMENT PERSONNEL

School transportation providers should **establish relationships and** work with local emergency responders (law enforcement, fire departments, medical services, etc.) to ensure that they have appropriate fleet information when responding to an emergency involving a school bus. Information required by emergency responders will vary, depending on their individual needs and abilities. Good communication with emergency responders prior to an emergency occurring will ensure that responders will have the information that they need. Information issues to discuss include variation of

fleet vehicles, ways to quickly identify bus specifics (e.g., passenger capacity and presence of wheelchairs) and how to operate the various emergency exits of their buses.

RESOURCES

Department of Homeland Security, www.dhs.gov

- Transportation Security Administration, www.tsa.gov
- Federal Bureau of Investigation, www.fbi.gov
- Federal Emergency Management Agency, www.fema.gov
- Department of Education, www.ed.gov
- State Departments of Education, <http://www2.ed.gov/about/contacts/state/index.html>
- Department of Transportation agencies, www.dot.gov
- National Highway Traffic Safety Administration, www.nhtsa.dot.gov
- Federal Highway Administration, www.fhwa.dot.gov
- Federal Transit Administration, www.fta.dot.gov
- Federal Motor Carrier Safety Administration, www.fmcsa.dot.gov
- First Observer Plus™, <https://www.tsa.gov/for-industr/firstobserver>
- Emergency Management and Response-Information Sharing and Analysis Center (EMR-ISAC), <https://www.isao.org/information-sharing-group/sector/emergency-management-and-response-isac/>
- School Bus Security Issues – Inspect-Track-Know Alert Produced by South Carolina DOE Office of Transportation
- School Bus Counter Terrorism Guide – TSA Handbook

Indiana State Police Unarmed Response to an Active Shooter Event,
<https://secure.in.gov/isp/index.htm>