



**State of New Hampshire Department of Safety**  
John J. Barthelmes, Commissioner  
Earl M. Sweeney, Assistant Commissioner  
**Homeland Security and Emergency Management**  
Perry E. Plummer, Director  
Jennifer L. Harper, Assistant Director



January 16, 2018

Scott Baker, Principal  
Nottingham West Elementary School  
10 Pelham Road  
Hudson, NH 03051

Dear Mr. Baker,

I would like to thank you and your staff for participating in the voluntary physical security assessment conducted at your facility. The assessment program is one that requires active involvement from many stakeholders who are concerned with making our schools safer for students, faculty and the entire community. We greatly appreciate your partnership.

This recent assessment was conducted on 14 December 2017 by Scott Lambertson. The findings of the assessment may be helpful in the implementation of increased security at the Nottingham West Elementary School. The report enclosed with this letter identified three physical security capabilities for security considerations. The report also identified, by observation and meeting with your staff, how these three physical security capabilities were met.

In areas where the physical capabilities were not met, the report includes recommendations for improvement. These recommendations are intended to give some guidance in the event that school leadership determines security improvements are warranted.

Please feel free to contact us, at any time, if you wish to discuss this report further. If at any time you wish to consult with us, we will be happy to assist you in any way we can.

We also encourage you to contact us if any security upgrades have been made after this report was submitted. If upgrades are made, we will gladly update your current assessment with the newest information. We feel it is best to undergo this level of physical security review at least every three years.

Once again, thank you for your participation in this important exercise and thank you for making school safety a priority in your community.

Sincerely,

Perry E. Plummer  
Director

Enclosure

Office: 110 Smokey Bear Boulevard, Concord, N.H.  
Mailing Address: 33 Hazen Drive, Concord, N.H. 03305  
603-271-2231, 1-800-852-3792, Fax 603-223-3609  
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NWS

# Options For Consideration

## A. Surveillance

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> School officials need access to surveillance of the exterior of the facility's critical areas such as parking lots, playgrounds, and entryways. This access should be from office/work/break spaces or other restricted faculty/staff areas. School surveillance should not be viewed by general population or visitors on a regular basis.</p>				X	<p>The school has two exterior cameras. One camera is located at the main entrance, and the other exterior camera is located at the gym entrance. Consider a camera system that allows staff to view critical areas of the school campus such as building entryways, parking lots, and areas of congregation i.e. playgrounds, athletic fields. School officials need to be aware of their surroundings and/or have the ability to observe danger and potential threats. Surveillance cameras assist with deterring dangerous behavior, play an important role in evidence collection, and can be very valuable when used to locate victims and or perpetrators. If a surveillance system is being considered, make sure to consult with Hudson Police and Fire Departments.</p>
<p><b>Capability #2:</b> Internal security cameras should cover hallways and other common areas.</p>				X	<p>Nottingham West Elementary School has no internal surveillance cameras. Consider installing a camera surveillance system for the school campus. School officials need to be aware of their surroundings and/or have the ability to observe danger and potential threats. Surveillance cameras assist with deterring dangerous behavior, play an important role in evidence collecting, and can be very valuable when used to locate victims and or perpetrators. If a surveillance system is being considered, make sure to consult with Hudson Police and Fire Departments.</p>
<p><b>Capability #3:</b> Exterior security cameras should cover the exterior of the school at key areas such as common areas of congregation, areas of repeat incidence, critical infrastructure, and entryways.</p>				X	<p>Consider installing a camera surveillance system for the school campus. School officials need to be aware of their surroundings and/or have the ability to observe danger and potential threats. Surveillance cameras assist with deterring dangerous behavior, play an important role in evidence collecting, and can be very valuable when used to locate victims and or perpetrators. If a surveillance system is being considered, make sure to consult with Hudson Police and Fire Departments.</p>
<p><b>Capability #4:</b> Exterior emergency doors should be covered by security cameras.</p>				X	<p>Nottingham West Elementary School has no surveillance cameras for emergency doors.</p>

**B. Access Control**

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> There should only be one main entrance to all school buildings. Physical barriers/preventative measures should be in place allowing all persons to enter only from a singular access entry point after interactions/permissions/authorizations from school staff have been granted. If a school has multiple public access entry points they should all meet the same security capabilities. This capability should be in place at a minimum during normal school hours, or when a significant population of students is in the building.</p>	X		X		<p>During the school day, visitors must request access to the school's interior at the main entrance. The main entrance exterior consists of one set of doors. The exterior sets of doors are locked throughout the school day (Figure 2). A visitor must communicate with the main office through an intercom system in order to gain access to the school's interior (Figure 3). Once inside, a visitor is confronted by a second set of doors which are unlocked and open. All of the doors and windows have large panes of tempered glass, offering an effective but limited physical barrier.</p> <p>Consider replacing the tempered glass with bullet resistant glass, laminated glass, adding a laminated film to the current panes of glass, or reducing the amount of glass at these entrances.</p>
<p><b>Capability #2:</b> The first opportunity for conflict is the main entrance. Conflicts may increase as entry is denied to a potential perpetrator. The area where visitors first interact with school staff should be fortified with protective construction material such as concrete and tempered glass. Reception personnel should be provided with the capability to be protected from perpetrators by mitigating physical interactions with them.</p>			X		<p>Ideally a front entrance would be configured as illustrated in Figure 4. The school already has some design in place like the set of locked exterior doors at the main entrance as well as the intercom and surveillance camera.</p> <p>The recommended entrance design also allows for any business, i.e. visitor sign in, to take place within a secured area that provides protection for office staff and does not allow visitors free access to the main office or school.</p>
<p><b>Capability #3:</b> Credentials/ID system for faculty, staff, and visitors play a key role in identifying persons during emergencies. Emergency responders, parents, and students need a way to rapidly identify authorized/non-authorized personnel. Identifying visitors in the building during an emergency is critical for evacuation and threat identification. Visitor credentials should have expiration dates and be returned/destroyed after use.</p>	X				<p>Remind staff that wearing the provided credentials at all times is essential to providing quick and positive identification. This is especially critical when emergency responders from outside your community are providing assistance at your school location. Consider including each staff member's emergency response position/duty on the back of the ID for ease in first responder's identification and to ensure each staff member is prepared in case of an incident.</p> <p>Visitors are required to sign in at a table outside the main office. The school uses a sticker visitor badge. Visitors are required to wear the sticker on their clothing. Visitors are also requested to sign out at the main office and to turn in their sticker badge (Figure 5).</p> <p>The school has an effective credentialing ID system for staff (Figure 6).</p>



Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #4:</b> Glass features in or around the interior doors at the front entrance of the school, ground level of the school and/or the entry to a classroom should be designed in such a way that would prevent unauthorized intrusion into that space or the building if the glass was compromised. This can be done with reinforced glass, reinforced window panes, and/or reduced size window panes small enough to prevent unauthorized entry.</p>		X	X		<p>Consider reducing the amount of glass at entrances, offices, and classroom doors. Consider replacing the tempered glass with bullet-proof glass, laminated glass, or adding a laminated film to the current panes of glass in exterior windows.</p>
<p><b>Capability #5:</b> Classrooms are areas of protection during hostile actions. Classroom doors should be equipped with locking mechanisms that allow staff to lock the doors from the inside. Compliance with fire safety codes is required.</p>				X	<p>Consider replacing door locks with a locking mechanism which allows doors to be locked from inside of the classroom without the need for a key. Or, keep all classroom doors locked so there is no need to manipulate the lock with a key during an active threat. Consider labeling door locking mechanisms with the word "Lock" and a directional arrow (Figure 7). For consistency, the same door locking mechanism is recommended for all classrooms.</p>
<p><b>Capability #6:</b> Door locking systems that are electronic allow administrators to effectively restrict access and/or mitigate lost/stolen metal keys. Understanding the type of locking system used at a school is very important. Generally, electronic systems offer higher security ability.</p>	X				<p>The school doors have key locks with electronic locks on all exterior doors being used for faculty/staff members to be able to enter the school building from a number of different doors except the kitchen. As a reminder, keep an updated key policy that requires accountability of all keys. Maintaining a key procedure that requires inventory, issue, and accountability will eliminate the risk of lost or stolen keys. Ensure that keys are not copied outside of authorization granted by the school administration, and they are used only in accordance with policy. Consider budgeting to have the locks rekeyed every 4 or 5 years to account for lost keys.</p>
<p><b>Capability #7:</b> Classroom doors that are glass panel equipped should also have shades that can block visibility into the room preventing unauthorized persons trying to locate victims.</p>		X	X		<p>A uniformed window shade throughout the school for common areas, classrooms, and offices is beneficial, such as one that requires minimum action to drop and cover. The less manipulation needed to cover a door window the better. Also, ensure that window shades cover the entire window.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during an emergency. These doors are designed to allow persons to exit, but not enter. These doors should not have opening hardware accessible from the outside. These doors should be resistant to vandalism and unauthorized entry.</p>	X				<p>The school exterior doors that were observed are resistant to vandalism and unauthorized entry. Inspect all exterior doors. Door hinges should not be exposed to the outside or they should have tamper resistant protective hinge coverings. Consider replacing any hinges which do not have a set-screw or some other way of making them tamper resistant.</p>

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #9:</b> A proper and routine maintenance program is vital to ensuring school buildings perform as intended. Careful and routine inspections should ensure that all exterior doors are maintained properly and are in good working order.</p>	X				<p>The exterior doors that were assessed appeared to be well maintained and in good working order. Not every exterior door was viewed during the assessment. Consider a regular door maintenance program. Review hinges and door closers with commercial grade hardware regularly. Ensure that emergency responders are included in decisions affecting emergency access and egress.</p>
<p><b>Capability #10:</b> Exterior doors, and most doors in a school, should never be left unattended in the open position. These doors should all be equipped with commercial grade automatic closing hardware. Solid core doors offer much higher protection from forced entry and projectiles. All doors in the building should be solid core doors.</p>	X				<p>All doors viewed were solid-core doors and appeared to have efficient automatic closing hardware. Not every door in the school was viewed during the assessment. A door maintenance program will help to identify any doors that need to be upgraded. Inspect and consider upgrading all doors to be effective and consistent. Solid-core doors with commercial grade automatic closing hardware provide the most capable security when door use is necessary. Limit door use and do not chock or block doors open at any time.</p>
<p><b>Capability #11:</b> Unauthorized vehicles should never be allowed near school buildings where they could block an entrance and/or assist in accessing the building's roof. Exterior design of the building, landscaping, and other crime prevention through environmental design techniques should be used in such a way to prohibit unauthorized vehicles coming within close proximity of the building and doors.</p>		X	X		<p>Consider bollards in front of all exterior doors. Ensure that emergency responders are included in decisions affecting emergency access and egress such as gates and fences. For most schools, during student drop-off and pick-up timeframes, the traffic in the area may become congested; the ability for emergency vehicles to access the school would be delayed. Special attention must be paid to the challenge of emergency personnel who would need to arrange emergency apparatus staging during these times. Consider conducting a traffic study that may determine improvements for traffic flow and vehicle access design.</p>
<p><b>Capability #12:</b> Well intentioned and esthetically pleasing exterior design features of a building or landscaping can be used to gain unauthorized roof access. Trees, light posts, fences and other natural features are to name a few. These areas should be inspected routinely and mitigated near buildings.</p>	X				<p>During the assessment, there was no design features observed that could be used to gain access to the roof. Regularly inspect the landscape around the school so that overgrowth, such as trees and shrubbery, does not affect the ability to view the building, allow access to the roof, or impede first responder's access to areas around the school.</p>

### C. Emergency Alerting

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> School leadership should have the ability to address the entire school's population from the main office. Schools should have a public address system that allows communications from the office to the entire school including key places of assembly outside of the building.</p>		X	X		<p>The school has a public address system which can be heard throughout the interior of the school but not the exterior. Consider a public address system that allows communications from the office to the entire school including key places of assembly outside of the building.</p>
<p><b>Capability #2:</b> All classrooms and key areas should be able to communicate with the office during emergencies. This includes, at least, classrooms and common areas.</p>		X	X		<p>The classrooms do not have phones but do have an intercom system that allows staff to communicate with the office. The school also has portable radios that allow staff throughout the school to communicate with the main office. During the assessment, there was a discussion about poor cell service in parts of the building. Consider installing a phone system for the classrooms that would provide an additional way to communicate with the office as well as dial 9-1-1 without the concern of poor cell phone service.</p>
<p><b>Capability #3:</b> In the event of a natural/manmade disaster or communication system overload, hard wired telephones and cell phone systems can be disabled or overloaded. Schools should have redundant communication systems/alerting systems in order to be able to summon emergency response services (i.e., radios, panic alarms).</p>		X			<p>The school has no panic alarms but does have 20 portable radios that are issued to staff for internal use. Consider adding a panic alarm system.</p>
<p><b>Capability #4:</b> When emergency personnel arrive at school they need to be able to communicate with school staff and their own response organizations. Schools should have the necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel everywhere in the building. These systems should be tested regularly.</p>		X	X		<p>The school does have radio communications but does not have a repeater. Recommend regular training including all emergency response agencies in order to make sure that they recognize and identify emergency communications needs, shortcomings and procedures. Ensure that any interior and exterior areas of assembly that are affected by portable radio problems are avoided during exercises and identified in the school EOP. Consider installing a radio repeater which enhances radio power to cover longer distances.</p>
<p><b>Capability #5:</b> In the event that the central office communications system is not available, a school should have the ability to make announcements from anywhere in the school other than the office.</p>				X	<p>The school does not have the ability to make announcements from anywhere in the school building other than the main office. Consider upgrading the school communication system so that announcements can be made from anywhere in the school other than the office.</p>



Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #6:</b> Rapid communications to the public regarding urgent matters is an effective way to communicate official information to the public and help calm concerns. Schools should have a mass notification system for the community.</p>	X				<p>The school uses the School Messenger mass notification system to communicate with parents, guardians, and faculty/staff members. Make sure to consistently update lists of contacts to include all emergency response agencies and their dispatching offices. Consider scripting canned messages to assist in emergency scenario preplanning</p>
<p><b>Capability #7:</b> Emergency responders need to rapidly orient themselves to their surroundings during emergencies. Key access points such as windows and doors that are labeled with identifiers will assist responders in locating victims and perpetrators. Critical exterior doors/windows should be marked on the outside with a number or letter that is clearly visible to first responders.</p>		X	X		<p>Exterior doors are marked on the outside with a number that is clearly visible to first responders. Exterior windows are not numbered. Consider numbering windows. Make sure to coordinate with Hudson Police and Fire Departments whenever developing a numbering system for labeling the exterior windows and doors of the school. Labeling doors and windows allows emergency responders to be able to quickly orient themselves to the school buildings. School, fire, and police departments should have mapping that corresponds with all building labelling. Consider recommendations described in the NH HSEM door and window labeling guidance pamphlet.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during emergencies and not as routine or general entrances or exits. Perpetrators may attempt access via these doors. All emergency doors in the building should be equipped with alerting systems that signal if these doors are opened. When emergency doors alert, staff should check on them to detect disorder or threats. These doors should be covered by cameras to prevent repeat improper emergency door use.</p>		X	X		<p>Emergency doors are set up with an alarm system that is active only after school hours. Consider a review of the alarm system which would alert main office staff if an exit only door had been opened and ensure that they respond to an alert immediately.</p>
<p><b>Capability #9:</b> All telephones, within the school building, used to contact emergency responders must be 9-1-1 compliant. 9-1-1 compliant means that all phones used to contact emergency responders must connect to New Hampshire's PSAP by dialing the following sequence of numbers exclusively 9-1-1, 9-9-1-1 or 8-9-1-1. Once the 9-1-1 call is answered, the caller's location is immediately mapped and identified and emergency responders will be alerted. Every phone used by the school to contact emergency responders should be tested on a regular basis.</p>	X				<p>The school has the ability to dial 9-1-1 direct. Some phone systems require an 8 or 9 to be dialed prior to dialing 9-1-1. Also, phone systems may have an override, if the 8 or 9 are not dialed prior; the 9-1-1 call still goes through. If applicable, consider affixing a sticker on the phone or a guide near the phone that instructs a person on how to dial 9-1-1 (Figure 8). Ensure staff is familiar with how to dial 9-1-1 from the school phone system. For assistance with auditing and testing your phone systems to ensure that they are mapped and configured properly, contact the NH Division of Emergency Services and Communications, Data Operations Unit at (603)527-2069 or email at Database@e911.nh.gov.</p>



**State of New Hampshire Department of Safety**  
**John J. Barthelmes, Commissioner**  
**Earl M. Sweeney, Assistant Commissioner**  
**Homeland Security and Emergency Management**  
 Perry E. Plummer, Director  
 Jennifer L. Harper, Assistant Director



January 4, 2018

Ms. Lois Connors, Principal  
 Hills Garrison Elementary School  
 190 Derry Road  
 Hudson, NH 03051

Dear Ms. Connors,

I would like to thank you and your staff for participating in the voluntary physical security assessment conducted at your facility. The assessment program is one that requires active involvement from many stakeholders who are concerned with making our schools safer for students, faculty and the entire community. We greatly appreciate your partnership.

This recent assessment was conducted on 6 December 2017 by Scott Lambertson. The findings of the assessment may be helpful in the implementation of increased security at the Hills Garrison Elementary School. The report enclosed with this letter identified three physical security capabilities for security considerations. The report also identified, by observation and meeting with your staff, how these three physical security capabilities were met.

In areas where the physical capabilities were not met, the report includes recommendations for improvement. These recommendations are intended to give some guidance in the event that school leadership determines security improvements are warranted.

Please feel free to contact us, at any time, if you wish to discuss this report further. If at any time you wish to consult with us, we will be happy to assist you in any way we can.

We also encourage you to contact us if any security upgrades have been made after this report was submitted. If upgrades are made, we will gladly update your current assessment with the newest information. We feel it is best to undergo this level of physical security review at least every three years.

Once again, thank you for your participation in this important exercise and thank you for making school safety a priority in your community.

Sincerely,

Perry E. Plummer  
 Director

Enclosure



HGS

# Options For Consideration

## A. Surveillance

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<b>Capability #1:</b> School officials need access to surveillance of the exterior of the facility's critical areas such as parking lots, playgrounds, and entryways. This access should be from office/work/break spaces or other restricted faculty/staff areas. School surveillance should not be viewed by general population or visitors on a regular basis.				X	Hills Garrison Elementary School has no surveillance cameras.  Consider a camera system that allows staff to view critical areas of the school campus such as building entryways, parking lots and areas of congregation i.e. playgrounds, athletic fields.  School officials need to be aware of their surroundings and/or have the ability to observe danger and potential threats. Surveillance cameras assist with deterring dangerous behavior, play an important role in evidence collection, and can be very valuable when used to locate victims and or perpetrators. If a surveillance system is being considered make sure to consult with Hudson Police and Fire Departments.
<b>Capability #2:</b> Internal security cameras should cover hallways and other common areas.				X	Hills Garrison Elementary School has no surveillance cameras.
<b>Capability #3:</b> Exterior security cameras should cover the exterior of the school at key areas such as common areas of congregation, areas of repeat incidence, critical infrastructure, and entryways.				X	Hills Garrison Elementary School has no surveillance cameras.
<b>Capability #4:</b> Exterior emergency doors should be covered by security cameras.				X	Hills Garrison Elementary School has no surveillance cameras.

**B. Access Control**

Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #1:</b> There should only be one main entrance to all school buildings. Physical barriers/preventative measures should be in place allowing all persons to enter only from a singular access entry point after interactions/permissions/authorizations from school staff have been granted. If a school has multiple public access entry points they should all meet the same security capabilities. This capability should be in place at a minimum during normal school hours, or when a significant population of students is in the building.</p>		X		X		<p>During the school day, visitors must request access to the school's interior at the main entrance. The main entrance exterior consists of two sets of doors. The exterior sets of doors are unlocked throughout the school day, allowing a visitor to enter into a vestibule (Figure 2). Once in the vestibule, a visitor is confronted by the second set of doors which are locked. There is a tempered glass window in the vestibule that allows office staff to view visitors. A visitor must communicate with the main office through an intercom system in order to gain access to the school's interior (Figure 3). All of the doors have large panes of tempered glass, offering an effective but limited physical barrier. Consider replacing the tempered glass with bullet resistant glass, laminated glass, adding a laminated film to the current panes of glass, or reducing the amount of glass at these entrances.</p>
<p><b>Capability #2:</b> The first opportunity for conflict is the main entrance. Conflicts may increase as entry is denied to a potential perpetrator. The area where visitors first interact with school staff should be fortified with protective construction material such as concrete and tempered glass. Reception personnel should be provided with the capability to be protected from perpetrators by mitigating physical interactions with them.</p>		X				<p>As seen in Figure 3, the area where visitors first interact with school staff is inside the main entrance vestibule. The main entrance vestibule has interior doors, each with large panes of tempered glass. The interior doors are locked, and visitors must communicate with the main office staff through an intercom system. There is also a tempered glass windows in the vestibule that allows office staff to view visitors.</p> <p>The schools main entrance is effective and does well with meeting Access Control #2. Ideally a front entrance would be configured as illustrated in Figure 4. The school already has some design in place like the set of locked interior vestibule doors at the main entrance and a tempered glass window inside the vestibule. The recommended entrance design also allows for any business, i.e. visitor sign in, to take place within a secured area that provides protection for office staff and does not allow visitors free access to the main office or school.</p>

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #3:</b> Credentials/ID system for faculty, staff, and visitors play a key role in identifying persons during emergencies. Emergency responders, parents, and students need a way to rapidly identify authorized/non-authorized personnel. Identifying visitors in the building during an emergency is critical for evacuation and threat identification. Visitor credentials should have expiration dates and be returned/destroyed after use.</p>	X				<p>Visitors are required to sign in at the main office. The school uses a sticker sign in system. The sticker provides a carbon copy which acts as a visitor log. Visitors are required to wear the sticker on their clothing. Visitors are also requested to sign out at the main office and to turn in their sticker badge. The school has an effective credentialing ID system for staff.</p> <p>Remind staff that wearing the provided credentials at all times is essential to providing quick and positive identification. This is especially critical when emergency responders from outside your community are providing assistance at your school location. Consider including each staff member's emergency response position/duty on the back of the ID for ease in first responder's identification and to ensure each staff member is prepared in case of an incident.</p>
<p><b>Capability #4:</b> Glass features in or around the interior doors at the front entrance of the school, ground level of the school and/or the entry to a classroom should be designed in such a way that would prevent unauthorized intrusion into that space or the building if the glass was compromised. This can be done with reinforced glass, reinforced window panes, and/or reduced size window panes small enough to prevent unauthorized entry.</p>		X	X		<p>The school has areas where large glass surfaces are present. These areas include entryway doors, offices, and classroom doors. There are various types of glass windows throughout the school, and they are made of mostly clear, tempered glass or wire mesh glass. All glass features on the exterior of the school are tempered glass. Classroom doors have windows reinforced with tempered glass or wire mesh glass.</p> <p>Consider reducing the amount of glass at entrances, offices, and classroom doors. Consider replacing the tempered glass with bullet-proof glass, laminated glass, or adding a laminated film to the current panes of glass in exterior windows.</p>
<p><b>Capability #5:</b> Classrooms are areas of protection during hostile actions. Classroom doors should be equipped with locking mechanisms that allow staff to lock the doors from the inside. Compliance with fire safety codes is required.</p>				X	<p>All classroom doors cannot be locked from inside the classroom. Classroom doors lock from the hallway and require a key to do so. Classroom doors remain unlocked during the school day.</p> <p>Consider replacing door locks with a locking mechanism which allows doors to be locked from inside of the classroom without the need for a key, as a teacher may not always be present with a key, and there may be a need to secure the door during a lockdown. Or, keep all classroom doors locked so there is no need to manipulate the lock with a key during an active threat. Consider labeling door locking mechanisms with the word "Lock" and a directional arrow (Figure 6). For consistency, the same door locking mechanism is recommended for all classrooms.</p>



Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #6:</b> Door locking systems that are electronic allow administrators to effectively restrict access and/or mitigate lost/stolen metal keys. Understanding the type of locking system used at a school is very important. Generally, electronic systems offer higher security ability.</p>	X				<p>The school doors have key locks with electronic locks on all exterior doors being used for faculty/staff members to be able to enter the school building from a number of different doors.</p> <p>As a reminder, keep an updated key policy that requires accountability of all keys. Maintaining a key procedure that requires inventory, issue, and accountability will eliminate the risk of lost or stolen keys. Ensure that keys are not copied outside of authorization granted by the school administration, and they are used only in accordance with policy. Consider budgeting to have the locks rekeyed every 4 or 5 years to account for lost keys.</p>
<p><b>Capability #7:</b> Classroom doors that are glass panel equipped should also have shades that can block visibility into the room preventing unauthorized persons trying to locate victims.</p>		X	X		<p>Some, not all, classrooms and common area doors and windows have shades, blinds, or something to cover the window.</p> <p>A uniformed window shade throughout the school for common areas, classrooms, and offices is beneficial, such as one that requires minimum action to drop and cover. The less manipulation needed to cover a door window the better. Also, ensure that window shades cover the entire window.</p> <p>The school exterior doors that were observed are resistant to vandalism and unauthorized entry.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during an emergency. These doors are designed to allow persons to exit, but not enter. These doors should not have opening hardware accessible from the outside. These doors should be resistant to vandalism and unauthorized entry. The door hinges should not be exposed to the outside or they should have tamper resistant protective hinge coverings.</p>	X				<p>Inspect all exterior doors. Door hinges should not be exposed to the outside or they should have tamper resistant protective hinge coverings. Consider replacing any hinges which do not have a set-screw or some other way of making them tamper resistant.</p>
<p><b>Capability #9:</b> A proper and routine maintenance program is vital to ensuring school buildings perform as intended. Careful and routine inspections should ensure that all exterior doors are maintained properly and are in good working order.</p>	X				<p>The exterior doors that were assessed appeared to be well maintained and in good working order. Not every exterior door was viewed during the assessment.</p> <p>Consider a regular door maintenance program. Review hinges and door closers with commercial grade hardware regularly. Ensure that emergency responders are included in decisions affecting emergency access and egress.</p>

Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #10:</b> Exterior doors, and most doors in a school, should never be left unattended in the open position. These doors should all be equipped with commercial grade automatic closing hardware. Solid core doors offer much higher protection from forced entry and projectiles. All doors in the building should be solid core doors.</p>		X				<p>All doors viewed were solid-core doors and appeared to have efficient automatic closing hardware. Not every door in the school was viewed during the assessment. A door maintenance program will help to identify any doors that need to be upgraded.</p> <p>Inspect and consider upgrading all doors to be effective and consistent. Solid-core doors with commercial grade automatic closing hardware provide the most capable security when door use is necessary. Limit door use and do not chock or block doors open at any time.</p>
<p><b>Capability #11:</b> Unauthorized vehicles should never be allowed near school buildings where they could block an entrance and/or assist in accessing the building's roof. Exterior design of the building, landscaping, and other crime prevention through environmental design techniques should be used in such a way to prohibit unauthorized vehicles coming within close proximity of the building and doors.</p>				X		<p>The landscaping around the school allows for unauthorized vehicles to get close to the school on all sides. A vehicle could be used to block or as a ramming device to gain access to the interior of the school building in certain areas such as the main entrance.</p> <p>Consider bollards in front of all exterior doors. Ensure that emergency responders are included in decisions affecting emergency access and egress such as gates and fences. For most schools, during student drop-off and pick-up timeframes, the traffic in the area may become congested; the ability for emergency vehicles to access the school would be delayed. Special attention must be paid to the challenge of emergency personnel who would need to arrange emergency apparatus staging during these times. Consider conducting a traffic study that may determine improvements for traffic flow and vehicle access design.</p>
<p><b>Capability #12:</b> Well intentioned and esthetically pleasing exterior design features of a building or landscaping can be used to gain unauthorized roof access. Trees, light posts, fences and other natural features are to name a few. These areas should be inspected routinely and mitigated near buildings.</p>		X				<p>During the assessment, there was no design features observed that could be used to gain access to the roof.</p> <p>Regularly inspect the landscape around the school so that overgrowth, such as trees and shrubbery, does not affect the ability to view the building, allow access to the roof, or impede first responder's access to areas around the school.</p>

**C. Emergency Alerting**

Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #1:</b> School leadership should have the ability to address the entire school's population from the main office. Schools should have a public address system that allows communications from the office to the entire school including key places of assembly outside of the building.</p>		X				No suggestions. The school has a public address system which can be heard throughout the interior and exterior of the school building.
<p><b>Capability #2:</b> All classrooms and key areas should be able to communicate with the office during emergencies. This includes, at least, classrooms and common areas.</p>		X				No suggestions. The phones in the classrooms and common areas have the ability to communicate with the main office. The school also has portable radios that allow staff throughout the school to communicate with the main office.
<p><b>Capability #3:</b> In the event of a natural/manmade disaster or communication system overload, hard wired telephones and cell phone systems can be disabled or overloaded. Schools should have redundant communication systems/alerting systems in order to be able to summon emergency response services (i.e., radios, panic alarms).</p>			X	X		The school has no panic alarms but does have 15 portable radios that are issued to staff for internal use. Consider adding a panic alarm system.
<p><b>Capability #4:</b> When emergency personnel arrive at school they need to be able to communicate with school staff and their own response organizations. Schools should have the necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel everywhere in the building. These systems should be tested regularly.</p>			X	X		The school does have radio communications but does not have a repeater. Recommend regular training including all emergency response agencies in order to make sure that they recognize and identify emergency communications needs, shortcomings and procedures. Ensure that any interior and exterior areas of assembly that are affected by portable radio problems are avoided during exercises and identified in the school EOP. Consider installing a radio repeater which enhances radio power to cover longer distances.
<p><b>Capability #5:</b> In the event that the central office communications system is not available, a school should have the ability to make announcements from anywhere in the school other than the office.</p>					X	The school does not have the ability to make announcements from anywhere in the school building other than the main office. Consider upgrading the school communication system so that announcements can be made from anywhere in the school other than the office.
<p><b>Capability #6:</b> Rapid communications to the public regarding urgent matters is an effective way to communicate official information to the public and help calm concerns. Schools should have a mass notification system for the community.</p>		X				The school uses the School Messenger mass notification system to communicate with parents, guardians, and faculty/staff members. Make sure to consistently update lists of contacts to include all emergency response agencies and their dispatching offices. Consider scripting canned messages to assist in emergency scenario preplanning.



Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #7:</b> Emergency responders need to rapidly orient themselves to their surroundings during emergencies. Key access points such as windows and doors that are labeled with identifiers will assist responders in locating victims and perpetrators. Critical exterior doors/windows should be marked on the outside with a number or letter that is clearly visible to first responders.</p>	X				<p>Exterior doors and windows are marked on the outside with a number or letter that is clearly visible to first responders. Exterior doors are also numbered on the inside of the door. Some areas are marked by name versus number on the exterior building windows.</p> <p>The school has an effective door and window labeling system. Consider replacing any room names with room numbers on exterior windows. School, fire, and police departments should have mapping that corresponds with all building labelling.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during emergencies and not as routine or general entrances or exits. Perpetrators may attempt access via these doors. All emergency doors in the building should be equipped with alerting systems that signal if these doors are opened. When emergency doors alert, staff should check on them to detect disorder or threats. These doors should be covered by cameras to prevent repeat improper emergency door use.</p>				X	<p>Emergency doors are not set up with an alarm system. Consider installing an alarm system which would alert main office staff if an emergency door has been opened.</p>
<p><b>Capability #9:</b> All telephones, within the school building, used to contact emergency responders must be 9-1-1 compliant. 9-1-1 compliant means that all phones used to contact emergency responders must connect to New Hampshire's PSAP by dialing the following sequence of numbers exclusively 9-1-1, 9-9-1-1 or 8-9-1-1. Once the 9-1-1 call is answered, the caller's location is immediately mapped and identified and emergency responders will be alerted. Every phone used by the school to contact emergency responders should be tested on a regular basis.</p>	X				<p>The School has had a 9-1-1 audit conducted on its telephone system. Some phone systems require an 8 or 9 to be dialed prior to dialing 9-1-1. Also, phone systems may have an override, if the 8 or 9 are not dialed prior; the 9-1-1 call still goes through. If applicable, consider affixing a sticker on the phone or a guide near the phone that instructs a person on how to dial 9-1-1 (Figure 7). Ensure staff is familiar with how to dial 9-1-1 from the school phone system.</p> <p>For assistance with auditing and testing your phone systems to ensure that they are mapped and configured properly, contact the NH Division of Emergency Services and Communications, Data Operations Unit at (603)527-2069 or email at Database@e911.nh.gov.</p>



## State of New Hampshire Department of Safety

John J. Barthelmes, Commissioner

Earl M. Sweeney, Assistant Commissioner

### Homeland Security and Emergency Management

Perry E. Plummer, Director

Jennifer L. Harper, Assistant Director



January 17, 2018

Keith Bowen, Principal  
Hudson Memorial Middle School  
1 Memorial Drive  
Hudson, NH 03051

Dear Mr. Bowen,

I would like to thank you and your staff for participating in the voluntary physical security assessment conducted at your facility. The assessment program is one that requires active involvement from many stakeholders who are concerned with making our schools safer for students, faculty and the entire community. We greatly appreciate your partnership.

This recent assessment was conducted on 15 December 2017 by Scott Lambertson. The findings of the assessment may be helpful in the implementation of increased security at the Hudson Memorial Middle School. The report enclosed with this letter identified three physical security capabilities for security considerations. The report also identified, by observation and meeting with your staff, how these three physical security capabilities were met.

In areas where the physical capabilities were not met, the report includes recommendations for improvement. These recommendations are intended to give some guidance in the event that school leadership determines security improvements are warranted.

Please feel free to contact us, at any time, if you wish to discuss this report further. If at any time you wish to consult with us, we will be happy to assist you in any way we can.

We also encourage you to contact us if any security upgrades have been made after this report was submitted. If upgrades are made, we will gladly update your current assessment with the newest information. We feel it is best to undergo this level of physical security review at least every three years.

Once again, thank you for your participation in this important exercise and thank you for making school safety a priority in your community.

Sincerely,

Perry E. Plummer  
Director

Enclosure

Office: 110 Smokey Bear Boulevard, Concord, N.H.  
Mailing Address: 33 Hazen Drive, Concord, N.H. 03305  
603-271-2231, 1-800-852-3792, Fax 603-223-3609  
State of New Hampshire TDD Access: Relay 1-800-735-2964

HMS

## Options For Consideration

### **A. Surveillance**

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> School officials need access to surveillance of the exterior of the facility's critical areas such as parking lots, playgrounds, and entryways. This access should be from office/work/break spaces or other restricted faculty/staff areas. School surveillance should not be viewed by general population or visitors on a regular basis.</p>			X		<p>Hudson Memorial Middle School has one intercom camera at the main entrance. Other than that camera, there are no other surveillance cameras. Consider a camera system that allows staff to view critical areas of the school campus such as building entryways, parking lots and areas of congregation i.e. playgrounds, athletic fields. School officials need to be aware of their surroundings and/or have the ability to observe danger and potential threats. Surveillance cameras assist with deterring dangerous behavior, play an important role in evidence collection, and can be very valuable when used to locate victims and or perpetrators. If a surveillance system is being considered make sure to consult with Hudson Police and Fire Departments.</p>
<p><b>Capability #2:</b> Internal security cameras should cover hallways and other common areas.</p>			X		<p>Hudson Memorial Middle School has no internal surveillance cameras. Consider installing a camera surveillance system for the school campus. School officials need to be aware of their surroundings and/or have the ability to observe danger and potential threats. Surveillance cameras assist with deterring dangerous behavior, play an important role in evidence collecting, and can be very valuable when used to locate victims and or perpetrators. If a surveillance system is being considered, make sure to consult with Hudson Police and Fire Departments.</p>
<p><b>Capability #3:</b> Exterior security cameras should cover the exterior of the school at key areas such as common areas of congregation, areas of repeat incidence, critical infrastructure, and entryways.</p>			X		<p>Hudson Memorial Middle School has no exterior cameras.</p>
<p><b>Capability #4:</b> Exterior emergency doors should be covered by security cameras.</p>			X		<p>Hudson Memorial Middle School has no surveillance cameras for emergency doors.</p>



**B. Access Control**

Capability		Suggestions	
Capability Fully Met?	Capability Partially Met?	Yes	No
X			
	X		
	X		
		X	

**Capability #1:** There should only be one main entrance to all school buildings. Physical barriers/preventative measures should be in place allowing all persons to enter only from a singular access entry point after interactions/permissions/authorizations from school staff have been granted. If a school has multiple public access entry points they should all meet the same security capabilities. This capability should be in place at a minimum during normal school hours, or when a significant population of students is in the building.

**Capability #2:** The first opportunity for conflict is the main entrance. Conflicts may increase as entry is denied to a potential perpetrator. The area where visitors first interact with school staff should be fortified with protective construction material such as concrete and tempered glass. Reception personnel should be provided with the capability to be protected from perpetrators by mitigating physical interactions with them.

**Capability #3:** Credentials/ID system for faculty, staff, and visitors play a key role in identifying persons during emergencies. Emergency responders, parents, and students need a way to rapidly identify authorized/non-authorized personnel. Identifying visitors in the building during an emergency is critical for evacuation and threat identification. Visitor credentials should have expiration dates and be returned/destroyed after use.

Consider replacing the tempered glass with bullet resistant glass, laminated glass, adding a laminated film to the current panes of glass, or reducing the amount of glass at the main entrance and others like it.

Access Control Capability #2 is well met by the school. Ideally a front entrance would be configured as illustrated in Figure 6. The school already has some design in place like the set of locked exterior and interior doors at the main entrance as well as the intercom camera system. The recommended entrance design also allows for any business, i.e. visitor sign in, to take place within a secured area that provides protection for office staff and does not allow visitors free access to the main office or school. Consider removing any pictures or signs from glass windows so viewing is not blocked.

Visitors are required to sign in and out at the main office and are provided a visitor badge. Visitors are required to sign out at the main office and to turn in their badge before they leave the school (Figure 7). The school is transitioning to a newer credentialing ID system for staff which will involve updating ID cards. Remind staff that wearing the provided credentials at all times is essential to providing quick and positive identification. This is especially critical when emergency responders from outside your community are providing assistance at your school location. Consider including each staff member's emergency response position/duty on the back of the ID for ease in first responder's identification and to ensure each staff member is prepared in case of an incident.

Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #4:</b> Glass features in or around the interior doors at the front entrance of the school, ground level of the school and/or the entry to a classroom should be designed in such a way that would prevent unauthorized intrusion into that space or the building if the glass was compromised. This can be done with reinforced glass, reinforced window panes, and/or reduced size window panes small enough to prevent unauthorized entry.</p>		X		X		<p>The school has areas where large glass surfaces are present. These areas include entryway doors, offices, and classroom doors. There are various types of glass windows throughout the school, and they are made of mostly clear, tempered glass or wire mesh glass. All glass features on the exterior of the school are tempered glass. Classroom doors have windows reinforced with tempered glass or wire mesh glass.</p> <p>Consider reducing the amount of glass at entrances, offices, and classroom doors. Consider replacing the tempered glass with bullet-proof glass, laminated glass, or adding a laminated film to the current panes of glass at critical areas such as exterior windows.</p>
<p><b>Capability #5:</b> Classrooms are areas of protection during hostile actions. Classroom doors should be equipped with locking mechanisms that allow staff to lock the doors from the inside. Compliance with fire safety codes is required.</p>					X	<p>The classroom doors viewed during the assessment cannot be locked from inside the classroom. Classroom doors lock from the hallway and require a key to do so.</p> <p>Consider replacing door locks with a locking mechanism which allows doors to be locked from inside of the classroom without the need for a key. Or, keep all classroom doors locked so there is no need to manipulate the lock with a key during an active threat. Consider labeling door locking mechanisms with the word "Lock" and a directional arrow (Figure 8 example). For consistency, the same door locking mechanism is recommended for all classrooms.</p>
<p><b>Capability #6:</b> Door locking systems that are electronic allow administrators to effectively restrict access and/or mitigate lost/stolen metal keys. Understanding the type of locking system used at a school is very important. Generally, electronic systems offer higher security ability.</p>				X		<p>The school doors have key locks with electronic locks on exterior doors being used for faculty/staff members to be able to enter the school building from some doors, not all, like the exterior kitchen and cafeteria doors.</p> <p>As a reminder, keep an updated key policy that requires accountability of all keys. Maintaining a key procedure that requires inventory, issue, and accountability will eliminate the risk of lost or stolen keys. Ensure that keys are not copied outside of authorization granted by the school administration, and they are used only in accordance with policy. Consider budgeting to have the locks rekeyed every 4 or 5 years to account for lost keys.</p>

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #7:</b> Classroom doors that are glass panel equipped should also have shades that can block visibility into the room preventing unauthorized persons trying to locate victims.</p>	X				<p>Most classrooms and common area doors and windows have shades, blinds, or something to cover the window.</p> <p>A uniformed window shade throughout the school for common areas, classrooms, and offices is beneficial, such as one that requires minimum action to drop and cover. The less manipulation needed to cover a door window the better. Also, ensure that window shades cover the entire window.</p> <p>The school exterior doors that were observed are resistant to vandalism and unauthorized entry.</p> <p>Inspect all exterior doors. Door hinges should not be exposed to the outside or they should have tamper resistant protective hinge coverings. Consider replacing any hinges which do not have a set-screw or some other way of making them tamper resistant.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during an emergency. These doors are designed to allow persons to exit, but not enter. These doors should not have opening hardware accessible from the outside. These doors should be resistant to vandalism and unauthorized entry.</p>	X				<p>The exterior doors that were assessed appeared to be well maintained and in good working order. Not every exterior door was viewed during the assessment.</p> <p>Consider a regular door maintenance program. Review hinges and door closers with commercial grade hardware regularly. Ensure that emergency responders are included in decisions affecting emergency access and egress.</p>
<p><b>Capability #9:</b> A proper and routine maintenance program is vital to ensuring school buildings perform as intended. Careful and routine inspections should ensure that all exterior doors are maintained properly and are in good working order.</p>	X				<p>All doors viewed were solid-core doors and appeared to have efficient automatic closing hardware. Not every door in the school was viewed during the assessment. A door maintenance program will help to identify any doors that need to be upgraded.</p> <p>Inspect and consider upgrading all doors to be effective and consistent. Solid-core doors with commercial grade automatic closing hardware provide the most capable security when door use is necessary. Limit door use and do not chock or block doors open at any time.</p>
<p><b>Capability #10:</b> Exterior doors, and most doors in a school, should never be left unattended in the open position. These doors should all be equipped with commercial grade automatic closing hardware. Solid core doors offer much higher protection from forced entry and projectiles. All doors in the building should be solid core doors.</p>	X				



Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #11:</b> Unauthorized vehicles should never be allowed near school buildings where they could block an entrance and/or assist in accessing the building's roof. Exterior design of the building, landscaping, and other crime prevention through environmental design techniques should be used in such a way to prohibit unauthorized vehicles coming within close proximity of the building and doors.</p>			X		X	<p>The landscaping around the school allows for unauthorized vehicles to get close to the school on all sides. A vehicle could be used to block or as a ramming device to gain access to the interior of the school building in certain areas such as the main entrance and cafeteria.</p> <p>Consider bollards in front of exterior doors or areas that allow unauthorized vehicles to get close to the school. Ensure that emergency responders are included in decisions affecting emergency access and egress such as gates and fences. For most schools, during student drop-off and pick-up timeframes, the traffic in the area may become congested; the ability for emergency vehicles to access the school would be delayed. Special attention must be paid to the challenge of emergency personnel who would need to arrange emergency apparatus staging during these times. Consider conducting a traffic study that may determine improvements for traffic flow and vehicle access design.</p>
<p><b>Capability #12:</b> Well intentioned and esthetically pleasing exterior design features of a building or landscaping can be used to gain unauthorized roof access. Trees, light posts, fences and other natural features are to name a few. These areas should be inspected routinely and mitigated near buildings.</p>			X		X	<p>The fencing outside of door 8 (the kitchen exterior door), as well as the adjacent gas main area (pipes), could be used to gain access to the roof. Consider reviewing the exterior kitchen and gas main area to deny access to the roof. Regularly inspect the landscape around the school so that overgrowth, such as trees and shrubbery, does not affect the ability to view the building, allow access to the roof, or impede first responder's access to areas around the school.</p>

**C. Emergency Alerting**

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> School leadership should have the ability to address the entire school's population from the main office. Schools should have a public address system that allows communications from the office to the entire school including key places of assembly outside of the building.</p>	X		X		<p>The school has a public address system which can be heard throughout the interior of the school but not the exterior. Consider a public address system that allows communications from the office to the entire school including key places of assembly outside of the building.</p>
<p><b>Capability #2:</b> All classrooms and key areas should be able to communicate with the office during emergencies. This includes, at least, classrooms and common areas.</p>	X				<p>No suggestions. The phones in the classrooms and common areas have the ability to communicate with the main office. The school also has portable radios that allow staff throughout the school to communicate with the main office.</p>
<p><b>Capability #3:</b> In the event of a natural/manmade disaster or communication system overload, hard wired telephones and cell phone systems can be disabled or overloaded. Schools should have redundant communication systems/alerting systems in order to be able to summon emergency response services (i.e., radios, panic alarms).</p>	X				<p>The school has no panic alarms but does have 28 portable radios, 6 donated fire department radios used for emergencies, and one base station radio. Consider adding a panic alarm system.</p>
<p><b>Capability #4:</b> When emergency personnel arrive at school they need to be able to communicate with school staff and their own response organizations. Schools should have the necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel everywhere in the building. These systems should be tested regularly.</p>			X		<p>The school does have radio communications but does not have a repeater. Recommend regular training including all emergency response agencies in order to make sure that they recognize and identify emergency communications needs, shortcomings and procedures. Ensure that any interior and exterior areas of assembly that are affected by portable radio problems are avoided during exercises and identified in the school EOP. Consider installing a radio repeater which enhances radio power to cover longer distances.</p>
<p><b>Capability #5:</b> In the event that the central office communications system is not available, a school should have the ability to make announcements from anywhere in the school other than the office.</p>	X				<p>No suggestions. The school does have the ability to make announcements from classroom phones.</p>
<p><b>Capability #6:</b> Rapid communications to the public regarding urgent matters is an effective way to communicate official information to the public and help calm concerns. Schools should have a mass notification system for the community.</p>	X				<p>The school uses the School Messenger mass notification system to communicate with parents, guardians, and faculty/staff members. Make sure to consistently update lists of contacts to include all emergency response agencies and their dispatching offices. Consider scripting canned messages to assist in emergency scenario preplanning.</p>

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #7:</b> Emergency responders need to rapidly orient themselves to their surroundings during emergencies. Key access points such as windows and doors that are labeled with identifiers will assist responders in locating victims and perpetrators. Critical exterior doors/windows should be marked on the outside with a number or letter that is clearly visible to first responders.</p>	X				<p>Exterior doors are marked on the outside with a number that is clearly visible to first responders. Most exterior windows and door labeling system. Consider reviewing windows that are not numbered to make sure they are not critical areas that should be identified from the exterior of the building.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during emergencies and not as routine or general entrances or exits. Perpetrators may attempt access via these doors. All emergency doors in the building should be equipped with alerting systems that signal if these doors are opened. When emergency doors alert, staff should check on them to detect disorder or threats. These doors should be covered by cameras to prevent repeat improper emergency door use.</p>		X		X	<p>Emergency doors are set up with an alarm system that is active only after school hours. Consider a review of the alarm system which would alert main office staff if an exit only door had been opened and ensure that they respond to an alert immediately.</p>
<p><b>Capability #9:</b> All telephones, within the school building, used to contact emergency responders must be 9-1-1 compliant. 9-1-1 compliant means that all phones used to contact emergency responders must connect to New Hampshire's PSAP by dialing the following sequence of numbers exclusively 9-1-1, 9-9-1-1 or 8-9-1-1. Once the 9-1-1 call is answered, the caller's location is immediately mapped and identified and emergency responders will be alerted. Every phone used by the school to contact emergency responders should be tested on a regular basis.</p>	X				<p>The school has had a 9-1-1 audit conducted on its telephone system. The school has the ability to dial 9-1-1 direct. Some phone systems require an 8 or 9 to be dialed prior to dialing 9-1-1. Also, phone systems may have an override, if the 8 or 9 are not dialed prior, the 9-1-1 call still goes through. If applicable, consider affixing a sticker on the phone or a guide near the phone that instructs a person on how to dial 9-1-1. Ensure staff is familiar with how to dial 9-1-1 from the school phone system. For assistance with auditing and testing your phone systems to ensure that they are mapped and configured properly, contact the NH Division of Emergency Services and Communications, Data Operations Unit at (603)527-2069 or email at Database@e911.nh.gov.</p>





**State of New Hampshire Department of Safety**  
**John J. Barthelmes, Commissioner**  
**Earl M. Sweeney, Assistant Commissioner**  
**Homeland Security and Emergency Management**  
 Perry E. Plummer, Director  
 Jennifer L. Harper, Assistant Director



January 5, 2018

Mr. Steven Beals, Principal  
 Alvirne High School  
 200 Derry Road  
 Hudson, NH 03051

Dear Mr. Beals,

I would like to thank you and your staff for participating in the voluntary physical security assessment conducted at your facility. The assessment program is one that requires active involvement from many stakeholders who are concerned with making our schools safer for students, faculty and the entire community. We greatly appreciate your partnership.

This recent assessment was conducted on 8 December 2017 by Scott Lambertson. The findings of the assessment may be helpful in the implementation of increased security at the Alvirne High School. The report enclosed with this letter identified three physical security capabilities for security considerations. The report also identified, by observation and meeting with your staff, how these three physical security capabilities were met.

In areas where the physical capabilities were not met, the report includes recommendations for improvement. These recommendations are intended to give some guidance in the event that school leadership determines security improvements are warranted.

Please feel free to contact us, at any time, if you wish to discuss this report further. If at any time you wish to consult with us, we will be happy to assist you in any way we can.

We also encourage you to contact us if any security upgrades have been made after this report was submitted. If upgrades are made, we will gladly update your current assessment with the newest information. We feel it is best to undergo this level of physical security review at least every three years.

Once again, thank you for your participation in this important exercise and thank you for making school safety a priority in your community.

Sincerely,

Perry E. Plummer  
 Director

Enclosure

Office: 110 Smokey Bear Boulevard, Concord, N.H.  
 Mailing Address: 33 Hazen Drive, Concord, N.H. 03305  
 603-271-2231, 1-800-852-3792, Fax 603-223-3609  
 State of New Hampshire TDD Access: Relay 1-800-735-2964

AHS

## Options For Consideration

### A. Surveillance

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> School officials need access to surveillance of the exterior of the facility's critical areas such as parking lots, playgrounds, and entryways. This access should be from office/work/break spaces or other restricted faculty/staff areas. School surveillance should not be viewed by general population or visitors on a regular basis.</p>	X				<p>There are 12 cameras throughout the exterior of the high school which provide staff the ability to observe exterior areas of the building such as entryways, parking lots, and athletic fields.</p> <p>Surveillance Capability #1 is well met by the school. Consider installing additional cameras that will provide a closer view of exterior emergency doors and other areas of school access such as kitchen and CTE delivery areas. Also consider an addition to the camera system which would provide the police department the ability to view the cameras.</p>
<p><b>Capability #2:</b> Internal security cameras should cover hallways and other common areas.</p>	X				<p>There are 28 internal cameras located throughout the school which cover hallways and common areas.</p> <p>Surveillance Capability #2 is well met by the school. Consider an addition to the camera system which would provide the police department the ability to view the cameras.</p>
<p><b>Capability #3:</b> Exterior security cameras should cover the exterior of the school at key areas such as common areas of congregation, areas of repeat incidence, critical infrastructure, and entryways.</p>	X				<p>There are 12 exterior cameras which provide staff the ability to monitor key areas such as the parking lots, athletic fields, and entryways.</p> <p>Surveillance Capability #3 is well met by the school. Consider an addition to the camera system which would provide the police department the ability to view the cameras.</p>
<p><b>Capability #4:</b> Exterior emergency doors should be covered by security cameras.</p>	X				<p>There are 12 exterior cameras which provide staff with the ability to monitor the exterior school building.</p> <p>If additional cameras are purchased, consider installing cameras that will provide a closer view of exterior emergency doors and delivery areas, not just the sides of the building. Consider an upgrade to the system which would provide the police department the ability to view the cameras.</p>

**B. Access Control**

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #1:</b> There should only be one main entrance to all school buildings. Physical barriers/preventative measures should be in place allowing all persons to enter only from a singular access entry point after interactions/permissions/authorizations from school staff have been granted. If a school has multiple public access entry points they should all meet the same security capabilities. This capability should be in place at a minimum during normal school hours, or when a significant population of students is in the building.</p>		X		X	<p>There are multiple access controlled entrances used by the school. During the school day, visitors must request access to the high school's interior at the main entrance. The high school main entrance exterior consists of two sets of doors (Figure 2). The exterior sets of doors are unlocked throughout the school day, allowing a visitor to enter into a vestibule. Once in the vestibule, a visitor is confronted by the second set of doors which are locked. There is a tempered glass window in the vestibule that allows office staff to view visitors. A visitor must communicate with the main office through an intercom system or through the service window in order to gain access to the school's interior (Figure 3). All of the doors have large panes of tempered glass, offering an effective but limited physical barrier. Consider replacing the tempered glass with bullet resistant glass, laminated glass, adding a laminated film to the current panes of glass, or reducing the amount of glass at this entrance and other similar entrances such as CTE program entrances.</p>
<p><b>Capability #2:</b> The first opportunity for conflict is the main entrance. Conflicts may increase as entry is denied to a potential perpetrator. The area where visitors first interact with school staff should be fortified with protective construction material such as concrete and tempered glass. Reception personnel should be provided with the capability to be protected from perpetrators by mitigating physical interactions with them.</p>	X				<p>As seen in Figure 3, the area where visitors first interact with high school staff is inside the main entrance vestibule. The main entrance vestibule has interior doors, each with large panes of tempered glass. The interior doors are locked, and visitors must communicate with the main office staff through an intercom system or service window. There is also a tempered glass windows in the vestibule that allows office staff to view visitors.</p> <p>The school uses multiple access controlled entrances such as CTE programs. The schools main entrance is effective and does well with meeting Access Control #2. Ideally a front entrance would be configured as illustrated in Figure 4. The school already has some design in place like the set of locked interior vestibule doors at the main entrance and tempered glass windows inside the vestibule. The recommended entrance design also allows for any business, i.e. visitor sign in, to take place within a secured area that provides protection for office staff.</p>



Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #3:</b> Credentials/ID system for faculty, staff, and visitors play a key role in identifying persons during emergencies. Emergency responders, parents, and students need a way to rapidly identify authorized/non-authorized personnel. Identifying visitors in the building during an emergency is critical for evacuation and threat identification. Visitor credentials should have expiration dates and be returned/destroyed after use.</p>		X				<p>Visitors are required to sign in at the main entrance. Visitors are also requested to sign out at the main entrance upon leaving the school. The school has an effective credentialing ID system for staff. Remind staff that wearing the provided credentials at all times is essential to providing quick and positive identification. This is especially critical when emergency responders from outside your community are providing assistance at your school location. Consider including each staff member's emergency response position/duty on the back of the ID for ease in first responder's identification and to ensure each staff member is prepared in case of an incident.</p>
<p><b>Capability #4:</b> Glass features in or around the interior doors at the front entrance of the school, ground level of the school and/or the entry to a classroom should be designed in such a way that would prevent unauthorized intrusion into that space or the building if the glass was compromised. This can be done with reinforced glass, reinforced window panes, and/or reduced size window panes small enough to prevent unauthorized entry.</p>		X		X		<p>The school has areas where large glass surfaces are present. These areas include entryway doors, offices, and classroom doors. There are various types of glass windows throughout the school, and they are made of mostly clear, tempered glass or wire mesh glass. All glass features on the exterior of the school are tempered glass. Classroom doors have windows reinforced with tempered glass or wire mesh glass. Consider reducing the amount of glass at entrances, offices, and classroom doors. Consider replacing the tempered glass with bullet-proof glass, laminated glass, or adding a laminated film to the current panes of glass.</p>
<p><b>Capability #5:</b> Classrooms are areas of protection during hostile actions. Classroom doors should be equipped with locking mechanisms that allow staff to lock the doors from the inside. Compliance with fire safety codes is required.</p>			X		X	<p>All classroom doors cannot be locked from inside the classroom. Classroom doors lock from the hallway and require a key to do so. Consider replacing door locks with a locking mechanism which allows doors to be locked from inside of the classroom without the need for a key, as a teacher may not always be present with a key, and there may be a need to secure the door during a lockdown. Or, keep all classroom doors locked so there is no need to manipulate the lock with a key during an active threat. Consider labeling door locking mechanisms with the word "Lock" and a directional arrow (Figure 5). For consistency, the same door locking mechanism is recommended for all classrooms.</p>

Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p><b>Capability #6:</b> Door locking systems that are electronic allow administrators to effectively restrict access and/or mitigate lost/stolen metal keys. Understanding the type of locking system used at a school is very important. Generally, electronic systems offer higher security ability.</p>			X		X	<p>The school doors have key locks with electronic locks on some exterior doors being used for faculty/staff members to be able to enter the school building from a number of different doors.</p> <p>As a reminder, keep an updated key policy that requires accountability of all keys. Maintaining a key procedure that requires inventory, issue, and accountability will eliminate the risk of lost or stolen keys. Ensure that keys are not copied outside of authorization granted by the school administration, and they are used only in accordance with policy. Consider budgeting to have the locks rekeyed every 4 or 5 years to account for lost keys.</p>
<p><b>Capability #7:</b> Classroom doors that are glass panel equipped should also have shades that can block visibility into the room preventing unauthorized persons trying to locate victims.</p>					X	<p>Classrooms and common area doors and windows do not have shades, blinds, or something to cover the window.</p> <p>Consider a uniformed window shade throughout the school for common areas, classrooms, and offices, such as one that requires minimum action to drop and cover. The less manipulation needed to cover a door window the better.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during an emergency. These doors are designed to allow persons to exit, but not enter. These doors should not have opening hardware accessible from the outside. These doors should be resistant to vandalism and unauthorized entry. The door hinges should not be exposed to the outside or they should have tamper resistant protective hinge coverings.</p>			X			<p>The school exterior doors that were observed are resistant to vandalism and unauthorized entry.</p> <p>Inspect all exterior doors. Door hinges should not be exposed to the outside or they should have tamper resistant hinge coverings. Consider replacing any hinges which do not have a set-screw or some other way of making them tamper resistant.</p>
<p><b>Capability #9:</b> A proper and routine maintenance program is vital to ensuring school buildings perform as intended. Careful and routine inspections should ensure that all exterior doors are maintained properly and are in good working order.</p>			X			<p>The exterior doors that were assessed appeared to be well maintained and in good working order. Not every exterior door was viewed during the assessment.</p> <p>Consider a regular door maintenance program. Review hinges and door closers with commercial grade hardware regularly. Ensure that emergency responders are included in decisions affecting emergency access and egress.</p>

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #10:</b> Exterior doors, and most doors in a school, should never be left unattended in the open position. These doors should all be equipped with commercial grade automatic closing hardware. Solid core doors offer much higher protection from forced entry and projectiles. All doors in the building should be solid core doors.</p>	X				<p>All doors viewed were solid-core doors and appeared to have efficient automatic closing hardware. Not every door in the school was viewed during the assessment.</p> <p>A door maintenance program will help to identify any doors that need to be upgraded. Inspect and consider upgrading all doors to be effective and consistent. Solid-core doors with commercial grade automatic closing hardware provide the most capable security when door use is necessary. Limit door use and do not chock or block doors open at any time.</p>
<p><b>Capability #11:</b> Unauthorized vehicles should never be allowed near school buildings where they could block an entrance and/or assist in accessing the building's roof. Exterior design of the building, landscaping, and other crime prevention through environmental design techniques should be used in such a way to prohibit unauthorized vehicles coming within close proximity of the building and doors.</p>	X				<p>The landscaping around the school allows for unauthorized vehicles to get close to the school on all sides. The main entrance does have decorative stone features that would act as a protective barrier if a vehicle was to try and ram or block the entrance.</p> <p>Consider bollards or similar devices in any area that allows vehicles to compromise locations such as egress doors and CTE fence/vehicle gate. Ensure that emergency responders are included in decisions affecting emergency access and egress such as gates and fences. Also, consider inspecting areas around the school that would allow access to the school roof and roof hatches.</p>
<p><b>Capability #12:</b> Well intentioned and esthetically pleasing exterior design features of a building or landscaping can be used to gain unauthorized roof access. Trees, light posts, fences and other natural features are to name a few. These areas should be inspected routinely and mitigated near buildings.</p>	X				<p>During the assessment, there was no design features observed that could be used to gain access to the roof.</p> <p>Regularly inspect the landscape around the school so that overgrowth, such as trees and shrubbery, does not affect the ability to view the building, allow access to the roof, or impede first responder's access to areas around the school.</p>



**C. Emergency Alerting**

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<b>Capability #1:</b> School leadership should have the ability to address the entire school's population from the main office. Schools should have a public address system that allows communications from the office to the entire school including key places of assembly outside of the building.	X				No suggestions. The school has a public address system which can be heard throughout the interior and exterior of the school building.
<b>Capability #2:</b> All classrooms and key areas should be able to communicate with the office during emergencies. This includes, at least, classrooms and common areas.	X				No suggestions. The phones in the classrooms and common areas have the ability to communicate with the main office. The school also has portable radios that allow staff throughout the school to communicate with the main office.
<b>Capability #3:</b> In the event of a natural/manmade disaster or communication system overload, hard wired telephones and cell phone systems can be disabled or overloaded. Schools should have redundant communication systems/alerting systems in order to be able to summon emergency response services (i.e., radios, panic alarms).		X	X		The school has no panic alarms but does have 30 portable radios that are issued to staff for internal use. Consider adding a panic alarm system.
<b>Capability #4:</b> When emergency personnel arrive at school they need to be able to communicate with school staff and their own response organizations. Schools should have the necessary transmitters, receivers, and repeaters to ensure radio communications by emergency personnel everywhere in the building. These systems should be tested regularly.	X				The school does have radio communications as well as a repeater. Recommend regular training including all emergency response agencies in order to make sure that they recognize and identify emergency communications needs, shortcomings and procedures. Ensure that any interior and exterior areas of assembly that are affected by portable radio problems are avoided during exercises and identified in the school EOP.
<b>Capability #5:</b> In the event that the central office communications system is not available, a school should have the ability to make announcements from anywhere in the school other than the office.				X	The school does not have the ability to make announcements from anywhere in the school building other than the main office. Consider upgrading the school communication system so that announcements can be made from anywhere in the school other than the office.
<b>Capability #6:</b> Rapid communications to the public regarding urgent matters is an effective way to communicate official information to the public and help calm concerns. Schools should have a mass notification system for the community.	X				The school uses the School Messenger mass notification system to communicate with parents, guardians, and faculty/staff members. Make sure to consistently update lists of contacts to include all emergency response agencies and their dispatching offices. Consider scripting canned messages to assist in emergency scenario preplanning.

Capability	Capability Fully Met?		Capability Partially Met?		Suggestions
	Yes	No	Yes	No	
<p><b>Capability #7:</b> Emergency responders need to rapidly orient themselves to their surroundings during emergencies. Key access points such as windows and doors that are labeled with identifiers will assist responders in locating victims and perpetrators. Critical exterior doors/windows should be marked on the outside with a number or letter that is clearly visible to first responders.</p>	X		X		<p>Exterior doors are numbered. Exterior windows are not. Consider numbering exterior windows. Make sure to coordinate with Hudson Police and Fire Departments whenever developing a numbering convention for labeling the exterior windows and doors of the school. Labeling doors and windows allows emergency responders to be able to quickly orient themselves to the school buildings. School, fire, and police departments should have mapping that corresponds with all building labelling. Consider recommendations described in the NH HSEM door and window labelling guidance pamphlet.</p>
<p><b>Capability #8:</b> Emergency doors should only be used during emergencies and not as routine or general entrances or exits. Perpetrators may attempt access via these doors. All emergency doors in the building should be equipped with alerting systems that signal if these doors are opened. When emergency doors alert, staff should check on them to detect disorder or threats. These doors should be covered by cameras to prevent repeat improper emergency door use.</p>				X	<p>Emergency doors are not set up with an alarm system. Consider installing an alarm system which would alert main office staff if an emergency door has been opened.</p>
<p><b>Capability #9:</b> All telephones, within the school building, used to contact emergency responders must be 9-1-1 compliant. 9-1-1 compliant means that all phones used to contact emergency responders must connect to New Hampshire's PSAP by dialing the following sequence of numbers exclusively 9-1-1, 9-9-1-1 or 8-9-1-1. Once the 9-1-1 call is answered, the caller's location is immediately mapped and identified and emergency responders will be alerted. Every phone used by the school to contact emergency responders should be tested on a regular basis.</p>	X				<p>School has had a 9-1-1 audit conducted on its telephone system. The school is 9-1-1 compliant and dials 9-1-1 direct. Some phone systems require an 8 or 9 to be dialed prior to dialing 9-1-1. Also, phone systems may have an override, if the 8 or 9 are not dialed prior, the 9-1-1 call still goes through. If applicable, consider affixing a sticker on the phone or a guide near the phone that instructs a person on how to dial 9-1-1 (Figure 6). Ensure staff is familiar with how to dial 9-1-1 from the school phone system. For assistance with auditing and testing your phone systems to ensure that they are mapped and configured properly, contact the NH Division of Emergency Services and Communications, Data Operations Unit at (603)527-2069 or email at Database@e911.nh.gov.</p>