

SCHOOL BUS DRIVER SECURITY TRAINING PROGRAM

REVISED EDITION

PARTICIPANT GUIDE



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

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RIDE WITH TERROR JOLTS BUS DRIVERS

Excerpts from article in the Modesto Bee Newspaper

Modesto, California – Modesto City Schools bus driver trainer Sandra Farnham made the surprise announcement to 60-plus drivers who arrived at Beyer High School on Tuesday morning for a back-to-school training exercise.

They would be the victims in a simulated busjacking.

But when the drivers playing the students they typically transport piled into a Modesto City Schools bus, the warning didn't much matter. The situation was dramatically realistic.

The tools used by the student terrorists – acted by Merced County Sheriff's Department SWAT Team members Mark Goddard and Scott Hall – were real handguns, firing excruciatingly loud blanks.

Like many terrorists, Goddard demanded to send a message – to the FBI, the media and school district Superintendent Jim Enochs. He ordered Sterling Transportation driver Pat Chaves to radio Enochs.

Within 15 minutes, Goddard “executed” Scott Ousdahl, school facilities director, and bus driver Cindy Bettencourt, both of whom played students in the simulation.

“It was scary,” school bus driver Cathy Watson said. “It’s going to make me watch my kids a lot more closely when they get on.”

One school bus driver was reduced to tears. Others admitted they were frightened. But the demonstration was entirely necessary, said Merced County Sheriff's deputy Vern Warnke, the training organizer. He also works as a substitute bus driver for the Weaver Union School District in that county.

“My big thing is you train for it, you train for it, you train for it,” Warnke said, “and you hope you don’t need it.”

Warnke doesn't recall any major school bus hostage situation since the one in Chowchilla in 1976. Then, three men took control of a school bus. They transferred the 26 school children and bus driver to two vans, drove about 100 miles north to Livermore and put them in a moving van they had buried in a quarry. While they were trying to arrange for a \$5 million ransom, the driver and some of the older boys managed to dig their way to freedom.

But incidents such as the Columbine High School massacre in Colorado and Monday's arrest of a Beyer High student on charges of sending violent threats via e-mail to his school, point to an increasingly violent society, Warnke said.

The easiest way to prevent a terrorist attack is to simply stop a suspicious-looking person from getting on a bus, Warnke told the drivers. Even if 40 students are waiting at a bus stop, crowding to get on, he advised them to stop any student they didn't know and ask for identification.

And if an intruder does make it on the bus and forces the driver to drive, he or she should drive along a familiar route, Warnke recommended.

“If you perceive a threat,” Warnke said, “Do what you have to do to protect yourself and the kids.”

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Module 1: INTRODUCING THE MISSION

KNOWLEDGE IS THE FIRST STEP IN PREVENTING OURSELVES FROM BECOMING A TARGET OF VIOLENCE.



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.”*



SIX BASIC SECURITY REACTION STEPS:

1. Keep calm and assess the situation
2. Contact supervision and, if necessary, emergency responders
3. If required – evacuate or shelter in place
4. Protect self and protect and assist the students
5. Identify self to and cooperate with first responders if the situation dictates
6. Follow school procedures and complete documentation

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Module 2: DEFINING THE THREAT AND RISK

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

TERRORIST GOALS

- ♦ Use of fear to convince the world they are serious and to leave a lasting impression
- ♦ Desire to cause panic to impact people beyond immediate victims
- ♦ Shock and paralyze targets into inactivity
- ♦ Gain media attention



Quote from Usama Bin Ladin during 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.*”

EXAMPLES OF TERRORIST MOTIVATION CAN INCLUDE:

- | | |
|--|--|
| - Political or religious beliefs | - Racism or ethnic hatred |
| - Hatred of the United State | - Mental instability or psychosis |
| - Anger with federal, state or local government | - Copycatting or imitating other acts of violence |
| - Desire for money through criminal activity | - Anger directed towards schools, teachers or students |
| - Revenge against authority or peers | - Obsession with a cause |
| - Acting out aggressively due to substance abuse | |

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EXAMPLES OF TERRORIST ACTS INCLUDE:

World Trade Center/Pentagon 9/11
Atlanta Olympics bombings
Car/truck bombings in Middle East
Columbus, Ohio sniper
Unabomber letter bombs
Madrid, Spain train bombings
Bali, Indonesia night club bombing
Tokyo subway sarin gas attack

Oklahoma City Federal Bldg. bombing
Beslan, Russia school hostage situation
D.C. Beltway snipers
Church bombings in the South
New Jersey anthrax attacks
Northern Ireland attacks/bombings
Abortion clinic bombings
Columbine High School shootings



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

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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.

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
- ◆ 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



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



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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



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Module 3: TARGETING SCHOOLS, SCHOOL BUSES AND STUDENTS

REASONS SCHOOL FACILITIES/SCHOOL BUSES ARE ATTRACTIVE TARGETS:

- They are relatively unprotected and vulnerable
- There would be a large number of potential casualties
- They are 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



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.



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-*

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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.



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SECURITY THREATS AND SECURITY INCIDENTS

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.

- A security threat is any source that may catalyze an event or occurrence that endangers life or property or results 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.

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.



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Module 4: UNDERSTANDING THE WEAPONS

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 grenade |
| 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.

IMPROVISED EXPLOSIVE DEVICES (IED'S) INCLUDING TRUCK AND CAR BOMBS

- * 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

IED's :

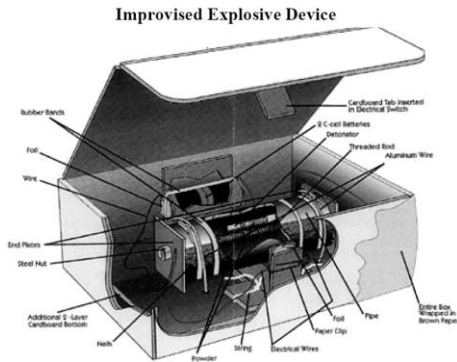
- can come in many shapes and sizes
- can be as small as a credit card or matchbook
- are easily disguised to look like every day items
- may have batteries taped to the side
- may have wires running out of one end or around the outside
- have explosive materials attached that may look like putty
- most common is the pipe bomb



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".

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GENERALLY IMPROVISED EXPLOSIVE DEVICES CONSIST OF FOUR BASIC COMPONENTS:



- 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

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
- 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

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)

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- 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

SECONDARY EXPLOSIVE DEVICE TACTICS

There are two tactics that intensify the magnitude of damage or casualties inflicted by detonation of an explosive device:

- detonating a small device to bring public safety personnel to the site; a larger, more deadly device is detonated some time after the first device, thereby inflicting a large number of casualties on the first responder community
- using 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



CHEMICAL AGENTS

- intended to kill, seriously injure, or incapacitate people through physiological effects
- attack the human body as blister agents, blood agents, choking agents or nerve agents
- route into the body can include absorption, injection, ingestion and inhalation
- many are both odorless and colorless
- include 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.

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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



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

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

BIOLOGICAL AGENTS



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.

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



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.



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.

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Module 5: BEING EYES, EARS AND PROTECTOR OF COMMUNITY

THE SCHOOL BUS DRIVER:

- is a part of the community's first line of defense
- should Be On the Look Out (BOLO) for any suspicious people, activities, vehicles, packages or substances
- should be the eyes, ears and protector of the community in the same way that the Neighborhood Watch Program is
- knows his or her operating environment, knows what is usual and unusual and needs to **trust gut reactions**
- does not replace law enforcement or other official anti-terrorist agencies and his or her role is simply to observe the unusual or out of place and report anything that appears suspicious



SCHOOL BUS DRIVER SECURITY RELATED BEHAVIORS:

- Be aware of suspicious activity or behavior by others in proximity to school buses, school bus facilities or schools
- Notice unusual conditions of vehicles, both those belonging to the system and others which may enter into parking lots or facilities
- Be vigilant with respect to strange packages, items or substances which are brought on to school buses
- Know who your supervisory contacts are and have their phone numbers immediately accessible
- Help control access to vehicles and facilities
- Help students deal with the confusing aftermath of emergency events
- Know how to relate to students in a crisis
- Understand their roles in an emergency
- Recognize threats and properly handle them
- Stay familiar with the operation of emergency equipment
- Lead in a crisis
- Follow standard emergency operating plans and procedures
- Be responsive to the needs of emergency responders



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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 bus
- Maintain constant awareness of people and activities
- Trust your personal gut reaction
- Immediately report any operational security weaknesses



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Module 6: INSPECTING THE BUS, FACILITIES AND SURROUNDINGS

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.



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



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

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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



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Module 7: IDENTIFYING AND REPORTING UNUSUAL BEHAVIOR

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.

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
 - 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
- ♦ 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



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♦ 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

♦ 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



POSSIBLE SUSPICIOUS BEHAVIORS OF PEOPLE:

- Appearing extremely interested in school facilities, school buses or surroundings
- Being repeatedly sighted within the school or school bus environment
- Having the appearance of rehearsing
- Soliciting information on school facilities, buses or schedules
- Taking photographs or video of staging areas
- Looking lost or wandering around at school bus stops or on school grounds
- Exhibiting disruptive or potentially distracting behavior
- Showing an unusual interest in employees or students
- Abandoning an item and leaving the area quickly
- Wearing a uniform and appearing to not be involved in any appropriate activity
- Openly possessing a weapon or dangerous item

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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



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
- 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

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

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- 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
- 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

CHARACTERISTICS TO BE NOTED WHEN REPORTING SUSPICIOUS PEOPLE:

Start at the top of the head, scan down to feet and then scan back up to the head again.

- | | |
|--------------------|----------------------|
| • Eyes | • Hat |
| • Ears | • Jewelry |
| • Mouth/nose | • Shirt/blouse/dress |
| • Hair/facial hair | • Coat |
| • Forehead | • Pants/skirt |
| • Cheeks/chin | • Socks/shoes |
| • Neck | • Oddities/tattoos |
| • Complexion | • General appearance |
| • Body shape/size | • 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.



SCHOOL BUS DRIVER SECURITY TRAINING

Module 8: IDENTIFYING AND REPORTING UNUSUAL VEHICLES

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.



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
- ◆ 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



SCHOOL BUS DRIVER SECURITY TRAINING

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.”

INFORMATION TO NOTE WHEN REPORTING A SUSPICIOUS VEHICLE:

- 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

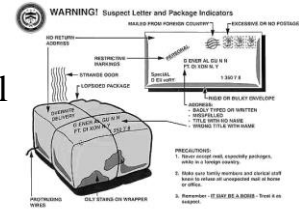
When a suspicious vehicle has been identified and reported, school bus drivers should evacuate their students and/or buses from the location and should refrain from using radios or cell phones within 300 feet of the suspicious vehicle to ensure that a timing mechanism will not be accidentally triggered.




SCHOOL BUS DRIVER SECURITY TRAINING

Module 9: IDENTIFYING SUSPICIOUS ITEMS AND REACTING BY EVACUATING OR SHELTERING IN PLACE

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



SUSPICIOUS ITEMS OR DEVICES:

- are placed in out-of-the way locations where they are not easily seen
 - are accompanied by a threatening message
 - appear that they could have the potential to be a bomb of some type
 - have visible wires, batteries or timers attached
 - are abandoned by someone who quickly leaves the scene
 - have tanks, bottles or bags visible
 - are discolored or have unusual oily stains
 - have an unusual smell emanating from them, such as diesel fuel
 - emit a ticking or aerosol release noise
 - are common objects in uncommon locations, such as baby strollers or back packs
 - are uncommon objects in common locations, such as gas cylinders
 - are sealed with excessive amounts of tape or string
 - are addressed with cut and paste lettering and/or have common words misspelled
 - are lopsided or lumpy in appearance
 - have excessive postage attached
 - are leaking a powdery substance
- 
- A black and white photograph showing a shoe with a shoe insert, likely a bomb, placed inside. The shoe is a high-top sneaker with laces, and the insert is a dark, bulky object with some wires or components visible. The shoe is placed on a light-colored surface against a dark background.



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

IF A POSSIBLE EXPLOSIVE DEVICE IS DISCOVERED ON THE VEHICLE OR IF THERE IS A TOXIC SUBSTANCE ON THE VEHICLE:

- remain calm and NEVER touch, move, shake or empty the contents of a suspicious item
- instruct students to keep their distance from the possible explosive or potentially contaminated area or item
- if the bus is in motion at the time of discovery, immediately pull over to a safe location preferably in an area not crowded with people
- shut down the bus and evacuate students a minimum of 1,500 feet away from the vehicle, preferably upwind
- tell passers-by to stay away from the vehicle
- When requesting assistance :
 - never re-enter the vehicle
 - do not use the vehicle radio and if using a cell phone, do not do so any closer than 300 feet from the vehicle
 - give dispatch and emergency response the precise location of the vehicle, reporting all events and any reasons for suspicion, including a detailed description of a suspicious package
- If a suspicious item is accidentally touched by the driver or a student passenger:
 - keep hands away from mouth, nose and eyes
 - wash well with soap and water as soon as possible
 - explain to authorities what was done



IF EXPLOSIVE DEVICE IS SUSPECTED 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



SCHOOL BUS DRIVER SECURITY TRAINING

GENERAL RULES TO AVOID INJURY FROM A DANGEROUS OBJECT:

- **NEVER** touch, move or cover the 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
- 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



REACTING TO A CONVENTIONAL WEAPON ATTACK OR 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.

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).



SCHOOL BUS DRIVER SECURITY TRAINING

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

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



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

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

Module 10: MANAGING THE STUDENTS AND THE SCENE

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.



ACTIONS TO BE TAKEN IN AN EMERGENCY 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 bus depending upon explosive placement or exposure location
- Recruit responsible students to assist as may be necessary
- Report the incident to dispatch and 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 three hundred feet of the source or incident
- Gather contact information, if possible, from witnesses to the incident
- Do not do things that you are incapable of doing or have not been trained to do
- Prepare to report 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

SPECIFIC STEPS IN ASSISTING EMERGENCY RESPONDERS:

- Identify yourself to arriving responders
- Inform responders as to the nature of the threat or hazard
- Inform responders as to the location and number of victims, as well as to the types of injuries/symptoms
- Explain to responders what you've done so far
- Remain available to assist in any way possible



SCHOOL BUS DRIVER SECURITY TRAINING

Module 11: HANDLING CONFLICT OR ACTS OF VIOLENCE ON BUS

The number one priority is protecting yourself and the student passengers.

IN DEALING WITH THREATS OF VIOLENCE, SCHOOL BUS DRIVERS SHOULD:



- Stay calm and maintain control; do not overreact to the situation
- Behave in a non-threatening way through both voice and action
- Look for ways to defuse the situation
- Look for ways to alert emergency response
- If possible, park the school bus in a public place and do not operate it
- Open bus doors
- Make every effort to allow students to exit the vehicle whenever possible including asking the antagonist to allow de-boarding
- If there are no students on board, look for a way to escape the vehicle
- If the antagonist leaves the bus, do not pursue the person
- If a weapon is involved, do not attempt to grab it or make any sudden movements
- If you are driving, let the assailant know verbally each move being made, such as turns, lane changes, stops, etc.
- Make every effort to make the assailant feel that you are cooperating and not resisting
- 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

Module 12: DEALING WITH A HOSTAGE SITUATION

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, you should stop any student you do not know and ask for identification.

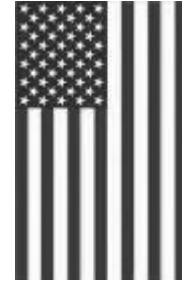


STEPS IN AVOIDING OR DEALING WITH A SCHOOL BUS BEING TAKEN HOSTAGE:

- Survey area for suspicious people/activities while approaching a staging area or student pick up/drop off point.
- Immediately report concerns to dispatch/authorities if suspicious people/activities are present and drive bus out of area.
- Do not open doors if suspicions are aroused when vehicle is stopped; instead, communicate with individual through a window until determining proper action.
- If suspicious individual is seen at a railroad crossing, do not open doors enough for them to board; make visual surveillance of tracks and move on when safe to do so. Contact dispatch.
- Avoid boarding individuals if you suspect they are carrying a weapon or a package you consider suspicious. Contact dispatch immediately.
- If individual with concealed weapon is aboard vehicle, act as if you didn't see the weapon. Do not confront the individual. Stay calm and focused. If possible and safe to do so, get students off vehicle and contact dispatch.
- If school bus is commandeered, follow all instructions and avoid confrontation. Remain calm and show no outward signs of panic.
- In event that school bus is commandeered while parked, open all doors and keep them open to allow opportunity for all student passengers to exit. If it seems appropriate, ask perpetrator if vehicle can be de-boarded but don't push too hard to end the situation.
- In event that school bus is commandeered while in motion, stay on your route but don't stop at your usual stops so someone might notice and react.
- Attempt to alert authorities but take no action that could potentially increase the risk to oneself or others.
- Talk to the hijacker and try to create a relationship. Stay in touch with hijacker and don't antagonize the person. Be both patient and assertive.
- Stay calm, use common sense and follow instructions of the perpetrator. Either wait for emergency response or find a way to escape.

SCHOOL BUS DRIVER SECURITY TRAINING

Module 13 – SUMMARIZING THE CRITICAL ISSUES



REVIEW OF KEY ISSUES IN SCHOOL BUS DRIVER SECURITY:

- 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

REVIEW OF SIX BASIC SECURITY REACTION STEPS

1. Keep calm and assess the situation
2. Contact supervision and, if necessary, emergency responders
3. If required - evacuate or shelter in place
4. Protect self and protect and assist the students
5. Identify self to and cooperate with first responders if the situation dictates
6. Follow school procedures and complete documentation



**REMEMBER, KNOWLEDGE IS THE FIRST STEP IN PREVENTING
OURSELVES FROM BECOMING A TARGET OF VIOLENCE**

SCHOOL BUS DRIVER SECURITY TRAINING

ACKNOWLEDGEMENT

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- Ream Lazaro