

Posted: 04.12.18

At: All Hudson schools, SAU building, district website

**HUDSON SCHOOL DISTRICT
Hudson, New Hampshire
April 16, 2018
Hills Memorial Library – 18 Library Street**

**6:15 pm Non-public Session
followed by Regular Meeting
followed by Workshop**

AGENDA

A. **Call to Order:** Malcolm Price, Chair, will call the meeting to order.

- Pledge of Allegiance

B. **Non-public Session:**

1. Personnel Matter/Staff Request

RSA 91-A:3 II provides certain conditions under which the School Board MAY enter into non-public session.

These conditions are:

- (a) The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.*
- (b) The hiring of any person as a public employee.*
- (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the body or agency itself, unless such person requests an open meeting.*
- (d) Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.*
- (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency or any subdivision thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.*

C. **Public Input**

D. **Election/Voting Day** – Paul Inderbitzen: Attachment # 1

E. **Presentations to the Board**

F. **Requests of the Board**

1. Facility Use Request, Hudson Historical Society Fundraiser Dinner (KB): Attachment # 2
2. Unified Celebration Week (RB): Attachment # 3

G. **Reports to the Board**

1. Superintendent's Report
2. Assistant Superintendent's Report
3. Director of Special Services' Report
4. Business Administrator's Report

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At: All Hudson schools, SAU building, district website

H. **Committee Reports**

I. **Correspondence**

1. Letter of Resignation (information only, LR): Attachment # 4
2. FFA Spring Updates & Results (LR): Attachment # 5
3. A-plus Administrator Award, Keith Bowen (LR): Attachment # 6

J. **Recommended Action**

1. Manifests – Recommended action: Make necessary corrections and sign.
2. Minutes – Recommended action: Review and approve.
 - a) 04.02.18 Draft Minutes (LR): Attachment # 7

K. **Old Business**

L. **New Business**

1. FY19 Vendor Contract Award – Art Supplies (KB): Attachment # 8
2. FY19 Vendor Contract Award – School Supplies (KB): Attachment # 9
3. FY19 Vendor Contract Award – Before- and After-School Program (KB): Attachment # 10
4. Contracted Services Agreement (RB): Attachment # 11
5. Establish Policy Committee Meeting Schedule (LR)

M. **Board Member Comments**

N. **Board Workshop**

1. Security Assessment Reports (KB): Attachments # 12, 13, 14, 15

O. **Upcoming Meetings**

Meeting	Date	Time	Location	Purpose
Policy Committee	TBD		SAU Building	Regular Meeting
School Board	05.07.18	6:30 pm	Hills Memorial Library	Regular Meeting
Policy Committee	TBD		SAU Building	Regular Meeting
School Board	05.21.18	6:30 pm	Hills Memorial Library	Regular Meeting

P. **Non-Public Session**

Q. **Adjourn**

Gail Porter

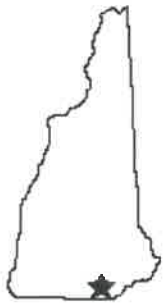
From: Paul Inderbitzen <inderbitzen@myfairpoint.net>
Sent: Wednesday, April 11, 2018 1:07 AM
To: Gail Porter
Subject: 4/16 School Board Meeting
Attachments: Town & School Voter Totals 11-17.docx; Election Stats 3.2018.docx

April 11,2018

To: Hudson School Board

Attached are the Election Statistics and Voter Participation for the March 13, 2018 Town and School Elections. Given that this was the second year in a row with significant snowstorms on election day and the State's unwillingness to consider the safety of the voting public, I would like to discuss the possibility of a proposal to change Hudson's elections to an April or May Town Meeting.
I look forward to meeting with you on April 16th.

Paul Inderbitzen
Moderator



TOWN OF HUDSON MODERATOR



12 School Street • Hudson, New Hampshire 03051 • Tel: 603-886-6024 • Fax: 603-598-6481

TOWN OF HUDSON VOTER PARTICIPATION AT TOWN/SCHOOL ELECTIONS

Date	Ballots Cast	Absentee	New Registrations	Total Checklist	%	Issues Effecting Turnout
March 2021						
March 2020						
March 2019						
March 2018	3167	137	109	18,056	17.5	2 High School Construction Bonds
March, 2017	2534	69	23	16,763	15.1	Fire Station build; Police & Highway Employee contracts; School Leadership contract
March 2016	3754	78	72	16,691	22.5	Fire Station Bond; Firefighters contract; Teachers & Administrators contract; HS Track
March 2015	2748	46	65	16,061	17.1	Fire Station Bond & renovation; Police, Fire, & Town Supervisors contract; HS Track Bond; School Leadership contract.
March 2014	3620	53	162	15,763	23.0	Police, Fire & Highway Employee contracts; Police, Fire, & Town Supervisors contract; Teachers & Principals/Dept. Heads contracts
March. 2013	3238	49	76	15,565	20.8	Police, Fire, & Highway contracts; Town Supervisors contract; Senior Center Construction; Teacher contract
March, 2012	2340	52	45	13,941	16.8	Town Supervisors contract; Support Union contract;
March, 2011	2560	41		16,435	15.6	Town Supervisors contract;



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MARCH 13, 2018 TOWN & SCHOOL ELECTION STATISTICS

Number of Voters per Hour

TIME	MACHINE COUNTS	VOTERS/HR
7-8	430	430
8-9	899	469
9-10	1342	443
10-11	1787	445
11-12	2139	352
12-2	2532	197
2-3	2760	228
3-4	2870	110
4-7	3083	71
7-8	3167	84
TOTAL		3168
	AVE/HR	244

Number of Check-ins per Book

CHECK-IN BOOK	TOTAL
A-B	386
C	252
D-F	387
G-K	511
L-M	503
N-Q	312
R-S	392
T-Z	303
New Voter Cards	109
TOTAL	3155

HUDSON SCHOOL DISTRICT IN HOUSE FACILITY USE/RENTAL APPLICATION

DIRECTIONS: The information requested is necessary for managing facility usage and to assure that your needs are met. Complete Section I and II and submit the form to the school administrative office at least 14 days prior to the proposed activity. **A Certificate of Liability must accompany this form proving coverage for general liability and property damage insurance totaling \$1,000,000/\$2,000,000 aggregate with the Hudson School District listed as additional insured. The certificate holder should list the Hudson School District, 20 Library Street, Hudson, NH. THIS APPLICATION WILL NOT BE PROCESSED UNLESS THE CERTIFICATE OF LIABILITY IS ATTACHED.**

SECTION I - APPLICANT INFORMATION

Name of Organization: Hudson Historical Society
 Contact Person and Telephone #: Kathy Carpenter
 Street Address: _____
 City, State, Zip Code: _____
 E-mail address: kc.carpentier@hudsonnh.gov
 Activity Description: Hudson Historical Society dinner food raiser
 Number of Anticipated Participants: _____ Number of Supervisors Provided: _____
 Estimated Hours: _____ Time _____
 Activity Date(s): June 22 tent set up S M T W R F S

Facilities Requested: Event June 24, 2018 Tent removed June 25

Alvirne High School, 200 Derry Road, Hudson, NH - Telephone: 886-1260

<input type="checkbox"/> V114	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Tennis Court
<input type="checkbox"/> Classroom	<input type="checkbox"/> Gym	<input type="checkbox"/> Track
<input type="checkbox"/> Field(s)	<input type="checkbox"/> Library	<input checked="" type="checkbox"/> Hills House
<input type="checkbox"/> Music Room	<input type="checkbox"/> Checkers	<input checked="" type="checkbox"/> Hills House field

Hudson Memorial School, 1 Memorial Drive, Hudson, NH - Telephone: 886-1240

<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gym	<input type="checkbox"/> Multipurpose Rm
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library	
<input type="checkbox"/> Field(s)	<input type="checkbox"/> Other	

Hills Garrison School, 190 Derry Road, Hudson, NH - Telephone: 881-3930

<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gym	<input type="checkbox"/> Other
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library	<input type="checkbox"/> Field(s)

Dr. H. O. Smith School, 33 School Street, Hudson, NH - Telephone: 886-1248

<input type="checkbox"/> Library	<input type="checkbox"/> Cafeteria
<input type="checkbox"/> Classroom	<input type="checkbox"/> Gym

Library Street School, 22 Library Street, Hudson, NH - Telephone: 886-1255

<input type="checkbox"/> Café/Gym	<input type="checkbox"/> Classroom	<input type="checkbox"/> Other
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Nottingham West School, 10 Pelham Road, Hudson, NH - Telephone: 595-1570

<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gym	<input type="checkbox"/> Other
<input type="checkbox"/> Classroom	<input type="checkbox"/> Library	<input type="checkbox"/> Field

Hills Memorial Library, 18 School Street, Hudson, NH
 Conference room

Equipment requested: _____
 I certify that I have read and understand the regulations governing the use of the Hudson School District facilities, and my organization does not engage in any activity prohibited by School District Policy. I agree to accept personal responsibility for ensuring the compliance with these regulations during use of school facilities under this request. I affirm that all statements made by me on this form are true, complete and accurate to the best of my knowledge and belief.

FACILITIES RENTERS USING ANY HUDSON SCHOOL DISTRICT BUILDING, PLEASE BE AWARE OF THE FOLLOWING RULES: NO USE OF TOBACCO PRODUCTS, NO ALCOHOLIC BEVERAGES ON SCHOOL PREMISES, AT ANY TIME, IN/OUT OF THE BUILDING. FOOD/DRINK ALLOWED IN CAFÉ ONLY.

Printed Name and Title: _____
 Signature and Date: K. Carpenter (1)

**HUDSON SCHOOL DISTRICT
IN HOUSE FACILITY USE/RENTAL APPLICATION**

SECTION II - REQUIRED DOCUMENTATION/APPROVALS

This form will not be processed until all documentation has been submitted. If the proposed activity will fill the requested facility to more than half of capacity, the police and fire departments must be notified. This is the sole responsibility of the renter.

Set up Requirement: _____

SECTION III - PROCESSING ACTIONS

After this request has been received/approved at the building level it must be sent to the Central Office for processing:

School Administration Approval Signature _____ **Date** _____
Facility Office Approval: _____ **Date** _____

All necessary documentation has been received and checked:	_____	Yes	_____	No
Facility is available on this date:	_____	Yes	_____	No
Equipment is available on this date:	_____	Yes	_____	No
Extra Personnel Coverage required for this time/date:	_____	Yes	_____	No

Hours of custodial time required: _____
Fee Total: _____

Business Administrator Approval: Haun Bunnell **Date** 4/10/18

After the request has been processed by the Central Office, the original request should be filed in the Finance Office, Facilities office, and copies routed to the participating schools.

Mr. Malcolm Price, Chair
Hudson School Board
20 Library Street
Hudson NH 03051

April 6, 2018

Dear Mr. Price,

As part of our continuing efforts to embrace our school's core values of Curiosity, Character, Commitment and Community at Alvirne, the WATS club hosts a Unified week each year. During this week our school's main focus is promoting inclusion and unified healthy living opportunities throughout our school and community. The week is always a wonderful opportunity to show that we all belong. We would like to share that message with the entire town and school district.

The W.A.T.S club would be honored if you would consider proclaiming April 16- 20,2018 as "**Unified Celebration Week**" throughout the Hudson School District. This declaration would help us raise awareness in supporting individuals with intellectual and developmental disabilities in addition to all students that face personal challenges on a daily basis. We all belong despite our challenges.

Throughout the whole week we have many events and activities planned. We are excited that many groups at school are joining in with us. Monday is "**Autism Awareness Day**" and the NHS is sponsoring this day. We are asking that everyone wear blue. Tuesday is "Walk in My Shoes Day". In addition to this being spearheaded by the Unified Physical Education, Unified Art class and photography club, this is also included as all School advisory activity where students tell their story through one of their shoes. "**Step into my shoes and walk the life I'm living and if you get as far as I am, just maybe you will see how strong I really am**". Wednesday is "**Disabilities Awareness Day**" sponsored by the Early Childhood classes and the LEO Club. Thursday is "**No H8**" and "**Erase the R Word Day**" sponsored by the GSA, Unified Theater and the WATS club. On Friday we have the "**Run, Walk, or Roll to Inclusion**" celebration on the track. The Student Athletic Leadership Council (SALC) is coordinating this. Over the course of the school day, students and staff will have an opportunity to move around the track in celebration of the week and in support of "inclusion being the new normal". There are additional groups and staff participating in the weeklong event including the Library staff, Building trades, the band and music department.

We are very excited about this week. We would welcome your participation in joining us in our Unified Week if your schedule permits. If you have any questions concerning our request or any of the activities we are hosting, please contact us through Mrs. Curry at Jcurry@sau81.org. Thank you for your attention to this matter.

Sincerely,
The WATS Club

Zachary
Hayley Dufour
Josie Amore
HUTTEN LADD
JOSHUA
Samantha Poole

angela lavery
kevin connery
Makenna Luoni
Ryan Azevedo
ANTONIO S. AZEVEDO
TATE
B. CUL

CAITLYN
Hannah Coverdi
L'AM
Nafika Brown
Lawren Coverdi
Kelsey Richards

COMING SOON
UNIFIED WEEK

APRIL 16-20, 2018

Monday : Autism Awareness Day

Tuesday: Walk in My Shoes Day

(Stories of Hope, Optimism & Expressions of Strength)

Wednesday: Disability Awareness Day

Thursday: No H8 and Erase the "R" word

Friday: Unified Celebration and the Walk, Run or Roll to Inclusion



**SPREAD THE WORD
TO END THE WORD**




RUN, WALK & Roll. **WALK** IN MY SHOES



March 29, 2018

Joyce Coll
Human Resources Director
SAU 81
20 Library Street
Hudson, NH 03051
603-883-7765 X85009

Dear Ms. Coll,

I am writing to notify you that I am resigning from my position as Art Teacher at the Hudson School Districts Alvirne High School. My last day of employment will be June 30th.

I appreciate the opportunities I have been given during my time with your district, as well as all the professional support and guidance I've received here. I will take with me the experiences and fond memories I've gained this past year.

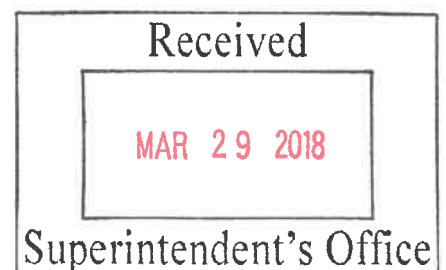
I wish nothing but the best for the staff and great futures for the students that I've had the privilege to come to know at Alvirne.

If there is anything you need of me just let me know I will be more than happy to help.

Very sincerely,



Damon Klempner



ALVIRNE FFA SPRING 2018 UPDATES & RESULTS



Alvirne FFA members competed in a variety of CDE's (Career Development Events) this spring. Some events were NH State competitions, while others were qualifying events for Regional and National competitions in the fall of 2018. At Spring Interscholastics, 52 Alvirne FFA members competed at the Thompson School of Applied Science-UNH in March. This past weekend at the 88th Granite State FFA Convention at The Mount Washington Hotel and Resort in Bretton Woods NH, 46 members attended and competed in a variety of CDE's.

Career Development Events that Alvirne FFA members competed in this spring included: Animal Welfare, Demonstration, Job Interview, Impromptu Speaking, Forestry, Veterinary Science, Floriculture/Horticulture, Floral Design, FFA Creed, and Chapter Display. Results for all competitions were announced at the FFA Awards Banquet on April 7th. Students at State Convention also attended workshops, general sessions, served as members of the nominating committee for FFA State officer elections, courtesy corps, and as delegates for FFA State business meetings.



SPRING 2018 ALVIRNE FFA CDE RESULTS:

NATIONAL QUALIFYING CAREER DEVELOPMENT EVENTS:

FLORICULTURE CDE

FIRST PLACE TEAM! Annie Comtois, Hannah Covey, Donald Flanders, Emily Wagner

2nd Place Individual: Hannah Covey

FORESTRY CDE:

FIRST PLACE TEAM! Kelly Bazarnick, Justin Bigelow, Mitchell Guillette, Gage Marynicz

1st Place Individual: Kelly Bazarnick

3rd Place Individual: Mitchell Guillette

4th Place Individual: Justin Bigelow

VETERINARY SCIENCE CDE:

FIRST PLACE TEAM! Emily Avila, Emily Greenwood, Sarah Katsohis, Heidi Londono, Trever Riendeau

1st Place Individual: Emily Avila

2nd Place Individual: Trever Reindeau

3rd Place Individual: Sarah Katsohis

4th Place Individual: Tie: Emily Greenwood & Heidi Londono

NH STATE CAREER DEVELOPMENT EVENTS:

FLORAL ARRANGEMENT CDE

1st Place: Emily Wagner

2nd Place (tie): Annie Comtois

2nd Place (tie): Hannah Covey

FFA CREED CDE (NOVICE):

3rd Place: Hannah Provost

FFA CREED CDE (EXPERIENCED):

2nd Place: Emily Avila

DEMONSTRATION CDE(GRADES 9-10)

3rd Place: Hannah Covey

DEMONSTRATION CDE(GRADE 11-12)

3rd Place: Lauren Schalk

4th Place: Sarah Katsohis

JOB INTERVIEW CDE (GRADE 12)

4th Place: Emma Miner

IMPROMPTU SPEAKING CDE (GRADE 9-10 NOVICE)

1st Place: Cameron Mastroelli

4th Place: Justin Bigelow

IMPROMPTU SPEAKING CDE (GRADE 11-12 EXPERIENCED)

1st Place: Maya Toth

CHAPTER DISPLAY: 3rd Place



OTHER AWARDS: Dr. Christina Murdock received her Honorary State FFA Degree



The Telegraph

Hudson principal earns A+

Bowen's student-centric approach earns praise



Courtesy photo Keith Bowen and his wife, Lori, after he received the A-plus Administrator Award from the New England League of Middle Schools

HUDSON – No matter the issue that is presented on his desk, Hudson Memorial School Principal Keith Bowen's question is always, *"is it good for the kids?"*

His student-centric attitude and growth mindset is part of what earned him the A-plus Administrator Award at the New England League of Middle Schools annual conference in Rhode Island.

“NELMS seeks to honor administrators who value, understand and support effective middle level education,” the organization said of the award. It is given to administrators who promote and advocate for middle level education, build community support and understand how young adolescents learn, among other qualifications.

Jerry Frew, executive director, said that Bowen, who was nominated individually by three different people, was *“well deserving”* of the award, and that from the glowing letters they received, his support of students and staff really stood out.

As for Bowen himself, he said he experienced *“so many emotions”* upon receiving the award, chief among them *“complete happiness.”*

While he has only been principal for four years, with 12 years before that as assistant principal, he has worked tirelessly to change the school culture and help Hudson Memorial to shape its identity as a middle school.

He created academic teams to meet the traditional middle school structure and to help the environment feel smaller. He worked with his staff to redesign the first week of sixth grade to make entering middle school a smoother transition, and put focus on building the social-emotional skills of all 817 students.

Daniel Pooler, math department head and Hudson STEM coordinator was one of the three to nominate Bowen for the award. He said Bowen was *“100 percent focused on making sure students and staff are as successful as they can be.”*

He instills three core values of respect, responsibility and hard work, and makes decisions based off whether it will help the students, Pooler said.

In his role as a middle school principal, Bowen said he is able to have a more direct, more positive impact on someone’s life.

“People always say middle school (teachers) are crazy,” he said. *“But it’s where people growing up come to a crossroads,”* and are making decisions that could influence the rest of their lives.

In elementary school those decisions are not as pressing, but by high school many of them have been made, he said.

“Here, I can make the biggest difference.”

Bowen said he hopes that in their years at Hudson Memorial, his students learn that if they work hard, over time they can become anything they want.

Hannah LaClaire can be reached at 594-1243 or hlaclaire@nashuatelegraph.com.

April 2, 2018
Hills Memorial Library

Hudson School Board
Public Session 6:30

**HUDSON SCHOOL DISTRICT
Hudson School Board Meeting
April 2, 2018
Draft Minutes**

Present

- Mr. Malcolm Price, Chair
- Ms. Stacy Milbouer, Vice Chair
- Mr. Lee Lavoie
- Mrs. Patty Langlais
- Ms. Darcy Orellana
- Mr. Lawrence Russell, Superintendent
- Ms. Mary Wilson, Assistant Superintendent
- Ms. Rachel Borge, Director of Special Services
- Ms. Karen Burnell, Business Administrator
- Mr. Dillon Pinard, Student Representative

A. Call to Order: Mr. Price Board Chairman, called the meeting to order and Mr. Lavoie led the audience in the Pledge of Allegiance at 6:30 pm.
Welcome Roger Coutu, Board of Selectman Chair.

B. Public Input
Brian Taylor, Anna Louise Dr. Hudson
Invited the School Board to attend SEPAC event – *Parent and Educators – Partners in the Special Education Process* on April 10 6:00-8:00 pm, AHS Music Room. Preregistration is recommended. This event will focus on communication between parents and educators. There will be another event held in May and they’re working on events for next year.

Roger Coutu – Board of Selectman Chair
Would like to extend an olive branch.
Would like to see these two boards work collaboratively for the good of the Town of Hudson and improve communication. Town Administrator has agreed to work with the Superintendent. The Board of Selectmen will provide the School Board with meeting agenda’s and would like to see a School Board Rep attend Board of Selectman meetings when items that involve both boards are on the agenda.

The School Board thanked Roger for coming tonight; have wanted this to happen for a long time. Want what is best for the Town of Hudson.
The Superintendent will work with the Town Administrator; liaison will attend necessary Board of Selectmen meetings and will also see that the Board of Selectmen receives their agendas as well. Mr. Lavoie stated that a member of the Board of Selectmen had a “Point of Order” at Deliberative because he (Mr. Lavoie) was attending in place of the School Board liaison and alternate as they were unable to attend. Mr. Lavoie had already discussed this with the Board of Selectmen Chair.

Roger Coutu talked about having "Student Government Week" - High School students would shadow people on the various boards in Hudson; at the end of the week the groups would meet and discuss how the week went.

School Board is in favor of this event.

Mr. Price stated, "the past is the past" and would like to move forward.

C. Presentations to the Board

CoSN Conference Attendance Report

Kyle Hancock addressed the Board on the conference he attended in Washington. DC.

Sessions attended:

Screen time is not always good, measuring screen time, Rules of the (online) Road, behind the scenes of the device, building the team to support change, Project Unicorn – education software, Technology – Shiny Objects – if you bring something back, be sure it fits into your mission, 1:1 Student: Device – How do you know if this is successful versus time used, are they more engaged?

Met with various vendors, school safety technology – certain terminology will raise flags.

Great conference.

PowerSchool University – Attended by Brenda Colameta, Data Analyst.

Sessions attended:

Start of year and end of year processes, state reporting, transcripts, etc.

PowerScheduler, customizations – Special Ed, Athletics

Brenda held a training last Friday for Administrative Assistants.

Mr. Russell asked Kyle to remain up front during his report.

D. Requests of the Board

There were no Requests of the Board.

E. Reports to the Board

Superintendent's Report

Mr. Lawrence Russell addressed the board.

Legislative Update:

SB193- Voucher Bill

Many changes, next meeting is April 4. This is not good for public education; please go speak or call your Representatives.

HB612 – Superintendent asked Kyle's understanding on this.

Student privacy/student data – very difficult issue. Can do security audits but they are very expensive; student data – privacy is hindered.

There many apps that would potentially need to be approved by School Boards. Digital Badgering – Could be cumbersome to manage. Hudson does have firewalls.

Superintendent thanked Kyle for his input.

Professional Development Day was held on March 30. Superintendent opened the meeting.

Would like to see new committees:

Executive Committee for Alternative Education

Exploratory Committee for full-day Kindergarten

Strategic Planning Committee involving both parents and teachers

Assistant Superintendent

Ms. Mary Wilson

Attended a meeting at UNH with Scott Baker.

There were four workshops. Each attended two sessions and shared what they learned.

Next Generation Science Standards Workshop

Attended Universal Design Learning (UDL) with HMS team – Asked to be a focus team – yes.

PD day went well; sent out a survey - have received good feedback.

Director of Special Services' Report

Ms. Rachel Borge addressed the board.

Special Education Vertical Alignment

Medicaid Training

IEP writing skills-meet expectations, groups of mixed grade levels.

SEPAC meeting next week. Will work on website and social media presence as well as accessing information on various platforms.

Business Administrator's Report

Ms. Karen Burnell addressed the board.

Before and after school bids have closed. Received five bids, will come before the Board on April 16.

ALICE Drills will be held between April 17-May 8 at all schools. Emergency bags for all classrooms being prepared.

CTE Renovations – need to make some decisions and be “shovel-ready” if approved by the State. We will need to spend \$1.5 million to start process.

Meeting with the State on April 16, School Board will meet in the evening.

F. Committee Reports

Committee Assignments

Changes – Mr. Lavoie will be Alternate for Budget Committee; Mrs. Langlais and Ms. Orellana will share Policy Alternate position; Alternative Education Committee shared by Mr. Price and Ms. Milbouer.

Mr. Lavoie moved to accept the Committee Assignments as presented with noted changes, with the knowledge of if the designated person is unable to attend an alternative person can take their place, second by Mrs. Langlais. Motion passes 5-0.

G. Correspondence

Discipline Data

Reviewed data for February and March.

Discussed vaping issue - spending a lot of time on this. Illegal to buy, not illegal to smoke. Dillon added that anti-vaping posters have been posted at the high school.

Letters of Resignation

Lisa Berry

Jeff DiPrizito – tough loss. Model UN, coach, mentor

For your information, no vote necessary.

At-Risk Coordinator Report

For your information.

Great list of area summer camps. Complete list can be found in District Resource Book.

Alvirne HOSA Students

Mr. Russell recognized all the winners. Congrats to all.

Debi Rapson Recognition

Will be President of Art Educator Association. In charge of professional development for teachers and collaboration.

Attended National Art Conference in Seattle, WA. – Work from two Hudson students was on display at conference.

Took a lesson at the conference – doodle books are a great place to collect thoughts and ideas.

Portfolios – start off as a digital collection of work but will turn into paper projects for interview process.

Portfolio should represent the student.

STEM vs. STEAM – Exit interviews on STEM “strategies that engage minds.” Need passion, curiosity and enthusiasm.

Technology should not replace pen and paper; need physical connection to make mental connections.

Debi’s Statement – “Failure is the beginning of greatness.”

H. Recommended Action

1. Manifests - Recommended Action:

Manifests are available to be signed. Make necessary corrections.

2. Business Affairs - Draft Minutes – Recommended Action:

Make necessary correction and approve.

March 19, 2018 Draft Minutes

Change: Delete “once again” this was her first election.

Ms. Milbouer moved to accept the draft minutes of March 19 with noted change, second by Mrs. Langlais. Motion passes 5-0.

I. Old Business

There was no Old Business

J. New Business

Budget Transfer SB# 7

Mrs. Langlais moved to accept SB#7 as presented, second by Ms. Orellana. Motion passes 5-0.

K. Board Member Comments:

Dillon: Did a presentation last week at Assisted Living Facility. They will be contacting Mr. Beals looking to hire students in Culinary Arts program and HOSA program.

Ms. Orellana: Thanks, Dillon.

Cabaret was wonderful.

Does the district do exit Interviews? Mr. Russell: yes.

Professional Development feedback is very important.

Mr. Lavoie – Letter to the Editor – “Ethical Behavior” during Deliberative.

Do not feel there was anything unethical.

Mrs. Langlais – Staff loved the professional development on Friday.

Ms. Milbouer – Heard the professional development was great.

SEPAC Committee – great help to others.

Congrats to our HOSA students.

“March for our Lives” – Done in a great way at AHS. Teens are using their power. School safety is my number one priority.

Mr. Price – Cabaret was great; shout out to all, it was quite a show.

Article 1 has passed; Article 2 has failed we must move on and work on the CTE Renovation project.

L. Non-Public Session:

Mr. Lavoie moved to enter Non-Public session at 8:15 pm under RSA 91-A:3 II (b, c) second by Mrs. Langlais. Chairman called for a roll call vote. Ms. Milbouer – yes, Mrs. Langlais – yes, Mr. Lavoie – yes, Ms. Orellana – yes, Mr. Price – yes. Motion passes 5-0.

Enter Non-Public at 8:15 pm.

The board discussed nominations. No action taken.

The board discussed a request to waive separation payment deadline for a staff member who is retiring for health reasons. ***Mrs. Langlais moved to approve the request, second by Ms. Milbouer. Motion passes 5-0.***

Mr. Lavoie moved to exit non-public, second by Ms. Milbouer. Motion passes 5-0.

The board exited non-public session.

Mrs. Langlais moved to accept the 2018-2019 staff nominations as presented, second by Ms. Orellana. Motion passes 3-0-2. Mr. Lavoie and Ms. Milbouer abstained.

M. Adjourn:

Mr. Lavoie moved to adjourn, second by Ms. Orellana. Motion passes 5-0.

Meeting adjourned at 9: 01 pm.

Respectfully submitted,

Dotty Murray (public)

Mary Wilson (non-public)

HUDSON SCHOOL DISTRICT
SAU # 81
20 Library Street
Hudson, NH 03051-4240
phone (603) 883-7765 fax (603) 886-1236

Lawrence W. Russell, Jr.
Superintendent of Schools
(603) 886-1235
lrussell@sau81.org

Mary Wilson
Assistant Superintendent
(603) 886.1235
mwilson@sau81.org

Rachel Borge
Director of Special Services
(603) 886-1253
rborge@sau81.org

Karen Burnell
Business Administrator
(603) 886-1258
kburnell@sau81.org

MEMORANDUM

TO: Hudson School Board

FROM: Karen Burnell, Business Administrator *KB*

DATE: April 10, 2018

RE: Awarding of FY2019 Vendor Contracts - Art Supplies

For the fiscal year 2019, we reviewed quotes and pricing from several vendors for art supplies. I am requesting that the Board approve the following motion so that staff may begin entering requisitions for art supplies to be purchased after July 1, 2018. This action is in compliance with policy 6.1(w) Bidding and Purchasing which was revised on July 7, 2008.

Recommended Action:

- 1. The Hudson School Board awards W.B. Mason a contract to provide art supplies for the fiscal year 2019 in accordance with policy 6.1(w). The anticipated expenditure amount with W. B. Mason is \$ 11,500.*
- 2. The Hudson School Board awards School Specialty a contract to provide art supplies for the fiscal year 2019 in accordance with policy 6.1(w). The anticipated expenditure amount with School Specialty is \$ 10,300.*

choo

Thank you in advance for support of the above motion.

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Karen Burnell
Business Administrator
(603) 886-1258
kburnell@sau81.org

MEMORANDUM

TO: Hudson School Board
FROM: Karen Burnell, Business Administrator *WB*
DATE: April 10, 2018
RE: Awarding of FY2019 Vendor Contracts - School Supplies

For the fiscal year 2019, we reviewed quotes and pricing from several vendors for school supplies. I am requesting that the Board approve the following motion so that staff may begin entering requisitions for school supplies to be purchased after July 1, 2018. This action is in compliance with policy 6.1(w) Bidding and Purchasing which was revised on July 7, 2008.

Recommended Action:

- 1. The Hudson School Board awards WB Mason a contract to provide school supplies for the fiscal year 2019 in accordance with policy 6.1(w). The anticipated expenditure amount with W.B. Mason is \$ 22,700.*

Thank you in advance for support of the above motion.

HUDSON SCHOOL DISTRICT

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Karen Burnell
Business Administrator
 (603) 886-1258
kburnell@sau81.org

To: Hudson School Board

From: Karen Burnell, Business Administrator *KB*

Re: FY19 Before- and After-School Program

Date: April 16, 2018

Five vendors submitted quotes in response to the district's advertised RFP for the Before- and After-School Program at both the elementary and middle schools. The quotes below are for attendance of 5 days per week (first child in the family).

Vendor	Cost per Child Before School	Cost per Child After School	Cost per Child Before & After School
Alpha Best Education	65.00	85.00	120.00
Champions Before- and After-School	45.00	Grades 1-5 75.00	96.00
		Grades 6-8 65.00	65.00 (After only)
Innovations Learning	58.75	76.25	135.00
Springboard Education in America	57.30	82.50	139.80
YMCA	50.00	80.00	120.00

Cost was not the only factor in deciding which vendor to choose. Champions has over twenty-seven years' experience. They currently have five hundred before- and after-school programs nationwide, with existing partnerships at two schools in Windham. They have six content areas that include character development, creative expression, executive function, literacy, inquiry-based learning, and community service.

Recommended Action:

The Hudson School Board awards Champions Before- and After-School Program a two-year contract with no cost to the school district per the bid specifications in accordance with policy 6.1 (w).

Thank you in advance for support of the above motion.

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Karen Burnell
Business Administrator
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kburnell@sau81.org

April 16, 2018

Ardor Health Solutions
Attn: Greg Preziosi
5830 Coral Ridge Drive, Suite 120
Coral Springs, FL 33076

Dear Greg Preziosi:

This contract is an Agreement between Ardor Health Solutions and the Hudson School District to provide contracted speech/language pathology services for the remainder of the 2017-2018 school year.

Speech/language pathology services will be provided not to exceed \$12,420 (20 hours per week, approximately 9 weeks). The hourly rate for services is \$69.00. The Hudson School District agrees to pay for services within thirty – forty-five days upon receipt of invoices and proper documentation of services provided. The service provider certifies that they are not currently suspended or debarred from receiving money from the US Federal Government.

Please note that this contract consists of service delivery to students, consultation with staff members, special education team participation, student assessments and progress monitoring, planning, and other duties requested by the school or district-wide administration. The contracted provider will not be paid for any work conducted at home. The Hudson School District will not provide mileage reimbursement or pay for travel time.

The Service Provider agrees not to divulge, reveal or report or use, for any purpose, any confidential information which the Service Provider has obtained or which was disclosed to the Service Provider by the customer. The obligation to protect the confidentiality of the Hudson School District will survive the termination of this Agreement.

The Service Provider is acting as an independent contractor and not as an employee of the Hudson School District in providing the services hereunder and is solely and exclusively responsible for his/her own federal and state income taxes, social security taxes, other employment taxes, unemployment insurance, workman's compensation insurance to the extent required by law and professional liability insurance. The Service Provider shall provide the Hudson School District with a certificate of professional insurance with a minimum of \$1,000,000 per occurrence and certificates for all other insurance required by law. The Service Provider shall not cancel the insurance without thirty (30) days written notice to the Hudson School District.

The Service Provider shall maintain employment records as required by state and federal regulations on all individuals assigned to the District. The Service Provider shall be permitted to employ individuals under a conditional offer of employment. The Service Provider shall promptly submit the names of all

individuals who shall be assigned by it to the District, with all properly completed paperwork, a notarized criminal history records release form authorizing the District to request a criminal history records check, a complete set of fingerprints taken by a qualified law enforcement agency or an authorized employee of the District, and payment for the cost of a criminal history records check for each of its listed employees. The District shall be responsible for completing the criminal records history check, and shall inform the Service Provider of any individual who does not meet the District's criteria for working in its schools due to an adverse criminal background. The decision of the District shall be final on the matter of suitability for assignment by the Service Provider to the District. All new employees of the Service Provider who are assigned during the term of this Service Provider to work in the District shall be required to pass the criminal records history check in accord with this paragraph.

The Hudson School District may terminate this Agreement at any time without cause and the Hudson School District's sole liability shall be for the costs of services performed up to the date of termination of the Agreement.

The Service Provider shall, at his/her sole expense, he/she will defend, indemnify and save the SAU and its school districts, their boards, officers, agents and employees harmless from any and all claims, demands, damages, losses, costs and expenses of every kind and nature, including but not limited to reasonable attorneys' fees growing out of the negligent, willful, intentional or reckless acts or omissions of the Service Provider in conjunction with their duties under this Agreement. Notwithstanding the foregoing, in no event shall the Service Provider be obligated to defend, indemnify the SAU and its school districts, their boards, officers, agents and employees for any claims, demands, damages, losses, costs and expenses of every kind and nature, including but not limited to reasonable attorneys' fees arising out of or resulting from willful or negligent actions of the SAU and its school districts, their boards, officers, agents and employees.

The Service Provider shall not assign or any way transfer all or any portion of his/her rights, nor delegate any of his/her duties under this Agreement without the prior written consent of the Hudson School District.

Any amendments or modifications of this Agreement by either party will only be binding when evidence in writing signed by each party.

Signature -- Greg Preziosi

Date

Signature --Rachel Borge

Date



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
State of New Hampshire TDD Access: Relay 1-800-735-2964

NWS

Options For Consideration

A. Surveillance

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<p>Capability #1: 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>Capability #2: 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>Capability #3: 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>Capability #4: 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>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.</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>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.</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>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.</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>Capability #4: 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>Capability #5: 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>Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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>Capability #10: 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>Capability #11: 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>Capability #12: 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>Capability #1: 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>Capability #2: 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>Capability #3: 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>Capability #4: 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>Capability #5: 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>Capability #6: 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>Capability #7: 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. 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>Capability #8: 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 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>Capability #9: 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,

A handwritten signature in black ink that reads "Perry E. Plummer".

Perry E. Plummer
 Director

Enclosure

HGS

Options For Consideration

A. Surveillance

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<p>Capability #1: 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>Hills Garrison Elementary School has no surveillance cameras.</p> <p>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.</p> <p>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>Capability #2: Internal security cameras should cover hallways and other common areas.</p>				X	<p>Hills Garrison Elementary School has no surveillance cameras.</p>
<p>Capability #3: 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>Hills Garrison Elementary School has no surveillance cameras.</p>
<p>Capability #4: Exterior emergency doors should be covered by security cameras.</p>				X	<p>Hills Garrison Elementary School has no surveillance cameras.</p>

B. Access Control

Capability		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p>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.</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>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.</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>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.</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>Capability #4: 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>Capability #5: 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>Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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>Capability #10: 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>Capability #11: 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>Capability #12: 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>Capability #1: 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>Capability #2: 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>Capability #3: 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>Capability #4: 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>Capability #5: 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>Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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>Capability #1: 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>Capability #2: 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>Capability #3: 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>Capability #4: 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		Capability Fully Met?		Capability Partially Met?		Suggestions
		Yes	No	Yes	No	
<p>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.</p>		X				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.
<p>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.</p>		X				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.
<p>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.</p>				X	X	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>Capability #4: 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>Capability #5: 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>Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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 check or block doors open at any time.</p>
<p>Capability #10: 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>Capability #11: 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>Capability #12: 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	
Capability #1: 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		X		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.
Capability #2: 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.
Capability #3: 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				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.
Capability #4: 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 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.
Capability #5: 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				No suggestions. The school does have the ability to make announcements from classroom phones.
Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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

Options For Consideration

A. Surveillance

Capability	Capability Fully Met?		Capability Partially met?		Suggestions
	Yes	No	Yes	No	
<p>Capability #1: 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>Capability #2: 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>Capability #3: 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>Capability #4: 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>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.</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>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.</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>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.</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>Capability #4: 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>Capability #5: 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. 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	Yes	No	
<p>Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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>Capability #10: 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>Capability #11: 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>Capability #12: 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	
Capability #1: 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.
Capability #2: 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.
Capability #3: 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.
Capability #4: 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.
Capability #5: 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.
Capability #6: 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>Capability #7: 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>Capability #8: 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>Capability #9: 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>