

SCHOOL ADMINISTRATIVE UNIT #34
Deering, Hillsboro, Washington, and Windsor

SAU #34 SCHOOL BOARD MEETING
Tuesday, May 28, 2024 - 6:00 pm
Hillsboro-Deering High School, Multi-Media Room

MINUTES

A. CALL TO ORDER—PLEDGE OF ALLEGIANCE @ 6:03 PM

Announcement by the vice- Chair as to the presence of a quorum, that the meeting has been duly called, and the notice of the meeting have been posted for time and in the manner required by law.

Public announcement that meeting is being recorded and will appear on the SAU #34 website at <https://www.hdsd.org/>

- a. A moment of silence was held.

B. ROLL CALL

A roll call was taken by the secretary at 6:04 PM with the following results:

Hillsboro-Deering School Board	Christopher Bober - Present
	Paul Plater- Present
	Krista Davison- Preset
	Stacy Morrin - Present
	Michael Kenney - Present
Washington School Board	Arin Mills - Present
	Danielle Moore- Absent
	Eric Hodges - Present via Zoom
	Tyler Garvin - Present
	Laura Botelho - Present
Windsor School Board	Wendy Robbins - Absent
	Karen Turbyne - Absent
	Susan Robbins - Present - left early

C. Pledge of Allegiance and Moment of Silence

D. Correspondence

- a. None

E. Public Comment – Limited to five minutes per person

- a. Chair Hodges opened public comment at 6:06pm.
- b. No public present to give comment the meeting moved forward with public comment time remaining open for a minimum of 30 minutes.

F. Superintendent's Report

- a. Business Office Structure for FY 25
- b. SAU 34 Strategic Plan Annual Review
 - i. Jeni Laliberte
 - 1. See attached sheets
 - ii. Stacey Vazquez
 - 1. See attached sheets
 - iii. Grant Geisler
 - 1. See attached sheets
- c. Data Governance Update
 - i. Neal Richardson
 - 1. See attached sheets

- d. Business Manager's Report
 - i. SAU 34 April Financial Report
 - 1. see attached sheet
 - ii. FY23 Audit Report

G. Board Discussion

- a. Review Superintendent Evaluation Process
 - i. This is the second full year of this particular evaluation process.
- b. Board Secretary Position
 - i. Megan Shower is retiring from the secretary position at the end of June, 2024.
- c. Fall SAU Board Meeting Dates
 - i. September 26 in Washington
 - ii. October 24 in Hillsboro-Deering

H. Consent Agenda

- a. Approve Meeting Minutes - April 17, 2024, 2023
 - i. Davidson moved to approve the minutes of April 17, 2024 as presented. Mills seconds.
 - ii. VOTE
 - 1. Bober moved to approve the consent agenda as presented. Garvin seconds. Motion passed Motion passed 4.8-0-2.2 (No members of Windsor Present to vote = 1 abstained)
 - 2. Roll Vote

Hillsboro-Deering School Board	Christopher Bober - yes Paul Plater - yes Krista Davison - yes Stacy Morrin - yes Michael Kenney - yes
Washington School Board	Arin Mills - - yes Danielle Moore- abstain Eric Hodges - - yes Tyler Garvin - - yes Laura Botelho - abstain
Windsor School Board	Susan Robbins - No Vote

- b. 2024-2025 SAU Personnel Appointments, Leaves & Resignations
 - i. VOTE
 - 1. Mills moved to approve the 2024-2025 SAU Personnel Appointments, Leaves & Resignations as presented. Garvin seconds. Motion passed 5.4-0-1.6 (No members of Windsor Present to vote = 1 abstained)
 - 2. Roll Vote

Hillsboro-Deering School Board	Christopher Bober - yes Paul Plater - yes Krista Davison - Abstained Stacy Morrin - yes Michael Kenney - yes
Washington School Board	Arin Mills - yes Danielle Moore-- yes Eric Hodges - - yes Tyler Garvin - - yes Laura Botelho -Yes
Windsor School Board	Susan Robbins - No Vote

- c. 3) Set Fall meeting dates
 - i. VOTE

1. Garvin moved to approve Fall SAU #34 Board dates as presented. Davidson seconds. Motion passed 6-0-1 (No members of Windsor Present to vote = 1 abstained)
2. Roll Vote

Hillsboro-Deering School Board	Christopher Bober - yes Paul Plater - yes Krista Davison - yes Stacy Morrin - yes Michael Kenney - yes
Washington School Board	Arin Mills - yes Danielle Moore-- yes Eric Hodges - - yes Tyler Garvin - yes Laura Botelho -Yes
Windsor School Board	Susan Robbins - No Vote

I. Non-Public Session – RSA 91-A:3 II (b)

- a. Davidson moved to enter into a non-public session citing RSA 91-A:3 II-b. Morrin seconds. 6-0-1 (No members of Windsor Present to vote = 1 abstained) @ 8:19pm
- b. Roll Vote

Hillsboro-Deering School Board	Christopher Bober - yes Paul Plater - yes Krista Davison - yes Stacy Morrin - yes Michael Kenney - yes
Washington School Board	Arin Mills - yes Danielle Moore-- yes Eric Hodges - - yes Tyler Garvin - yes Laura Botelho -Yes
Windsor School Board	Susan Robbins - No Vote

J. Call Back to Order

- a. Vice-Chair Bober called the meeting to order at 7:25 pm

K. Action After Non-Public Session

- a. Garvin moved to authorize the superintendent to act on what was discussed and agreed upon in the non-public session citing RSA 91-A:3 II-b. Davidson seconds. 6-0-1 (No members of Windsor Present to vote = 1 abstained)
- b. Roll Vote

Hillsboro-Deering School Board	Christopher Bober - yes Paul Plater - yes Krista Davison - yes Stacy Morrin - yes Michael Kenney - yes
Washington School Board	Arin Mills - yes Danielle Moore-- yes Eric Hodges - - yes Tyler Garvin - yes Laura Botelho -Yes
Windsor School Board	Susan Robbins - No Vote

L. Adjournment

- a. Robbins moved to adjourn. Garvin seconds. 6-0-1 (No members of Windsor Present to vote = 1 abstained) @ 8:27pm

M. Roll Vote

Hillsboro-Deering School Board

Christopher Bober - yes

Paul Plater - yes

Krista Davison - yes

Stacy Morrin - yes

Michael Kenney - yes

Washington School Board

Arin Mills - yes

Danielle Moore-- yes

Eric Hodges - - yes

Tyler Garvin - yes

Laura Botelho -Yes

Windsor School Board

Susan Robbins - No Vote

78 School Street
Hillsboro, NH
03244-2190

SAU #34

603-464-4466
Fax 603-464-4053
www.hdsd.org

Soaring to Excellence

Jennifer L. Crawford, Ed.D.
Superintendent of Schools
Stacey L. Vazquez, Ed.S.
Director of Student Support Services

Jeni M. Laliberte, M.Ed., CAGS
Director of Curriculum, Instruction and Assessment
Grant G. Geisler, M.S.
Business Manager

To: SAU 34 School Board Members
From: Dr. Jennifer Crawford, Superintendent of Schools
RE: **For Information Only** – Appointments, Leaves & Resignations of Staff
Date: May 28, 2024

Resignations:

Rebecca Minichiello, Financial Analyst
Megan Shower, Board Secretary

Leaves: None

Transfers/Change of Assignments: None

Appointments:

Grant Geisler, Federal Projects Fiscal Manager and Mentor; up to 420 hours 7/1/24 to 6/30/25; \$75/hr.

Lynn Wheeler, Executive Assistant to the Superintendent; 7/1/24 to 6/30/25; 40 hours/week; \$30.90/hr.

Terese Rheault, Central Office Administrative Assistant; 7/1/24 to 6/30/25; 40 hours/week \$29.87/hr.

Annette Dolbeare, Financial Analyst; 7/1/24 to 6/30/25; 40 hours/week; \$32.47/hr.

Heather Greene, Administrative Assistant to the Director of Student Support; 7/1/24 to 6/30/25; 40 hours/week; \$23.69/hr.

Angela Newhall, Financial Analyst; 6/17/24 to 6/30/25; 40 hours/week; \$26.50/hr.

78 School Street
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03244-2190

SAU #34

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Director of Curriculum, Instruction and Assessment*

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Business Manager*

603-464-4466
Fax 603-464-4053
www.hdsd.org

To: Members, SAU 34 School Board
From: Dr. Jennifer Crawford, Superintendent of Schools
Date: May 28, 2024
Re: Appointments, Leaves and Resignations - Administrators

The following resignations, leaves, and appointments of administrators have occurred since the April 15, 2024 School Board meeting:

RESIGNATIONS:

Grant Geisler, Business Manager, eff. 6/30/24

LEAVES: None

TRANSFERS/CHANGE OF ASSIGNMENTS: None

APPOINTMENTS:

Rebecca Minichiello, Interim Business Manager, 7/1/24 to 6/30/25, \$87,500

Context

- One slide summarizing each Priority Area (Culture, Learning Environment, Student Success)
- One slide summarizing each Objective within each Priority Area
- Each Objective is color-coded as indicated below:

Objective has been met and work is ongoing

Objective is in progress and will be met by the end of the current strategic plan June 2025

Objective has been started but will not be completed by the end of the current strategic plan June 2025

Culture

SAU 34 will develop and maintain a welcoming environment that supports the tenets of the Portrait of a Graduate, ensuring students, staff and families feel valued, safe and supported to foster a responsive and high achieving culture.

OBJECTIVE 1

Strategy 1

Strategy 2

Strategy 3

OBJECTIVE 2

Strategy 3

Strategy 1

Strategy 2

OBJECTIVE 3

Strategy 1

Strategy 2

Strategy 3

OBJECTIVE 4

Strategy 1

Strategy 2

Strategy 3

OBJECTIVE 5

Strategy 1

Strategy 2

Strategy 3

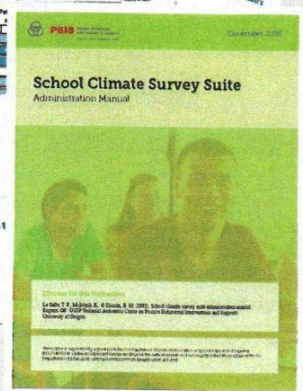
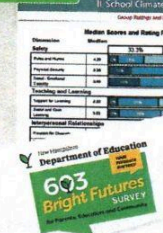
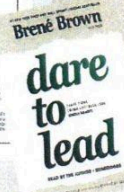
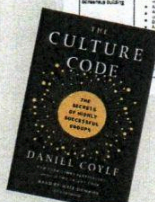
Objective 1

SAU will foster an empathetic culture that respects and values all individuals and focuses on a culture of continuous improvement based on the Portrait of a Graduate tenets.

Research and explore the characteristics of a quality, high performing, and personally rewarding culture and its implications for leadership and all organizational members.

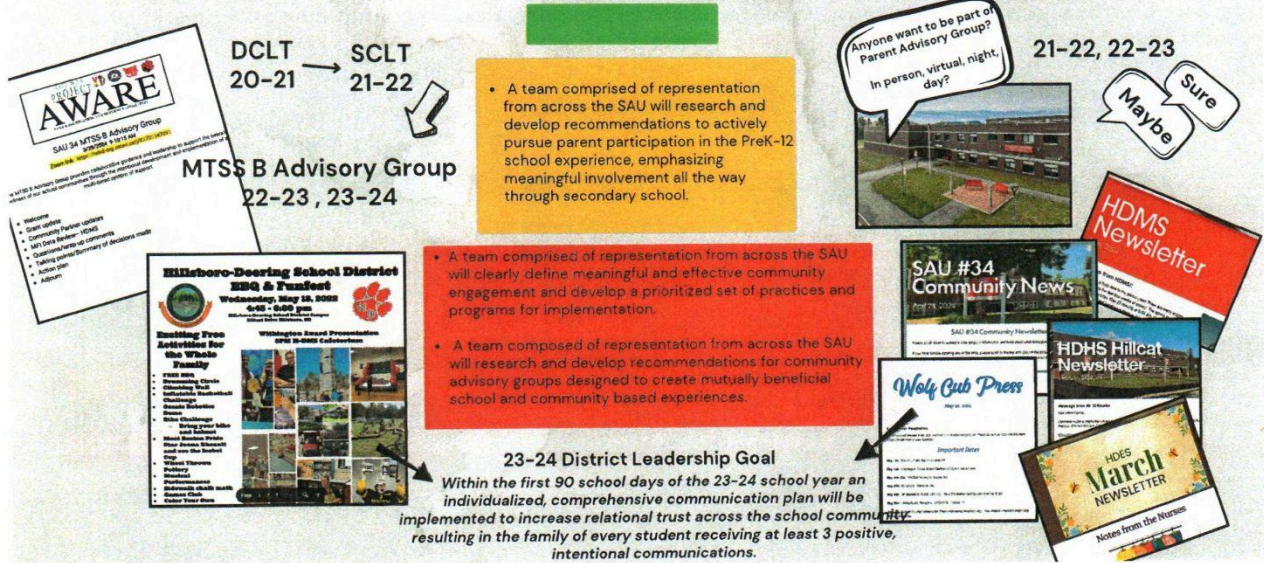
- A team comprised of representation from across the SAU will research methods and develop tools to systematically collect regular evidence of culture and climate and analyze the results to determine action steps.

- A team comprised of representation from across the SAU will determine what it means for SAU leaders and staff to embody the tenets of the Portrait of a Graduate and its organizational implications.



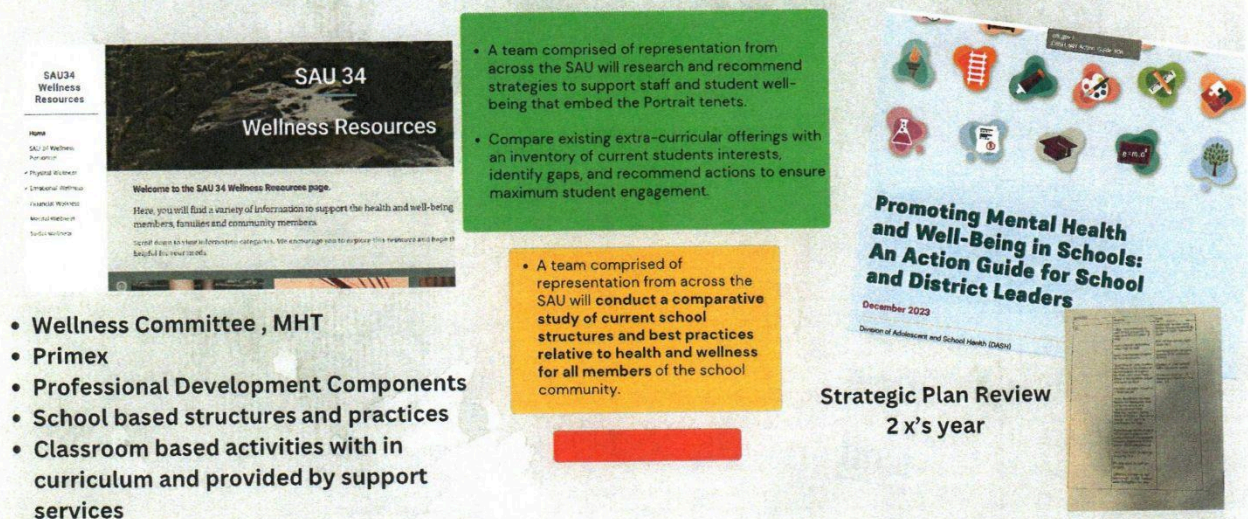
Objective 2

SAU 34 will genuinely engage all stakeholders in a collaborative culture of learning and continuous improvement.



Objective 3

SAU will promote a culture of health and wellness for all members of the school community



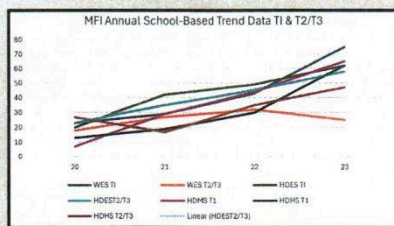
Objective 4

SAU will research and implement practices and identify resources that promote positive student behavior.

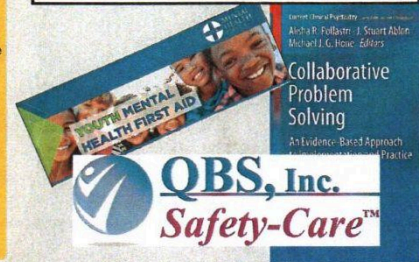
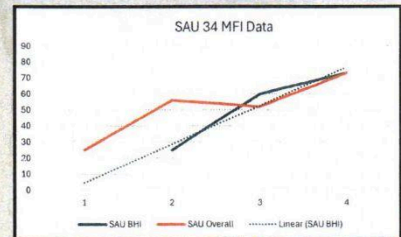
MTSS: Multi-Tiered System of Support

Multi-Tiered: Differing levels of prevention

80% Universal: Tier 1
15% Target: Tier 2
5% Intensive: Tier 3



- Teacher and administrative leadership will research and recommend the design of a multi-tiered system of support that reduces negative behavior and fosters a positive school climate and culture and develop professional development designed to meet the specific needs of all staff.
- Implement strategies that involve students in supporting the behavioral environment of their peers and include student voice and choice over their daily lives so they contribute to the positive behavior, climate and culture of their schools.
- Provide the tools staff need to implement effective supports for students in light of the increasing mental health needs and instances of trauma.



Objective 5

SAU 34 will develop and implement an embedded professional development program that will include strategies and supports for fostering a positive and empathetic culture that prioritizes relationship building, responsiveness, and continuous improvement by June 2022

October 6, 2023 Professional Development Menu

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Q Menu

100%

13:30-1:30

7:30-8:30

8:30-9:30

9:30-10:30

10:30-11:30

11:30-12:15

12:30-1:30

1:30-2:30

2:30-3:30

3:30-4:30

4:30-5:30

5:30-6:30

6:30-7:30

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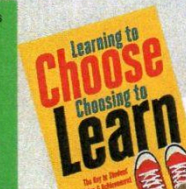
11:30-12:15

12:30-1:30

1:30-2:30

2:30-3:30

- Each school leadership team will review the opportunities and resources for embedded professional development in their building and cross reference them with their needs.
- The district leadership will conduct an annual review of the format and structure of professional development.
- A team comprised of representation from across the SAU will gauge the effectiveness of the structure(s) by which professional development is delivered and to make recommendations about its improvement.



Vape Task Force

Restorative Practices for Educators

WINGSPEED ADVENTURES

22-23 SAU 34 Professional Development Survey

WINGSPEED ADVENTURES

22-23 SAU 34 Professional Development Survey

WINGSPEED ADVENTURES

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22-23 SAU 34 Professional Development Survey

WINGSPEED ADVENTURES

22-23 SAU 34 Professional Development Survey

Learning Environments

SAU will provide and maintain facilities that support a high quality, future focused teaching and learning environment that allows multiple educational opportunities.

OBJECTIVE 1

Strategy 1

Strategy 2

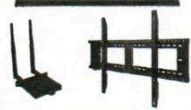
Strategy 3

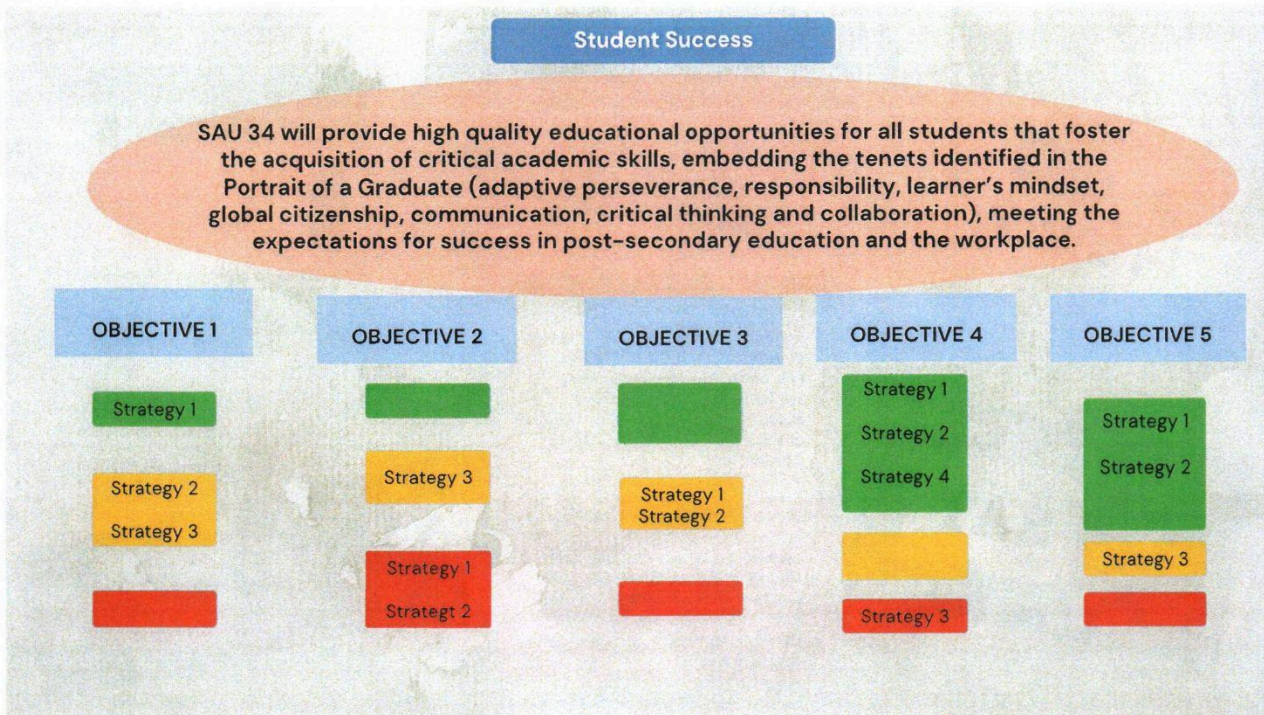
Objective 1

SAU 34 will provide and maintain facilities that support a high quality, future focused teaching and learning environment that allows multiple educational opportunities.



- The district leadership team will establish the environmental characteristics that support future focused, meaningful, relevant, and practical learning experiences that impact SAU learning environments.
- The District Leadership Team will monitor the state of school facilities relative to their present capacity to support future focused learning environments.
- Members of the district leadership team will visit school organizations known for future focused facilities to learn how preK-12 is evolving its infrastructure to better support deeper and more meaningful learning experiences for all students.





Objective 1
SAU 34 will develop and implement a curriculum frameworks that integrate all content standards including career and technical education with Portrait of a Graduate tenets throughout PreK-12 as evidenced by the development and completion of the same by 2025.

- Research and review how other districts have developed and implemented an integrated learning framework.
- Establish a curriculum committee with the charge, timeline, and resources to develop the integrated learning framework and the expectations for its use in teaching and learning. On track to complete by June 2025
- Develop Elementary, Middle, and High School Student Advisory Committees to amplify student voice and choice, help inform SAU 34 programming for their academic, career and technical education, and post-K-12 life, and to build student engagement in their learning

SAU 34 Curriculum Website

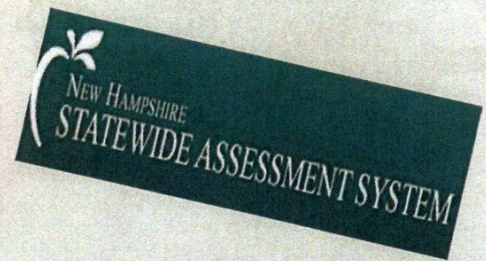


Objective 2
SAU 34 will develop and implement an equitable and balanced assessment program that supports and informs instructional practices to ensure progress towards student proficiency of the integrated curriculum frameworks, by 2025.



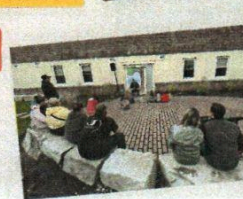
- Establish a preK-12 representative committee with the charge, timeline, and resources to develop and implement a comprehensive assessment plan, based on the work of the 2020-2021 Curriculum Committee.

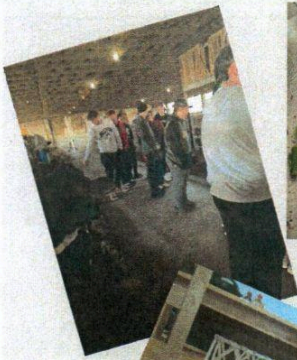
- Engage in professional development opportunities related to performance assessment
- Charge a lead teacher team with learning about and reporting back to leadership about the student benefits and challenges of project-based learning



Objective 3
SAU 34 will evaluate current programming and develop additional educational opportunities outside the traditional classroom setting.

- Building principals will form recommendations for leadership to consider and implement regarding student learning pursuits outside of the traditional classroom.
- Make recommendations to increase access for all students by identifying and removing barriers to educational opportunities outside the traditional classroom.





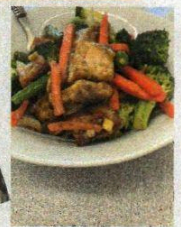
Objective 4

Examine, develop and implement career and technical education experiences for all students, grades 6-12.

- Research and explore the latest developments and insights about career and technical education.
- Visit successful career and technical education programming.
- Create the necessary physical and structural resources to support career and technical programming at the middle school and high school.



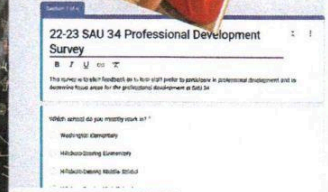
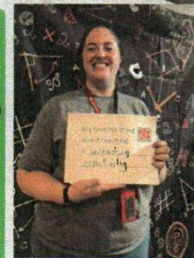
- Educate both the school and larger communities regarding the benefits, characteristics, and challenges of career and technical education programming.



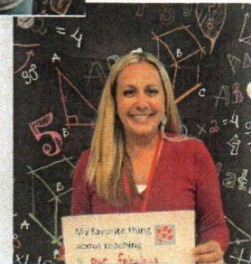
Objective 5

SAU 34 will develop and implement an embedded professional development program annually that will include instructional strategies and supports for delivering equitable access to the integrated curriculum frameworks informed by the balanced assessment program.

- Empower the professional development committee with the charge, timeline and resources to develop and implement a professional development program aligned with the priorities and pacing of the strategic plan
- Gauge the effectiveness of the structure(s) by which professional development is delivered and make recommendations about its improvement



- Expand the use of peer observation and opportunities for reflective practice to promote the development of classroom practices that engage and support learning for all students



SAU 34 Annual Data Governance Review 2023-2024



Neal Richardson: CISSP, CISM, CDPSE, GCCC, GCIA, GCIH, GMOB, GSEC
Director of Technology

New Hampshire RSA 189:66 Student and Teacher Information Protection and Privacy

- The **NIST Cybersecurity Framework (CSF)** is a comprehensive set of guidelines and best practices designed to enhance an organization's cybersecurity posture. It provides a structured approach for managing and improving cybersecurity risk management processes. Here are the key purposes of the NIST CSF:

- **Risk Management:** The CSF helps organizations identify, assess, and manage cybersecurity risks effectively. By understanding their vulnerabilities and threats, organizations can make informed decisions to protect their assets.

- **Common Language:** It establishes a common language and framework for discussing cybersecurity across different sectors, industries, and organizations. This consistency facilitates communication and collaboration.

- **Adaptability:** The CSF is flexible and adaptable. Organizations can tailor its implementation to their specific needs, considering factors like size, industry, and risk tolerance.

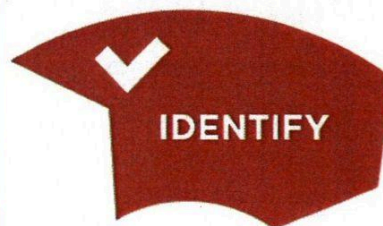
- **Continuous Improvement:** It promotes a cycle of continuous improvement. Organizations assess their current state, implement controls, detect incidents, respond, and learn from each experience to enhance their security posture.

- **Alignment with Portrait of a Graduate Objectives:** The CSF aligns cybersecurity efforts with overall POG objectives. It ensures that security measures support organizational goals and resilience.



Identify

Asset Identification	Organizations identify and catalog their assets, including hardware, software, data, personnel, and facilities. This step ensures that all critical components are accounted for.
Business Context	Understanding the organization's role, business processes, and dependencies is essential. This includes assessing the supply chain, legal requirements, and industry standards.
Risk Assessment	Organizations evaluate risks associated with their assets. This involves identifying vulnerabilities, threats, and potential impacts. Risk assessments guide decision-making.
Governance and Policies	Establishing governance structures and policies ensures consistent risk management. Organizations define roles, responsibilities, and compliance requirements.
Risk Management Strategy	Organizations set risk tolerances and prioritize risk responses. This strategy aligns with business goals and informs risk mitigation efforts.
Supply Chain Risk	Identifying supply chain risks helps organizations manage dependencies and assess third-party risks.



Protect

Access Control	Limit access to physical and logical assets (such as systems, data, and facilities) to authorized users, processes, and devices. This involves managing access consistently with the assessed risk of unauthorized access to authorized activities and transactions.
Data Privacy Policies	Update school board policies to address data privacy and confidentiality, ensuring accountability.
Regular Software Updates	Keep software up-to-date to patch vulnerabilities.
Encryption	Encrypt sensitive data to protect it from unauthorized access.
Password Management	Regularly change passwords to enhance security.
Employee and Student Training	Educate staff and students about cybersecurity best practices.



Detect

Real-Time Surveillance	Implement continuous monitoring mechanisms to observe network traffic, system logs, and user behavior. This helps detect anomalies or suspicious activities.
Automated Tools	Utilize intrusion detection systems (IDS), security information and event management (SIEM) solutions, and other automated tools to monitor and analyze network traffic patterns.
Log Analysis	Regularly review logs from various sources (e.g., firewalls, servers, applications) to spot any irregularities.
Signature-Based Detection	This method involves comparing observed patterns against known attack signatures. For example, antivirus software uses signature databases to identify malware.
Behavioral Anomalies	Look for deviations from normal behavior. For instance, sudden spikes in network traffic or unusual login patterns could indicate an attack.
Heuristic Analysis	Use heuristics to identify potentially malicious behavior based on predefined rules or algorithms.
Playbooks	Develop incident response playbooks that outline steps to take when specific events occur.
Training and Drills	Regularly train staff and conduct simulated incident response exercises to ensure readiness.
Coordination	Establish communication channels with relevant stakeholders (internal teams, law enforcement, vendors) for effective incident response.



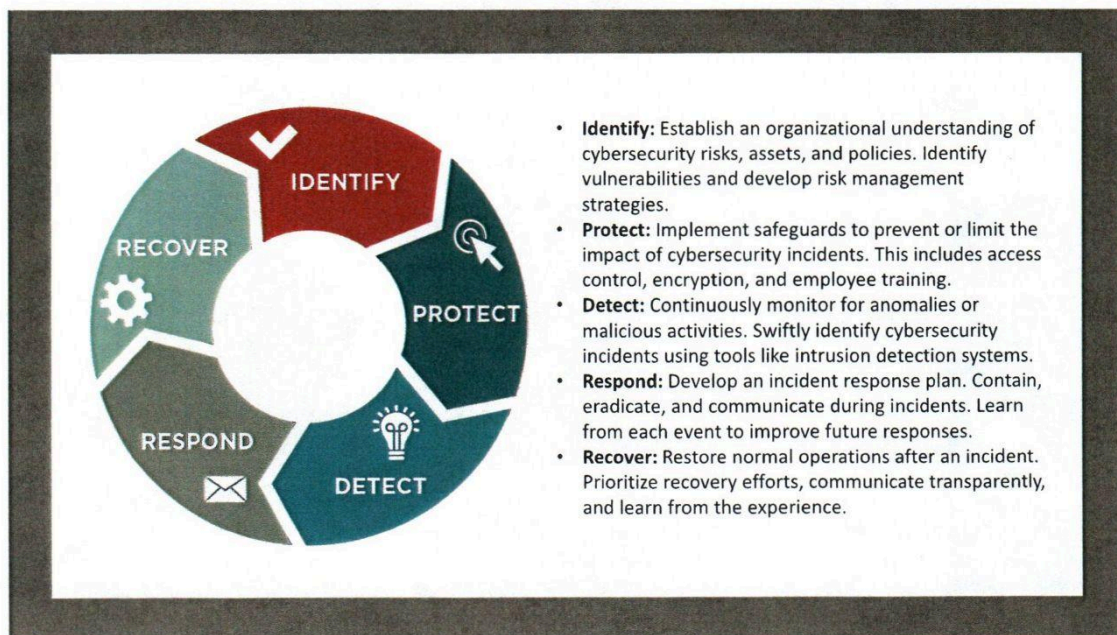
Respond

Incident Response Plan (IRP)	Develop a comprehensive IRP that outlines roles, responsibilities, and procedures for different types of incidents. Involve key stakeholders, including IT staff, administrators, and legal counsel. Define clear escalation paths for incidents based on severity. Ensure everyone knows whom to contact during an incident. Regularly test the IRP through tabletop exercises and simulated incidents. This helps identify gaps and improve response effectiveness.
Containment and Eradication	Isolate affected systems or networks to prevent further spread of the incident. This might involve disconnecting compromised devices or disabling certain services. Identify the root cause of the incident and eliminate it. Patch vulnerabilities, remove malware, and restore affected systems to a secure state.
Communication and Coordination	Keep all relevant parties informed. This includes administrators, teachers, students, and parents. Transparency is crucial. If necessary, communicate with law enforcement, regulatory bodies, and affected individuals. Follow legal requirements and privacy guidelines. Collaborate with other organizations (e.g., other school districts, local government) if the incident has broader implications.
Forensics and Lessons Learned	Conduct digital forensics to understand the scope and impact of the incident. Preserve evidence for potential legal proceedings. After resolving the incident, analyze what went well and what could be improved. Use this information to enhance future responses.

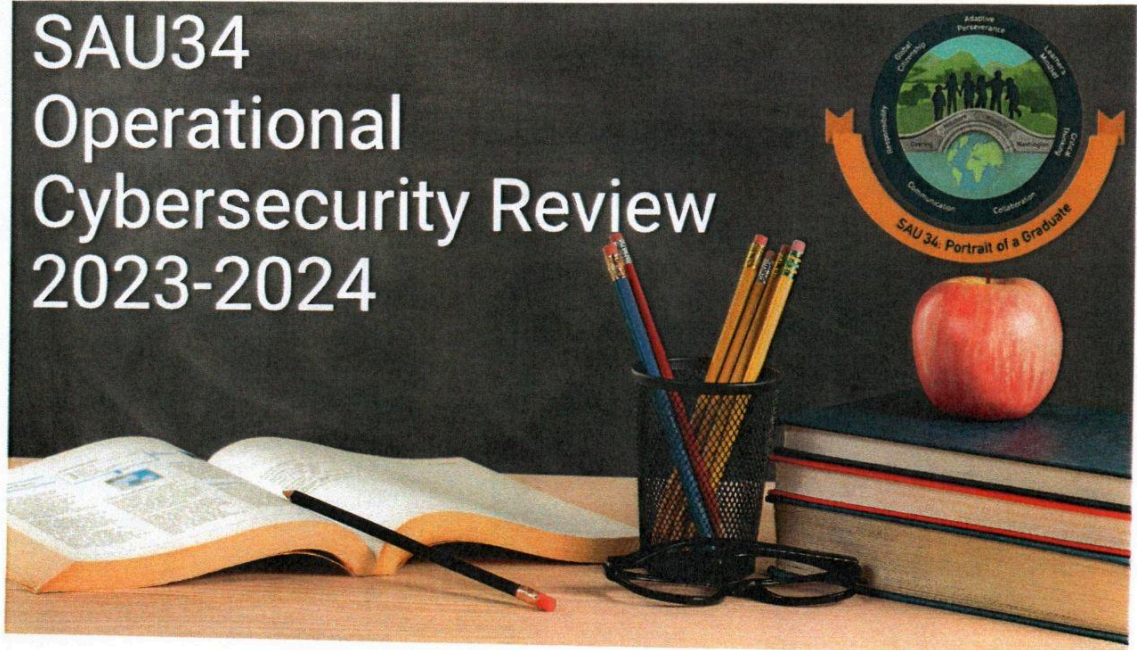


Recover

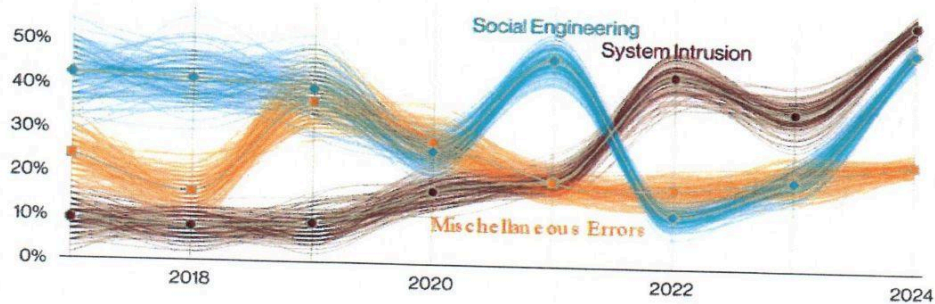
Incident Recovery Plan	Maintain a detailed recovery plan that outlines procedures, roles, and responsibilities. This plan should cover various scenarios, from minor incidents to major breaches. Prioritize recovery efforts based on critical systems, data, and services. Identify what needs to be restored first.
System Restoration	Regularly back up critical data and systems. When an incident occurs, restore from backups to minimize downtime. Apply necessary patches and updates to affected systems. Ensure they are secure before bringing them back online. Test restored systems to verify functionality and security.
Communication and Transparency	Keep staff, administrators, and stakeholders informed about recovery progress. Transparency builds confidence. If the incident affected external parties (e.g., parents, vendors), communicate the status and expected recovery timeline.
Lessons Learned	Analyze the incident response and recovery process. Identify areas for improvement and update the recovery plan accordingly. Train staff on recovery procedures to enhance preparedness for future incidents.



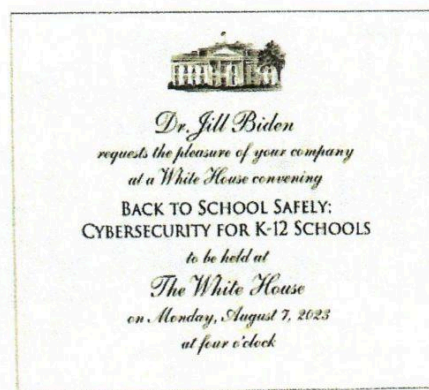
SAU34 Operational Cybersecurity Review 2023-2024



K12 National Trends:



Back to School Safely



SAU 34 Cyber Statistics

Advanced Attacks:	1
Compromised Accounts:	Staff:4 Students: 41
External Login Attempts:	5
3-rd Party Breaches:	0

Community Building

