



School Bus Driver Security Training Program

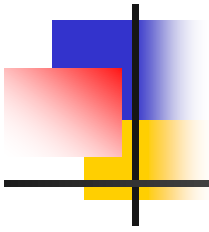
REVISED EDITION – March 2005



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

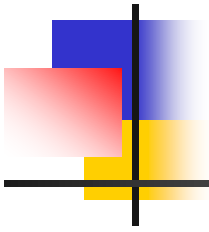
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Revised March 2005



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:

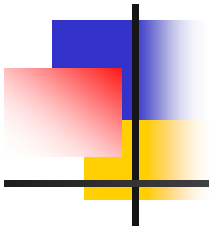
1. Keep calm and assess the situation
2. Contact supervision
3. If required-evacuate or shelter in place
4. Protect self and protect and assist students
5. Identify self to/cooperate with first responders
6. Follow school procedures;
complete documentation



Three response options

- 1. Be like an ostrich
- 2. Overreact in fear
- 3. Why we're here
 - to keep our eyes and ears open
 - and to report and protect





Module 2

DEFINING THE THREAT AND RISK





- Best protection to prevent events from occurring is to identify perpetrators before they carry out violent action.
- This training presents strategies to assist in that effort.
- School bus driver is part of network of nation's first line of defense in helping identify and capture people who are capable of carrying out violent acts.

Classic definition of terrorism

“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 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 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.”*

Examples of terrorist motivation

- Political or religious beliefs
- Hatred of the United States
- Revenge against authority or peers
- Desire for money through criminal activity
- Obsession with a cause
- Anger with federal, state or local government
- 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



Examples of terrorist acts

- Madrid, Spain train bombings
- 9/11 World Trade Center/Pentagon
- Atlanta Olympics bombing
- Beslan, Russia school hostage situation
- Columbus, Ohio sniper
- Unabomber letter bombs
- Columbine High School Shootings
- Bali, Indonesia night club bombing
- Tokyo subway sarin gas attack
- Federal Bldg. Bombing Oklahoma City
- Car/truck bombings in Middle East
- D.C. Beltway snipers
- Church bombings in South
- New Jersey anthrax attacks
- Northern Ireland bombings/attacks
- Abortion clinic bombings



Potential terrorist targets include:

- Government buildings
- Mass transit vehicles/facilities
- Public buildings/assembly areas
- Symbolic structures/landmarks
- Communication facilities
- Dams, highways, bridges, tunnels
- Water supply locations
- Nuclear power plants
- Pipelines/refineries
- Shopping malls
- Research laboratories
- Military facilities
- Airports/seaports
- Stadiums
- Schools/universities
- Locations where large groups congregate



Intelligence gathering pre-attack activity

Terrorists identify:

- 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



Terrorists may test a target by:

- seeing how individuals react to security threats/minor incidents by leaving an unattended package 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



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 and acts of violence
- most terrorist acts involve conventional weapons and improvised explosive devices
- chemical, biological and radiological threats may increase in the future



TARGETING SCHOOLS, SCHOOL BUSES AND STUDENTS



Reasons school buses/facilities are targets

- Relatively unprotected and vulnerable
- Would be a large number of potential casualties
- Schools are all over the nation
- Represent an emotional target
- Escape would be relatively easy
- Attacks would demoralize community, state, nation





- 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.

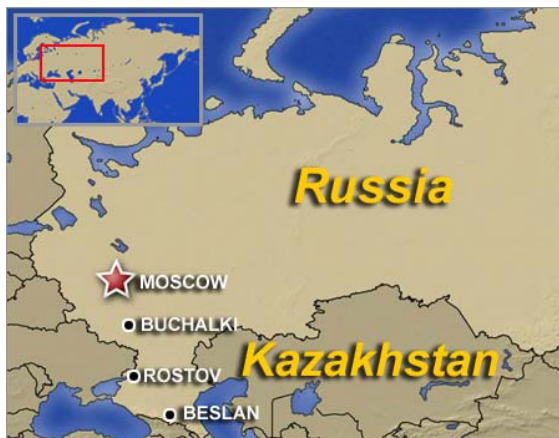
- Littleton, Colorado – April 1999

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

Module 3

Reasons for heightened security awareness

- February 2005 – CIA Director testimony before Senate Select Committee on Intelligence
- The National Safety Center report - 2004
- July 2004 - US Military finds materials in terrorist hideouts
- September 2004 - FBI notifies school districts
- October 2004 - US Dept. of Education issues alert to school districts





Security threats and security incidents

The school bus driver must be able to identify and define potential security problems and then report and take action.

Security **threat**

- any source that catalyzes an event/occurrence that endangers life/property or results in loss of services/equipment.

Security **incident**

- unforeseen event/occurrence that does not result in death/injury/significant property damage, but may result in interruption of service.

Heightened security concerns

- **Risk** – measure of likelihood of attack, consequences of successful attack and effectiveness of protection system
- **Threat** – articulated by international terrorist groups; demonstrated by high-profile school violence cases; increased by easy access to homemade bomb formulas on Internet
- **Vulnerability** – exists because of soft target nature of school environment and limited security



UNDERSTANDING THE WEAPONS



Conventional weapons

remain a high risk possibility, whether used by organized terrorists or individual perpetrators of violence.

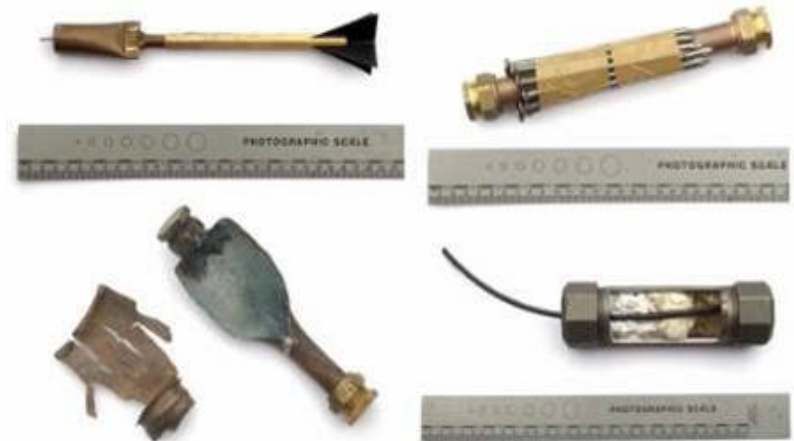
- Knives
- Handguns
- Rifles
- Shotguns
- Automatic weapons
- Assault weapons
- Rocket propelled grenades
- Shoulder held missile launchers



Improvised Explosive Devices (IED)

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

- dramatic, low risk, draw attention
- low cost/high yield
- few skills needed
- attacks executed remotely
- large groups not required
- little forensic evidence



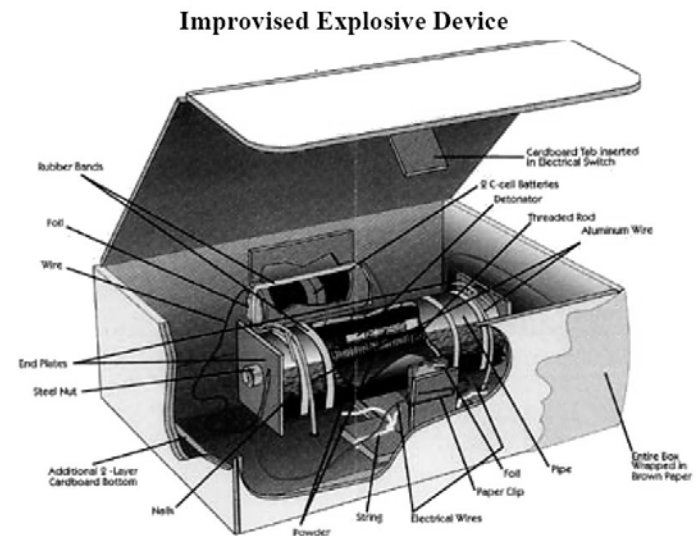
Improvised Explosive Devices (cont'd)

- 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



IED components

- Power supply consisting of some form of battery or capacitor
- Switch/timer provides delay in detonation; can be electrical/chemical/mechanical
- Detonator/initiator, either electric or non-electric, provides initial trigger explosive to detonate main charge
- Main explosive charge high/low in nature; low explosives create heat/fire; high explosives create large blast



Additional IED information

- Can be detonated in a variety of ways including a fuse, an electrical charge, a radio signal or cell phone generated activation
- Are sometimes packed with additional materials such as nails or metal fragments which are intended to kill or maim people in the area



Additional IED information (cont'd)

- No matter the size, are capable of great devastation so the only significant difference is the required distance of evacuation
- Can be used to create an explosion just large enough to distribute a chemical, biological or radiological agent into an enclosed area



Effects

- blast overpressure
- falling structural material
- flying debris
- asphyxiation (area lacks oxygen)
- pressure wave throwing body
- bomb fragments
- burns
- inhaling toxic fumes





Secondary explosive device tactics

- A small device is detonated 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
- A real or simulated device is used to force the evacuation of a facility into identified bomb-threat evacuation assembly areas where a much more substantial device is then detonated; these attacks are especially harmful because the evacuation assembly areas often are more densely populated than would otherwise be the case

Chemical Agents



- Many agents are both odorless and colorless
- Include common industrial toxins
- Include highly refined and processed warfare agents
- Can be introduced via aerosol devices, breaking containers or covert dissemination
- Effects will be instantaneous and obvious but may persist in area for extended period of time

A chemical agent may be introduced:

- into a building through the ventilation system
- inside a building 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, 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/unexplainable odor





Chemical agents (cont'd)

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



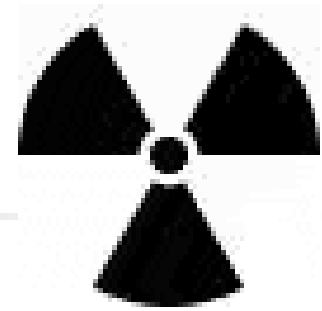
- **Threat of biological terrorism is real because of 2 factors:**
 - Some governments continue to develop and stockpile biological weapons. Due to either their internal instability or their support of terrorists, the security and disposition of biological weapons in these countries is questionable. Therefore there is the possibility that some of these highly refined biological agents could reach the hands of terrorists.
 - Second is the potential for the use of more crudely developed biological weapons developed from bio-agents illegally diverted from legitimate sources.

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 warhead



Radiological release



- Radiological agents would normally be released as part of an explosive package of some sort.
- Radiological equipment will be required to confirm presence of radiation.
- Initial reaction to release would consist of appropriate response to explosion itself.
- If radiation is then detected, follow 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.





Module 5

BEING THE EYES, EARS AND PROTECTOR OF THE COMMUNITY



Bus driver is part of community's first line of defense

BOLO (Be On the Look Out) for suspicious:

- People
- Activities
- Vehicles
- Packages
- Substances

Similar to Neighborhood Watch Program

- Observe and Report

Knows operating environment

- Trust gut reactions
- Role is simply to observe and report anything out of place or suspicious



Security related behaviors

- Be aware of suspicious activity/behavior
- Notice unusual conditions of vehicles
- Be vigilant with respect to strange packages, items, substances brought onto buses
- Know supervisory contacts/have numbers available
- Help control access to vehicles/facilities
- Help students deal with aftermath of emergencies
- Know how to relate to students in crisis



Security related behaviors (cont'd)

- Understand your role in an emergency
- Recognize threats and properly handle them
- Stay familiar with operation of emergency equipment
- Lead in a crisis
- Follow standard emergency operating plans/procedures
- Be responsive to needs of emergency responders



Recommended procedures



- Be familiar with state, school district, company security guidelines
- Remove keys from ignition when bus unattended
- Pre-trip/post-trip vehicle inspections
- Maintain uncluttered bus
- Maintain awareness of people/activities
- Trust your personal gut reaction
- Report any operational security weaknesses

INSPECTING THE BUS, FACILITIES AND THE SURROUNDINGS



First act in effective security program is prevention

- Involves inspection of buses to prevent placement of explosives/hazardous substances
- Expand normal pre and post trip inspections
- Periodic inspections while in service
- Practice good housekeeping



Inspecting the Bus (cont'd)

- Look for:
 - Marks of noticeable forced entry
 - Unusual items attached to vehicle
 - Opened or disturbed compartments
- Inspect:
 - Interior and interior lights
 - Steps and wheelchair lifts
 - Wheel wells, exhaust system, fuel/air tanks
 - Back and side emergency exit doors





Bus security checklist

Seats	Lumps, bulges, damaged upholstery, suspicious packages
Floor	Modifications to material, unusual thickness
Roof liner	Rips, bulges
Doors, hood, trunk lid	Heavy to open/close, rusting seams, holes
Cargo compartment	Strange odor, raised floor, unusual welds/items, excess weight



Bus security checklist (cont'd)

Exterior surface	Missing screws, unusual scratches/welds, signs of tampering, recent paint job
Undercarriage	Items taped/attached to frame, fresh undercoating
Engine compartment	Odd wires/liquids, unusual welds, new tape
Tires	Unusual odor from air valve
Fenders	Unusual thickness

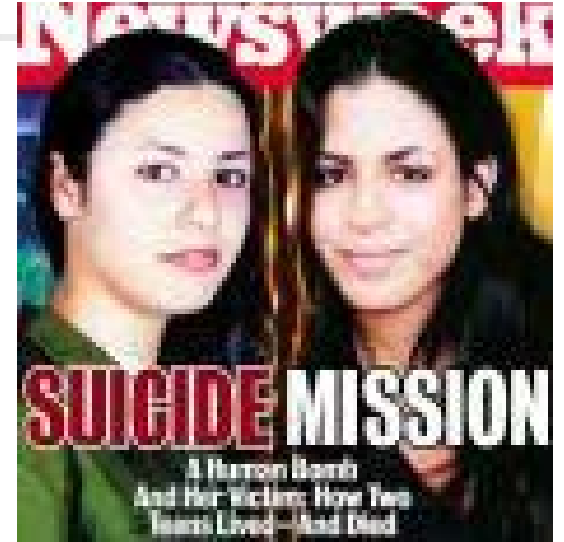
Facilities and surroundings

In bus staging areas, student pick up/drop off areas and in and around school facilities:

- Pay attention for unusual/suspicious people, suspicious items or suspicious vehicles
- Report concerns immediately



IDENTIFYING AND REPORTING UNUSUAL BEHAVIOR



Suspicious should be based on:

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

NOT based on stereotypes of race, color, ethnicity, nationality, residence, age or sex. A terrorist could be a person from anywhere in the world, including our own country.



Observation should focus on combination of factors:

- Attitude of person
 - Hesitates or is indecisive
 - Is very arrogant and expresses contempt against authority figures
 - Shows inappropriate exaggerated emotions/behaviors
- Apparel and accessories
 - Wears attire inconsistent with weather conditions/time of day
 - Appears to be wearing a disguise
 - Is holding unusual packages/baggage
 - Carries security sensitive information/material



Observation should focus on combination of factors (cont'd):

■ 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., profuse sweating, shaky hands, touching face or hands, exaggerated movements



Observation should focus on combination of factors (cont'd):

■ 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



Observation should focus on combination of factors (cont'd):



- 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

- Appearing extremely interested in school facilities, school buses, surroundings
- Repeatedly sighted within school/school bus environment
- Having the appearance of rehearsing
- Soliciting information on school facilities, buses, schedules
- Taking photographs/video of staging areas
- Looking lost; wandering around school bus stops/on school grounds



Possible suspicious behaviors (cont'd)

- Exhibiting disruptive/potentially distracting behavior
- Showing unusual interest in employees/students
- Abandoning item; leaving area quickly
- Wearing uniform and not involved in appropriate activity
- Openly possessing weapon/dangerous item



Characteristics of suicide bombers

- May wear irregular/disproportionate clothing for body type or weather
- May repeatedly pat chest or stomach
- May carry irregular, inappropriate, overweight luggage/bags
- May move about without purpose
- May sweat or act extremely nervous
- May avoid eye contact
- May be non-communicative/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
- Hand may be in fist shape and outside a pocket or kept in a pocket at all times



Suicide bomber explosive materials (cont'd)

- 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



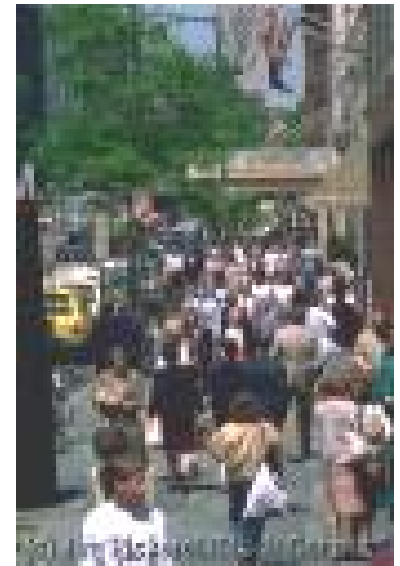


Strategies for interacting

- 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

Strategies for interacting (cont'd)

- 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 note for reporting

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

IDENTIFYING AND REPORTING UNUSUAL VEHICLES



Vehicle bombs

- Extremely popular terrorist tool:
 - Can contain large amount of explosives
 - Easy to obtain and deploy
 - Inconspicuous and difficult to attack
 - Can be driven or parked near target
 - Difficult to render safe
 - Can create 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



Indicators of vehicles which present a threat: (cont'd)

- 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



Indicators of vehicles which present a threat: (cont'd)

- Do 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.”*

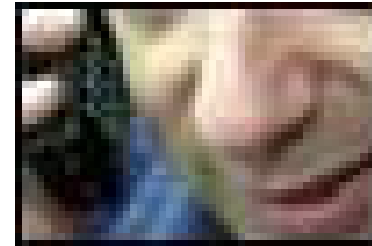
Information to note for reporting

- 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

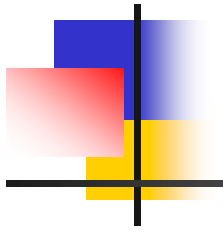


Reacting to suspicious vehicles

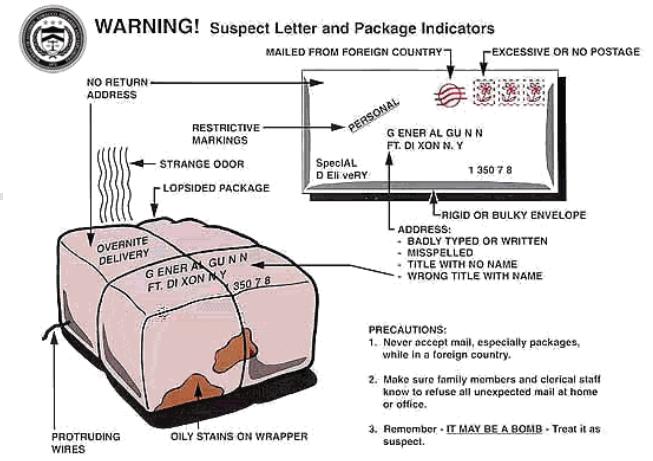
- After identifying and reporting a suspicious vehicle:
 - Refrain from cell phone use within 300 feet to ensure that a timing mechanism will not be accidentally triggered



- Evacuate bus and/or students from location



Module 9



IDENTIFYING SUSPICIOUS ITEMS AND REACTING BY EVACUATING OR SHELTERING IN PLACE

Suspicious items or devices

Have the potential to contain/be part of a bomb or a chemical, biological or radiological release.

These items should immediately be reported to appropriate authorities.

- Are placed in out-of-way locations where not easily seen
- Are accompanied by threatening message
- Appear to have the potential to be a bomb
- Have visible wires, batteries, timers attached
- Are abandoned by someone quickly leaving scene
- Have tanks, bottles, bags visible



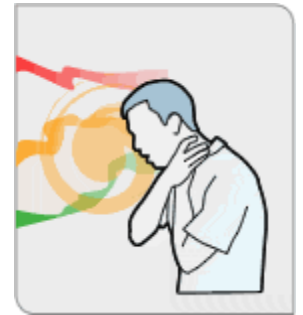
Suspicious items or devices (cont'd)

- Are discolored or have unusual oily stains
- Have an unusual smell, e.g., diesel fuel
- Emit a ticking or aerosol release noise
- Common object in abnormal location
- Uncommon object in common location
- Are sealed with excessive amounts of tape/string
- Are addressed with cut and paste lettering and/or have common words misspelled
- Are lopsided/lumpy in appearance
- Have excessive postage attached
- Are leaking a powdery substance



If possible explosive device is discovered on vehicle or there is a toxic substance in vehicle:

- remain calm and never touch, move, shake or empty the contents of a suspicious item
- instruct students to keep their distance from the 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
- **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 the suspicious object



If suspicious item is accidentally touched:

- 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 suspected outside the 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



To avoid injury:

Do not

- touch, move, cover suspicious object
- use radio or cell phone within 300 feet of object

Do

- move as far from object as possible without being in danger from other hazards, e.g., traffic or secondary sources of explosion
- stay out of object's line-of-sight to reduce hazard of injury from fragmentation
- keep away from glass windows/materials that could become flying debris
- remain alert for additional or secondary explosive devices





Reacting to a conventional weapon attack or an explosive device

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

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**).



If a CBR release occurs outside the bus:

- **SHELTER IN PLACE** by staying on 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:

- 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/observations
- existing or potentially dangerous conditions



MANAGING STUDENTS AND THE SCENE



SkyKing / KING 5 NEWS

Managing 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 until help arrives

- Get as far away from danger as possible
- Recruit students to assist
- Report incident to dispatch including all pertinent information
- Do not move victims unless they are in danger of further harm/exposure
- Be alert for secondary explosive device
- Keep calm; reassure passengers
- No cell phone/radio use within 300 feet
- Gather witness contact information if possible



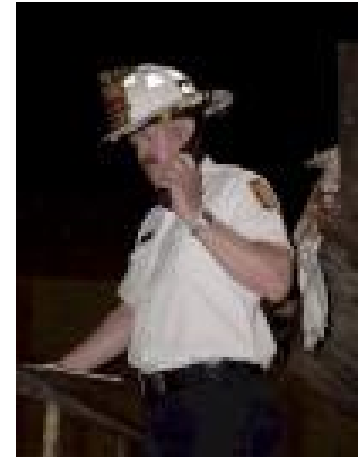
Actions until help arrives (cont'd)

- Do not do things you are incapable of/have not been trained to do
- Prepare to report to first responders and inform responders what has occurred and what was done so far
- Await direction from Incident Command/management



Specific steps in assisting 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 and or symptoms
- Explain to responders what you've done so far
- Remain available to assist in any way possible



HANDLING CONFLICT OR ACTS OF VIOLENCE ON THE BUS



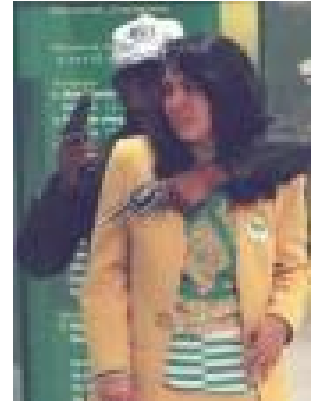
#1 priority – protect self and students

- Stay calm; maintain control; don't overreact
- Behave in non-threatening way through voice/action
- Look for ways to diffuse situation
- Look for ways to alert emergency response
- Park in public place
- Open doors
- Make every effort to allow students to exit vehicle
- If no students on board, look for ways to escape vehicle
- Do not attempt to grab weapon or make sudden movements



To protect self and students (cont'd)

- If in motion, let assailant know verbally each move you are making
- Cooperate with assailant
- If violence directed to student, contact dispatch, intervene only if safe to do so
- Provide information to emergency response
 - location
 - nature of incident
 - description of assailant
 - weapons
- Complete required forms/documentation



DEALING WITH A HOSTAGE SITUATION



To avoid vehicle being commandeered

- Avoid boarding suspicious looking people
- Survey staging areas, pick up/drop off points for suspicious people/activities
- Immediately report concerns of suspicions – drive out of area
- If suspicions aroused when stopped, do not open doors
- Communicate through window, determine proper action
- At RR Crossing don't open doors wide enough to allow entry – contact dispatch
- Avoid boarding individuals suspected of carrying weapons/dangerous packages





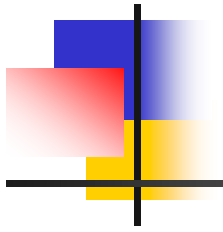
If vehicle is commandeered

- Do not confront individual carrying a weapon
- Stay calm and focused
- Follow all instructions; don't show outward panic
- Look for any opportunity to safely allow students to get off the bus
- If parked, open all doors to allow escape; ask if students can de-board; don't push too hard to end situation

If vehicle commandeered (Cont'd)

- If in motion, stay on route but make no regular stops
- Attempt to alert authorities
- Take no action to increase risk to self/others
- Talk to hijacker; try to create relationship
- Be patient and assertive
- Stay calm; use common sense; follow instructions of hijacker
- Either wait for emergency response or find way to escape





Module 13

SUMMARY





Key issues

- Threats of terrorism and violence
- Reasons schools/school buses/students are targets
- Potential weapons
- School bus driver as first line of defense
- Inspecting buses and surroundings
- Identifying and reporting unusual behavior/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



Six basic security reaction steps

- Keep calm and assess the situation
- Contact supervision
- If required - evacuate, relocate, shelter in place
- Protect self and protect and assist students
- Identify self to/cooperate with first responders
- Follow school procedures
- Complete documentation

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





ACKNOWLEDGEMENT

My thanks to the many sources of information and input on homeland and school security that assisted in the creation of this important training program, in particular the New Mexico Public Education Department, the New Mexico Department of Transportation, the New Mexico Surety Task Force and the National Transit Institute of Rutgers, the State University of New Jersey.

- Ream Lazaro

