

# HAZARD, HARM AND RISK IN YOUR SCHOOL BUS 'HOOD

2012-2013 DRIVER  
ATTENDANT  
REFRESHER  
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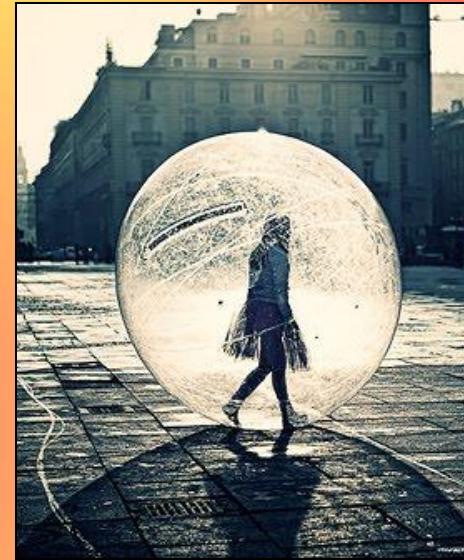
# LOGISTICS

- Parking
- Bathrooms
- Emergency exits
- Smoking
- Breaks
- Cell phones/pagers
- CPR/First Aid/Defibrillator



# WHAT IS SAFE?

- The word “safe” means different things to different people.
- For many, being safe is the “absence of risk or harm.”
- However, there is risk in almost everything we do.
- Speed limits are set to create safety, but accidents occur even when drivers obey the speed limit.



**Safety is the  
absence of (as  
much) RISK (as  
possible)**

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# HOW SAFE CAN THINGS BE?

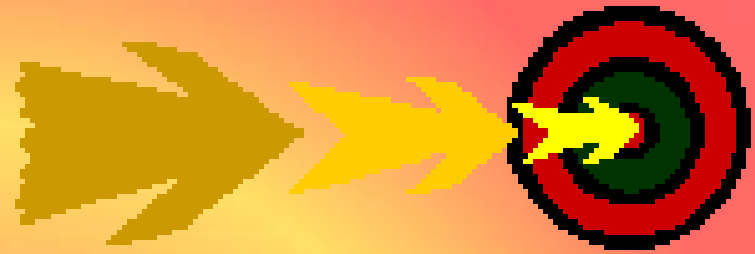
- What would be the “safe” speed limit ?
- What would be a “safe” way to back up?
- What would be the “safe” way to cross a child?
- What is a “safe” following distance?
- What is the “safe” way to talk on your cell phone?
- What is the “safe” way to deal with a hijacker?

**Which  
can be  
made  
completely  
safe?**





# GOALS FOR TODAY



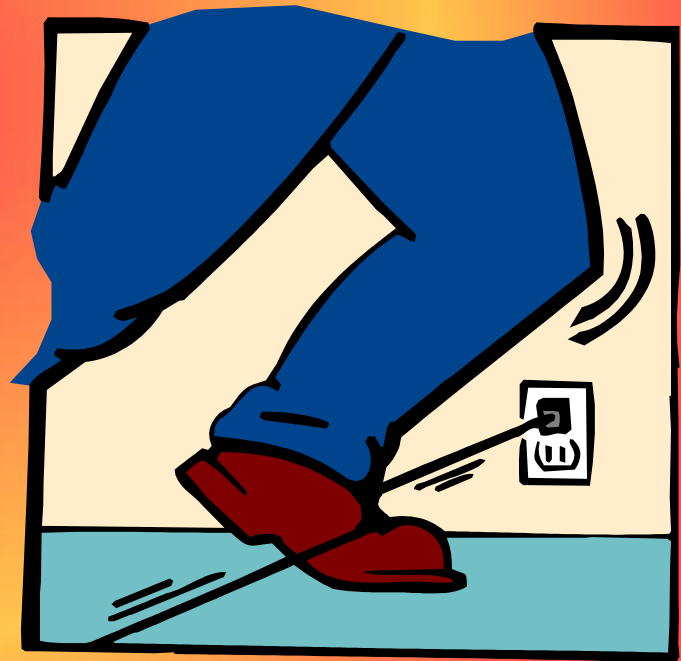
**At the end of this presentation, you will be able to:**

- Explain the meanings of safety, hazard, harm and risk
- Understand how probability and severity define risk
- Identify situations of potential risk
- Describe how “bad guys” plan
- Discuss how to act in response to different types of potentially dangerous situations

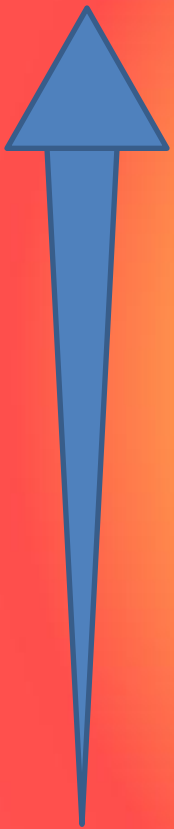
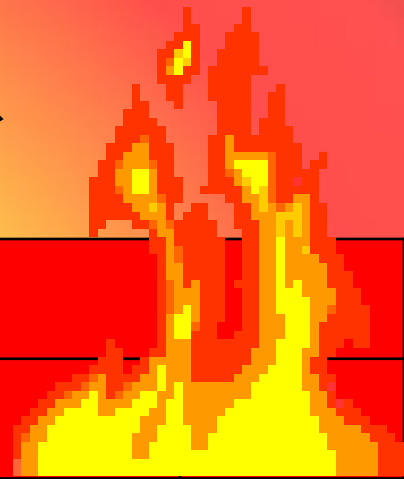
**HAZARD** – Potential source of harm

**HARM** – Physical injury or damage

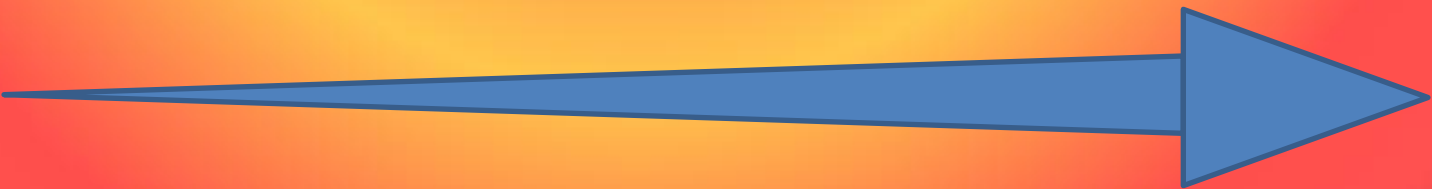
**RISK** – Probability and severity of harm



# RISK ASSESSMENT MATRIX



|               |                         |                    |                    |                   |                    |
|---------------|-------------------------|--------------------|--------------------|-------------------|--------------------|
| Very likely   |                         |                    |                    |                   |                    |
| Probable      |                         |                    |                    |                   |                    |
| Possible      | RISK =<br>LOW           | RISK =<br>MODERATE | RISK =<br>HIGH     | RISK =<br>EXTREME |                    |
| Unlikely      |                         |                    |                    |                   |                    |
| Very unlikely |                         |                    |                    |                   |                    |
|               | Insignificant<br>Danger | Minor<br>Danger    | Moderate<br>Danger | Major<br>Danger   | Critical<br>Danger |



# WHAT RISK LEVEL?

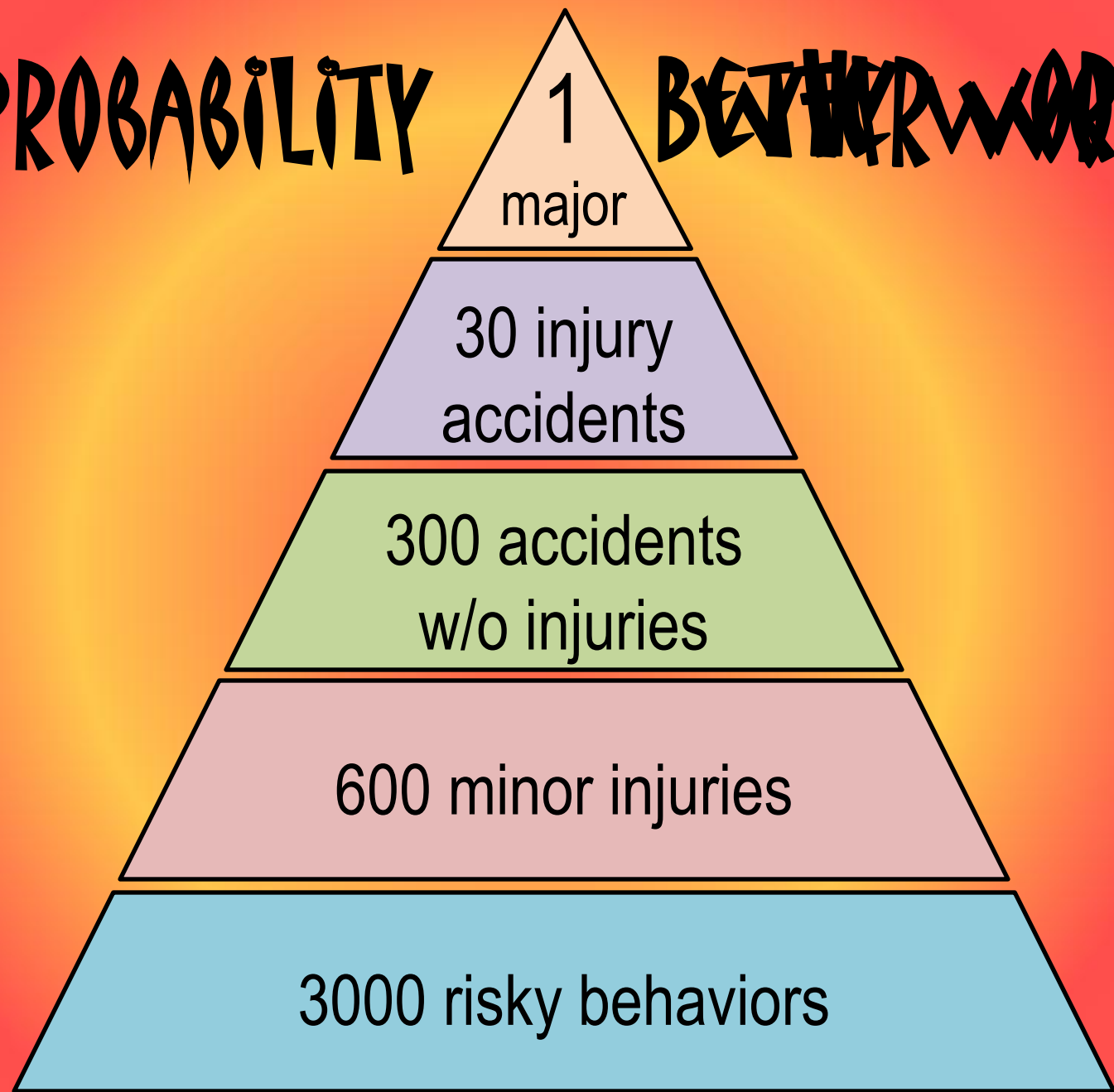
1. Children playing ball near street
2. “He is an accident waiting to happen”
3. Broken mirror on the bus
4. Epileptic seizure
5. Child check system broken
6. Vehicle follows bus throughout route
7. Child’s backpack caught in bus door
8. Driver doesn’t wait until children are 15’
9. Child says, “My brother is going to get you.”
10. Driver kisses child on the cheek

**LOW**  
**MODERATE**  
**HIGH**  
**EXTREME**



**LOW PROBABILITY**

**BETTER WORRY**



# WHAT TO WATCH FOR:

- Violence/gangs
- Abduction
- Sexual predators
- Parents
- Hijacking
- Terrorists
- Animals
- Workplace violence
- Weather



How might you imagine these scenarios unfolding on your route, yourselves, which perpetrator group and planning? which all?

# YOUR TOOLS

- Driver and attendant observation
- Student observation
- Knowledge of your route/bus/students
- Dispatch/routers/safety staff
- Training
- 911
- First Observer®



# BAD GUY'S TOOLS!



Stages in planning an operation

1. Choosing a target
2. Support operations
  - Logistics
  - Equipment
  - Communication

3. Casing

- Photographs
- Sketches
- Improper questions

4. Rehearsal

- Validate plan
- Test YOUR readiness

5. Attack



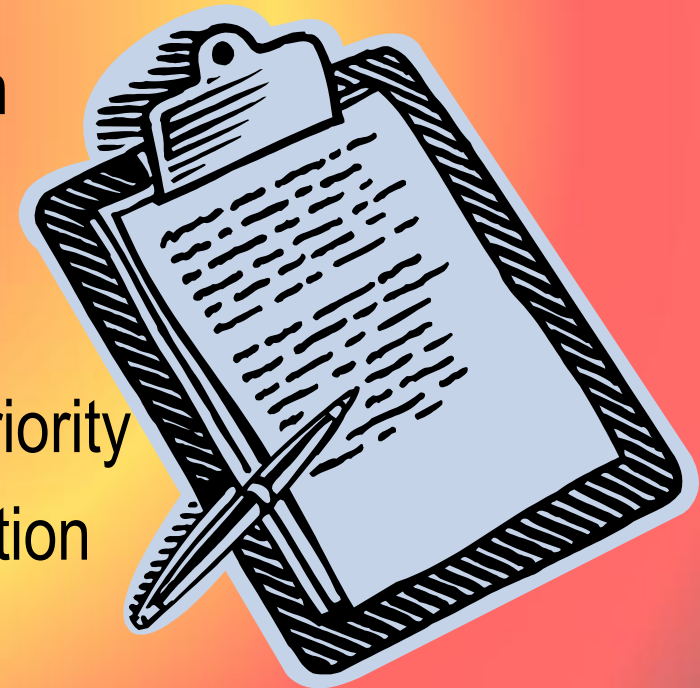
# WHAT TO REPORT

- Vehicles in inappropriate places
- Suspicious photography
- Persons in unauthorized areas
- Unusual questions
- Vehicles shadowing you
- Strangers in the community
- Encounters at bus stops
- Things that are out of place



# HOW TO REPORT

- Advice
  - Be aware of what got your attention
  - Record key details
  - “Zoom out” to see the whole situation
  - Strive for accuracy
- Cautions
  - Driving and children’s safety is the priority
  - Don’t compromise for future observation
  - Accomplices nearby?



# PROTECT YOURSELF AND YOUR KIDS

- NO unauthorized person on your bus
- Do not leave bus unattended
- Always do a complete pre-trip
- Move bus away from danger
- Always call base/secure bus
- Report student concerns
- Comply with demands
- Don't release students to danger
- Ask yourself, "Can I help?" before acting



**Buses bombed in  
Pontiac MI, 1971**



# GANGS SIGNS...ACROSS NYS

- Colors
- Terminology or slang
- Tattoos
- Graffiti and “Lit”
- Initiations
- Handsigns
- Unexplained cash or goods
- **Get help from the school!** (principals, safety officers)





# Gangs gaining power in suburbs

By JORGE FITZ-GIBBON  
THE JOURNAL NEWS  
(Original Publication: April 5, 2006)

WHITE PLAINS — A 34-year-old man is stomped in a graphic videotape, suffering a brain injury outside a Spring Valley convenience store because he didn't move his car to make room for a gang member's SUV.

An upstate teenage girl displays gang tattoos on her breasts in a photograph and tells a counselor her initiation involved having sex with seven gang members when she was 11 years old.

Other photos show youngsters whose faces were disfigured by razor blades, knives and even a machete in gang attacks.

The images are from yesterday's first Westchester County Youth Violence Summit, and they highlight what officials call a growing trend in the Lower Hudson Valley — gangs in the suburbs.

"For a long time we said it couldn't come here," county Assistant District Attorney Andy Grascia said at one of 14 seminars at the summit. "But are we immune to these problems?"

"It's a community-based problem," Grascia said. "It's our young kids."

Sponsored by District Attorney Janet DiFiore and County Executive Andrew Spano, the all-day summit drew more than 400 educators, social-service workers and law-enforcement officials from throughout the state to the Westchester County Center.

"We're here because we're hoping to get more information," said Lisa Velazquez, a caseworker at Arms Acres, a Carmel treatment center. "I'd call it an epidemic that's going around."

Since 1998, the Westchester district attorney's office has identified some 30 gangs in the county with about 1,500 members, DiFiore said. She said more than 900 gang-related cases have been referred to her office for prosecution during that time.

"People in Westchester — throughout Westchester County — have to realize this is not a localized problem that affects only urban areas," said Spano. "It affects everybody. The suburbs, rural areas, are not exempt from it."

And the cost of gang activity is staggering, said keynote speaker Greg Owens of the Office of Strategic Planning and Policy Development at the state Office of Children and Family Services. Owens said gang violence costs the nation as much as \$425 billion, including \$90 billion in criminal-justice costs

# WEAPONS

- Believe student's report
- Use radio code
- If weapon is not displayed
  - do not intervene
  - Allow school to handle
- If threats are made
  - Try and get children off bus
  - Talk calmly, agree, empathize
  - Don't try and overpower



# PARENTS

- Boarding bus
- Disciplining other's children
- Asking for stop changes
- Following bus
- Non-custodial abductions
- Know who has custody
- Politely refer parents to your supervisor



# ANIMALS

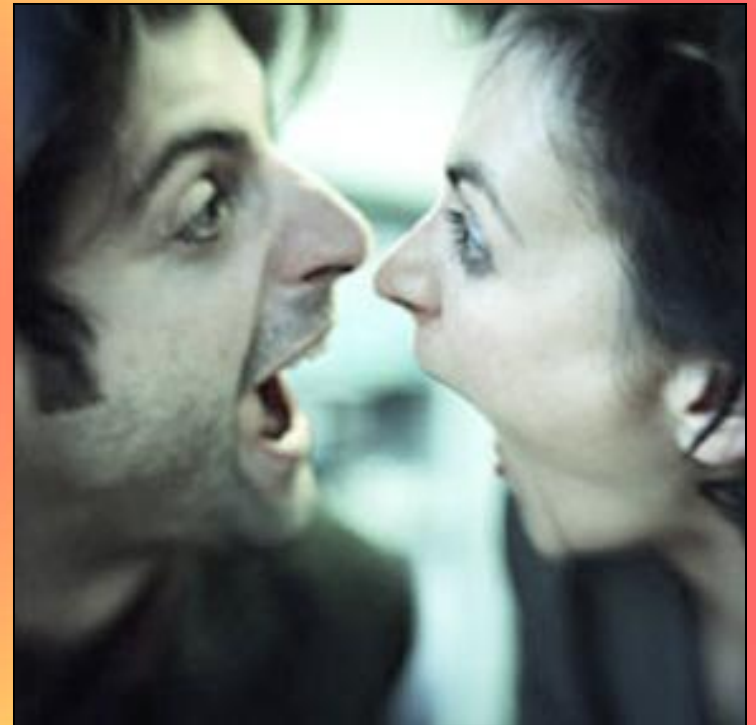
- Report unknown animals even if they don't attack
- Dogs
- Wild animals
- Rabid animals
- Can you scare the animal with bus noises?
- Don't go outside without a plan!





# WORKPLACE VIOLENCE

- Work tensions
- Ex-employee
- Family/relationship problems
- Unknown person
- Most confrontations start as simple disagreements
- Say/do/tell something



# WEATHER

- Floods
  - Don't drive where you can't see
  - Evacuate to higher ground
- Severe Thunderstorms
  - Park bus safely away from trees
  - Power out – watch intersections
- Tornadoes
  - Get children in a building or in a ditch away from the bus
- Earthquakes
  - Stop the bus away from overpasses, bridges, and buildings, fasten seat belts, wait for shaking to stop



- Get in groups of 4-6
- Discuss scenario
- Evaluate circumstances
- What would you have done?
- What should base have done?
- What should the school have done?
- Eliminate as much RISK as possible



Scenario #1

Parent  
follows bus

Scenario #2

Upset  
Driver

Scenario #3

Left child  
with stranger

Scenario #

Flooded  
bus stop



# YOUR LAST CHANCE....



- QUESTIONS?
- COMMENTS?
- OBSERVATIONS?

# NOW THAT YOU KNOW....

- What do safety, hazard, harm and risk mean?
- How do probability and severity define risk?
- What are 10 situations of potential risk?
- How do “bad guys” plan – How can you stop it?
- Identify common strategies for response to different types of potentially dangerous situations
- **(CONGRATULATIONS)** – you’re right on target



**KNOW YOUR 'HOOD  
KNOW YOUR KIDS  
KNOW YOUR TOOLS  
AND BE SAFE**



Thanks for shining  
the light on the  
lurking dangers  
facing you and  
your passengers