

SECURITY TERRORIST INFORMATION GUIDELINES INDEX

These guidelines were designed to train school bus drivers on the knowledge and skills required to effectively identify and report perceived security threats as well as to appropriately react to actual security incidents if they occur.

MODULE 1: Introducing the Mission

The introductory module explains the overall mission of the training and assists the trainees in coming to grips with their personal mission to protect themselves, the students and their community. Emphasis is put on the Six Basic Security Management Steps listed below and their importance.

MODULE 2: Defining the Threat and Risk

This module is designed to set the stage for the training by describing the post 9-11 terrorist threat and to emphasize that the threat to our school systems goes beyond international terrorism to include "home grown" terrorists, criminals, "copycats" and mentally unstable individuals.

MODULE 3: Targeting Schools, School Buses and Students

This module relays to the trainees why the potential threat to our school systems exists and why they must take seriously the information presented in the training and incorporate it into their work lives.

MODULE 4: Being the Eyes, Ears and Protector of the Community

This module lays out for the trainees their role and responsibilities, as well as their unique qualifications, to protect themselves, their student passengers and their fellow citizens from violent attack and how, in general, they can provide such protection.

MODULE 5: Inspecting the Bus, Facilities and the Surroundings

This module emphasizes the importance of vigilance in the inspection of school system vehicles, facilities and environment in order to identify possible terrorist tools and prevent terrorist activity.

MODULE 6: Identifying and Reporting Unusual Behavior

This module is designed to assist trainees in identifying, reporting and reacting to suspicious or unusual behavior that they feel may represent a threat to security based on what an individual is doing, where they are doing it and when they are doing it.

MODULE 7: Identifying and Reporting Unusual Vehicles

This module focuses on assisting the trainees in noticing any vehicle that could represent a threat, in assessing the real potential of that threat based on appearance, location and other factors, and reacting to that threat if they feel it is deserving of concern.

MODULE 8: Understanding the Weapons

This module provides background information on weapons that terrorists and other perpetrators have used in the past to attack targets, and on potential weapons that could be encountered by trainees in the future, along with the characteristics and destructive power of such weapons.

MODULE 9: Reacting to Suspicious Items, Devices and Sounds

This module teaches trainees to recognize physical characteristics and sensory signs of possible weapons and explains what steps they should take once these characteristics or signs have been identified.

MODULE 10: Reacting to Dangerous Substances

This module very specifically describes signs and symptoms of chemical, biological or radiological release, whether occurring as a terrorist act or as an accidental event, and briefs school bus drivers on the critical actions required to save lives

MODULE 11: Evacuating, Relocating or Sheltering in Place

This module emphasizes the importance of accurately reporting information to authorities regarding potential or actual security events and deciding upon and carrying out the appropriate evacuation, relocation or sheltering response.

MODULE 12: Managing the Students and the Scene

This module provides instruction to trainees on how to best interact with students and others in a security emergency situation, including the provision of assistance as may be necessary, and presents basic incident management techniques to be employed until first responders arrive.

MODULE 13: Handling Conflict and Acts of Violence on the Bus

This module emphasizes the potential for individuals to carry out acts of violence on or around a school bus and describes the steps that trainees might employ in order to diffuse or escape such violence while protecting themselves and their student passengers.

MODULE 14: Dealing with a Hostage Situation

This module deals with the frightening potential of a school bus being taken hostage by terrorists or other perpetrators and explores possible strategies for communicating with the hijacker(s), alerting authorities, protecting self and others, and escaping.

MODULE 15: Summarizing the Critical Issues

This final module reviews all the major issues discussed in the training and focuses on encouraging trainees to embrace their responsibilities as one of the school system's and the community's first lines of defense against terrorism and acts of violence.

SCHOOL BUS DRIVER SECURITY TERRORIST INFORMATION GUIDELINES

Module 1: INTRODUCING THE MISSION

SIX BASIC SECURITY MANAGEMENT STEPS:

1. Keep calm and assess the situation
2. Contact supervision and, if necessary, emergency responders
3. If required - evacuate, relocate 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

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

EXAMPLES OF TERRORIST MOTIVATION CAN INCLUDE:

- Political or religious beliefs
- Hatred of the United States
- Anger with Federal, State or Local Government
- Desire for money through criminal activity
- Revenge against an employer or fellow employee
- 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 INCLUDE:

- World Trade Center and Pentagon attacks on 9/11
- Oklahoma City bombing of Federal Building
- Atlanta Olympics bombing
- Bus bombing in Israel
- Car and truck bombings in Iraq, Turkey and Saudi Arabia
- D.C. Beltway snipers
- Church bombings in the South
- Unabomber letter bombs
- New Jersey anthrax attacks
- Attacks and bombings in Afghanistan
- Attacks and bombings in Northern Ireland
- Bali, Indonesia night club bombing
- Abortion clinic bombings
- Tokyo subway sarin gas attack

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

SUMMARY OF THE TERRORIST THREAT:

- Terrorism is not a new phenomenon
- Terrorists have a wide variety of motives, tactics and preferred targets
- We can expect more terrorism in the U.S.
- Most terrorist attacks have been bombings
- Chemical, biological and nuclear threats will probably increase

Module 3: TARGETING SCHOOLS, SCHOOL BUSES AND STUDENTS

REASONS SCHOOL FACILITIES/SCHOOL BUSES ARE GOOD 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

SECURITY THREATS AND SECURITY INCIDENTS

- 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.

Module 4: BEING THE EYES, EARS AND PROTECTOR OF THE COMMUNITY

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 belongs 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 emergency responders

RECOMMENDED SECURITY PROCEDURES FOR SCHOOL BUS DRIVERS:

- Be familiar with state, school department and city security guidelines
- Remove keys from ignition when vehicle is unattended
- Conduct pre-trip and post-trip when vehicle is unattended
- Maintain an uncluttered bus
- Maintain constant awareness of people and activities
- Trust your personal gut reaction
- Immediately report any operational security weaknesses

Module 5: INSPECTING THE BUS, FACILITIES AND THE SURROUNDINGS

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 the frame/fresh undercoating |
| Engine compartment | Odd wires or liquids/unusual welds/new tape |
| Tires | Unusual odor from air valve |
| Fenders | Unusual thickness |

Module 6 IDENTIFYING AND REPORTING UNUSUAL BEHAVIOR

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 of 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

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 sweat or act extremely nervous
- May not make eye contact
- May be non-communicative or uncooperative

CHARACTERISTICS TO BE NOTED WHEN REPORTING SUSPICIOUS PEOPLE:

- | | |
|--------------------|----------------------|
| • 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 |

Module 7: IDENTIFYING AND REPORTING UNUSUAL VEHICLES

- Vehicles that are repeatedly seen in the vicinity
- Vehicles following or shadowing school buses
- Vehicles parked in out of the ordinary or unauthorized locations
- Vehicles parked for extended periods of time where one would not expect a vehicle to be parked
- Vehicles riding low on springs, especially in the rear
- Vehicles holding large containers, such as drums, in the rear or in the back seat
- Vehicles with wires, string, or ropelike material strung from the front seat to the rear or from small containers on the front floorboard
- Vehicles that 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

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

Module 8: UNDERSTANDING THE WEAPONS

COMPONENTS OF AN IMPROVISED EXPLOSIVE DEVICE (IED)

- A power supply consisting of some form of battery
- 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

CHEMICAL, BIOLOGICAL AND RADIOLOGICAL (CBR) WEAPONS

- Weapons of mass destruction are defined as any explosive, incendiary, bomb, grenade, rocket having a propellant charge, missile having an explosive incendiary charge, or mine or device similar to the above; poison gas; a weapon involving a disease organism; or a weapon that is designed to release radiation or radioactivity at a level dangerous to human life.
- Chemical agents are intended to kill, seriously injure, or incapacitate people through physiological effects. Categories of chemical agents classified by their affect on the body include nerve, blister, blood and choking.

- Examples of biological weapons include Anthrax, Ricin or Smallpox. 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.
- 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.
- Different substances can affect individuals in different ways and can enter the body through a variety of means, but are limited to the following:
 - ✓ Being absorbed through the skin or eyes
 - ✓ Being injected through broken or punctured skin
 - ✓ Being ingested through the mouth
 - ✓ Being inhaled through the mouth or nose

Module 9: REACTING TO SUSPICIOUS ITEMS, DEVICES AND SOUNDS

SUSPICIOUS PACKAGES OR OBJECTS:

- Are placed in out-of-the way locations where they are not easily seen
- Are accompanied by 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 accompanied by a suspicious cloud, mist, gas or vapor
- Are common objects in abnormal locations, such as baby strollers or back packs
- Are uncommon objects in common locations, such as gas cylinders

GENERAL RULES TO AVOID INJURY FROM A DANGEROUS OBJECT:

- NEVER touch, move or cover the suspicious object or device
- 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

Module 10: REACTING TO DANGEROUS SUBSTANCES

- Suspicious substances come in many forms or states that can be identified in terms of an odor, vapor, gas, mist, liquid, solid or powder.
- All suspicious substances should be avoided by evacuating the area and immediate emergency assistance should be requested.

INDICATORS OF A POSSIBLE CHEMICAL AGENT RELEASE:

- Existence of a threat
- Sick or dead birds, animals or people
- The absence of insects or large quantities of dead insects
- Signs that foliage is abnormally changing colors, withering or dying
- Unusual liquid, spray or vapor in the air
- Suspicious devices or packages

SYMPTOMS OF A CHEMICAL RELEASE ARE IF 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 unexplained odor

INDICATORS OF A POSSIBLE BIOLOGICAL AGENT RELEASE:

- Existence of a threat
- Sick or dead birds, animals or people
- Unusual illnesses within the region
- Unusual liquid spray or vapor in the air
- Suspicious devices or packages

INDICATORS OF A POSSIBLE RADIOLOGICAL AGENT RELEASE:

- Existence of a threat
- A presence of radiological equipment such as spent fuel canisters
- Nuclear warning materials along with unexplained casualties

OVERALL SIGNS OF A CHEMICAL, BIOLOGICAL OR RADIOLOGICAL RELEASE ARE:

- An unexplained pungent odor
- A suspicious package emitting a vapor or odor or an oily liquid
- Abandoned aerosol or manual spray devices
- A cloud, mist, fine powder, liquid or fog with no identifiable suspected source

Module 11: EVACUATING, RELOCATING OR SHELTERING IN PLACE

RESPONSE PRIORITIES IN ANY ATTACK ARE TO:

- Protect yourself
- Notify appropriate authorities
- Protect students and others
- Quarantine victims
- Assist students and others
- Assist emergency responders

RESPONSE 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

RESPONSES TO PROTECT OTHERS:

- If explosive device is suspected outside the school bus, open the doors and windows of the bus and, if the vehicles can be safely moved, relocate vehicle upwind and away from danger
- If CBR release is outside the school bus, first shelter in place by staying in the vehicle, shutting HVAC off, closing windows and doors and, if the vehicle can be safely moved, relocate vehicle upwind and away from danger
- If explosive device or CBR release is inside the school bus, evacuate students 1000 feet upwind and updrift from the vehicle and prohibit use of cell phones within 300 feet of the vehicle

RESPONSES TO ASSIST OTHERS:

- Enlist the assistance of students or others to help victims
- Do not move injured victims unless they are in danger of further harm or exposure
- Do not do things that you are incapable of doing or have not been trained to do

Module 12: MANAGING THE STUDENTS AND THE SCENE

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 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
- 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
- Identify yourself to first responders upon their arrival
- Inform first responders about what has occurred
- Await direction from Incident Commander, be the fire department, emergency medical services, or law enforcement, and await direction from management

SPECIFIC STEPS IN ASSISTING EMERGENCY RESPONDERS INCLUDE:

Module 13: HANDLING CONFLICT AND ACTS OF VIOLENCE ON THE BUS

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

- Stay calm and maintain control; do not overreact to the situation
- Look for ways to diffuse the situation
- Look for way to alert emergency response
- If possible, park the school bus in a public place and do not operate it
- Open bus doors
- If there are no students on board, look for a way to escape the vehicle
- If a weapon is involved, do not attempt to grab it or make sudden movements
- Make every effort to make the assailant feel that you are cooperating
- If violence is directed toward a student passenger, immediately contact emergency response and intervene only if it is safe to do so
- Provide information to emergency response on school bus location and on the nature of the incident including descriptions of assailant(s) and any weapons involved
- Complete required forms and documentation

Module 14: DEALING WITH A HOSTAGE SITUATION

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.
- Report concerns to dispatch/authorities if suspicious people/activities are present and drive bus out of area.
- Do not open doors if suspicious 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 dangerous package. 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, pretend bus is broken down and get everyone off vehicle. 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

Module 15 - SUMMARIZING THE CRITICAL ISSUES

REVIEW OF KEY ISSUES IN SCHOOL BUS DRIVER SECURITY:

- Threats of terrorism and violence
- Being the eyes and ears of the community
- The school bus driver as the first line of defense
- Inspecting buses and surroundings
- Reacting to and reporting unusual behavior and vehicles
- Potential weapons that could be used
- Reacting to and reporting suspicious items and devices
- Reacting to and reporting dangerous substances
- Evacuating, relocating and sheltering in place
- Managing students and the incident scene
- Handling conflict and threats of violence
- Surviving a hostage situation

REVIEW OF SIX BASIC SECURITY MANAGEMENT STEPS

1. Keep calm and assess the situation
2. Contact supervision and, if necessary, emergency responders
3. If required - evacuate, relocate 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