CANDIA
HENRY W. MOORE SCHOOL

TECHNOLOGY PLAN 2022 - 2025

Approved by the Candia School Board
09-08-2022

SAU15
Candia School District
12 Deerfield Road
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CANDIA SCHOOL DISTRICT VISION STATEMENT

The Candia community is committed to providing the highest quality education possible. By respecting individuality, valuing cooperation, and inspiring a love of learning, the Candia School District, as an integral part of this community, will help children build a solid foundation that will carry them through their life experiences. The educational programs are designed to enable every child to acquire and demonstrate the skills necessary for success in our society.

We believe that:

- All children can learn
- Programs are designed to encourage success.
- There is a variety of valid learning and teaching styles.
- Individuality is accepted.
- Cooperative learning fosters citizenship.
- Creativity is encouraged.
- Every person will be treated with dignity and respect.
- A positive climate for learning exists.
- Children will share responsibility for their learning.
- Children will share responsibility for their behavior.
- Children will demonstrate knowledge.
- Children will recognize the value of their own accomplishments.

CANDIA SCHOOL DISTRICT CORE VALUES

Core Value # 1
Schools are for students. All interactions with them must nurture their social, emotional, and academic growth. It is our responsibility to accept all students and treat them with kindness and respect; we are tolerant and non-judgmental. Our decisions are based on what is best for them. We take responsibility for ensuring the success of our students despite the challenges they may face. It is our responsibility to foster an environment of respect through interactions with each other, parents, and our educational community. Parents are partners in the educational development of their children and are deserving of our acceptance and support. Additionally, all members of our staff are committed to working professionally with each other.

Core Value # 2
Students meet and exceed high academic standards. Our high expectations demand varied and rigorous learning experiences that enable students to think critically, work collaboratively, communicate effectively, and act with integrity. Every student is unique and has different abilities, needs, and learning styles that require varying instructional techniques and strategies. Student success is ensured through the use of purposeful, research based, data informed instruction. We continuously build and maintain the knowledge base and collaborative culture required for high levels of performance for all members of the learning community.

Core Value # 3
We each have the responsibility to ensure the success of all students. The needs of all learners are met when outcome based learning occurs and when students, teachers, and policy makers are empowered by data. All students learn when their passions and talents are coupled with high expectations and academic rigor in a safe and caring environment.

Core Value # 4
Twenty-first century instruction is necessary for twenty-first century learning. All members of our learning community hold the responsibility to value technology and achieve technological proficiency to prepare our students for future jobs, which currently may not exist. Customizable learning tools are used to access information and leverage each individual's learning style. With these technological skills, our students will be prepared to participate in the global community and compete in the global marketplace.

Core Value #5
We believe that it does, in fact, "*take a village to raise a child*". We have a unique opportunity and an obligation in our homes, our community, our businesses and our schools to influence the learning outcomes of our children. These collaborative partnerships within the community foster thoughtful and relevant learning, promoting the growth of each child.

INTRODUCTION

The Candia School District is committed to create, maintain, and annually update a technology plan developed by multiple district stakeholders to meet current and future technology demands. The plan will embrace industry standards and federal, state, and local laws regarding privacy, security, and online safety across all areas of the District while keeping an eye on future technology trends. The purpose of this technology plan is to provide a comprehensive framework and planning document to guide the Candia School District's technology needs and support for the next three academic years (2022 - 2025).

CANDIA SCHOOL DISTRICT VISION FOR DIGITAL LEARNING

Our district provides all students with personalized learning environments that promote deeper, authentic learning experiences. Our focus on student collaboration and problem solving will help students develop the knowledge and skills necessary to learn effectively and live productively as responsible citizens in an increasingly digital world.

FUTURE READY TECHNOLOGY FRAMEWORK

This plan is aligned with the Future Ready Technology Framework which provides a systematic approach to addressing technology needs and planning across seven interconnected constructs of "gears" including

- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Technology, Networks, and Hardware
- Data and Privacy
- Community Partnerships
- Professional Learning
- Budget and Resources

GEAR 1: CURRICULUM, INSTRUCTION, ASSESSMENT

Curriculum, instruction, and assessment practices will leverage the full range of technology and digital resources to ensure all students are immersed in rich, authentic, personalized and relevant learning experiences that enable global, career-based, and deeper learning across all disciplines as digitally responsible citizens.

- Goal 1: Develop and implement a process to identify, evaluate, and access platforms and tools for instructional use.
    - Develop a process for vetting existing and new resources. Process may include rubrics, pilots, and a set of criteria (connection to curriculum, usability, privacy).
    - Conduct annual review of existing resources.
    - Create a teacher resource center including a collection of approved software and services.

- Goal 2: Develop and implement a K-8 student-centered learning model.
    - Strategically implement digital learning best practices that integrate personalized learning into all curricular areas.

GEAR 2: USE OF SPACE AND TIME

Students will participate in student-centered, competency-based learning supported by the use of flexible space and time.

- Goal 1: Provide a variety of educational opportunities that allow students to learn in different ways and times that fit their individual needs and fully embrace flexible, anytime, anywhere learning
    - Identify the tools and resources that will optimize access to learning opportunities.
    - Create and support physical and digital learning spaces that enable flexible learning for all students and staff.

GEAR 3: TECHNOLOGY, NETWORKS, AND HARDWARE

Digital learning will be supported by a current, robust, and sustainable infrastructure that requires and provides a safe environment to support the full potential of technology utilization.

- Goal 1: Robust bandwidth and a supportive infrastructure will be in place to ensure ready and consistent access to online resources for teaching and learning.
  - Network usage is monitored for sustainability.
  - Establish upgrade and replacement cycle for network infrastructure.

- Goal 2: Provide a diverse array of devices and software for students and staff that support powerful digital learning anywhere and anytime.
  - Develop a comprehensive refresh cycle.

GEAR 4: DATA AND PRIVACY

A robust infrastructure will be provided that supports tools, resources, data and systems while ensuring privacy, safety, and security for all students and staff.

- Goal 1: Ensure sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student level.
  - Maintain a Data Governance Plan that is aligned with state requirements and local policies.
  - Conduct annual review of Data Governance Plan.
  - Develop annual training modules for staff regarding data privacy, security and best practices.

- Goal 2: Educators in the school district are data literate.
  - Administrators and teachers are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data.

GEAR 5: COMMUNITY PARTNERSHIPS

The District will actively engage in community partnerships and communicate effectively across the district with students, families, and the community at large.

- Goal 1: Improve communication to parents and the community through the selection and support of approved tools that provide consistent messaging that is clear and accessible.
    - Develop a strategy and guidelines for district communication.
    - Create a coordinated digital and social media presence.
    - Guide schools to improve school-to-home communication through a variety of venues.

- Goal 2: Strengthen community partnerships.
    - Cultivate and strengthen partnerships that support community service and the use of community-based experts and resources.

GEAR 6: PERSONALIZED PROFESSIONAL LEARNING

Technologies will be leveraged to ensure access to high-quality, ongoing, job-embedded professional learning opportunities for all teachers, staff, and administrators that support the development of 21st century skills, effective teaching strategies and shared ownership and responsibility for professional learning.

- Goal 1: Create a professional development plan that transforms instructional approaches in our classrooms.
    - Provide targeted learning opportunities on tools and strategies for instruction and classroom management in a digital learning environment.
    - Teachers and administrators will have access to online professional resources.

- Goal 2: Provide sufficient technical and instructional support characterized by a positive service orientation.
    - Support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies.

GEAR 7: BUDGET AND RESOURCES

Strategic short-term and long-term budgeting will be implemented that supports our digital learning vision with consistent funding streams for both recurring and non-recurring costs.

- Goal 1: Develop a short-term and long-term plan to procure necessary resources for the digital environment.
  - Priorities for budget and resources are clearly linked to district and building plans and continuous improvement.
  - Refresh cycles will be developed for both infrastructure and tools/devices.

- Goal 2: Budgets at the district and school level are aligned in order to prioritize student learning and cost efficiency.
  - Ensure that recommended tools, resources, and strategies are aligned with district goals and will have the greatest academic return on investment.

CURRENT DIGITAL TOOLS AND RESOURCES

A variety of technology services and devices are available to Candia School District students and staff, ensuring access to digital learning and productivity resources. Over the past several years, our district has been transitioning from locally installed services to cloud-based services. Charts that reflect our current digital devices and their distribution throughout the district and charts that project our device refresh schedule can be found below:

Candia School District Hardware		
Item	**Quantity**	**Location**
Macbook Airs	25	Media Center Cart
Macbook Airs	25	Mobile-Lab Cart
Macbook Airs	36	Staff
Macbook Pros	5	Staff
iMacs	2	Student Services, Media Center
Desktop PCs	5	Front office, Facilities, Kitchen, Nurse
Laptop PCs	4	Front office, Facilities
iPad Minis	19	Student Services, Title 1, Media Center, Staff
iPad Mini 4's	40	Cart, Grades K-2
Chrome Tablets	60	Grades K-1
Lenovo 100e 2nd Generation	35	Grade 2
HP 11 G8 Chromebooks	150	Grades 3-6
Lenovo 100e Chromebooks	65	Grades 7-8
Smartboard	8	Grades K-8
LCD Projectors	30	Classrooms, Conference rooms, Mobile Cart
Laser Printers	18	Classrooms
3D Printer	1	Maker's Space

PROJECTED EQUIPMENT REFRESH CYCLE (2022 - 2028)

Student Devices

	22 23	23 24	24 25	25 26	26 27	27 28
60 Chrome Tablets	X					X
50 Chromebooks	X	X	X	X	X	X

Staff Laptops

	22 23	23 24	24 25	25 26	26 27	27 28
5 Staff	X					
10 Staff			X		X	

Desktop Computers

	22 23	23 24	24 25	25 26	26 27	27 28
5 Windows PCs				X		
2 iMacs		X				

Classroom Technology

	22 23	23 24	24 25	25 26	26 27	27 28
2 Smartboards						
5 LCD Projectors		X				

🔴 Current Infrastructure

The Candia School District is committed to providing a robust network infrastructure capable of supporting our students and staff so they may access an array of online resources for teaching and learning. An ongoing effort to improve the network infrastructure throughout the school will continue in 2022-2025. The school's current Internet connection speed is 500Mbps download and 30Mbps upload via copper coax. Over the next school year we plan to research the possibility of migrating away from copper and onto a dedicated fiber line. The switch to fiber would eliminate congestion with the school's neighbors and reduce downtime which has a significant impact on our daily operations, specifically, the one-to-one program and our Voice over IP (VOIP) Internet based phone system. The jump to fiber may also have a potential benefit of saving the district a significant amount of money within a few budget cycles.

The current backbone connection speeds between the core switching equipment is 1GB which can be easily upgraded to 10GB as needed. The school's firewall was just replaced with a device that happens to be fiber ready, in case we choose to go that route, and is now providing web filtering services to the LAN. We were able to remove the previous web filter in order to save the unnecessary upkeep and licensing costs.

Wireless coverage is building-wide and currently using 802.11n. Monitoring of the system for density is ongoing and reviewed annually for any necessary upgrades.

Candia School District Infrastructure		
Item	**Quantity**	**Description**
Wireless access points	12	Wireless (802.11 n) coverage
Network switching equipment	5	Managed PoE switches controlling a 1GB backbone core network.
Internet firewall/web filter	1	Network Security with CIPA compliant Internet filtering
NAS	1	File storage and data backups for local servers
Servers	2	Local servers managing the virtual environment, essential network services, nursing and nutrition programs. Servers are clustered for high availability.
Apple Server	1	Local server managing Apple products.
Wildix VOIP Server	1	Manage VOIP system
Video Surveillance with DVR	1	Local server controlling closed circuit video surveillance

PROJECTED INFRASTRUCTURE REFRESH CYCLE (2022 - 2028)

Infrastructure

	22 23	23 24	24 25	25 26	26 27	27 28
Wireless System		X				
Network Switches				X		
Firewall	X					
Servers					X	

BUDGETING

The Candia School District's technology budget includes budget lines for hardware, software, repairs, contracted services, professional development and replacements. Budget items are discussed at the technology committee level and are evaluated and adjusted throughout the school year. Items are strategically designed to support the daily functions of the school district.

E RATE

The E-Rate Program - or, more precisely, the Schools and Libraries Universal Service Support Mechanism - provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access. Four service categories are funded: Telecommunications Services, Internet Access, Internal Connections Other Than Basic Maintenance, and Basic Maintenance of Internal Connections. Discounts range from 20% to 90% of the costs of eligible services, depending on the level of poverty and the urban/rural status of the population served. Eligible schools, school districts and libraries may apply individually or as part of a consortium.

PROJECTED BUDGET

	2022 2023 Approved	2023 2024 Projected	2024 2025 Projected	2025 2026 Projected	2026 2027 Projected
Personnel	Per Contract	Per Contract	Per Contract	Per Contract	Per Contract
Workshop Reimbursement	$825	$825	$825	$825	$825
Dues and Fees	$540	$540	$540	$540	$540
Contracted Services	$1,500	$1,500	$1,500	$1,500	$1,500
Repairs	$1,500	$1,500	$1,500	$1,500	$1,500
Supplies	$5,000	$5,000	$5,000	$5,000	$5,000
Software	$11,985.51	$12,977.57	$13,477.57	$13,977.57	$14,477.57
Replacement Equipment	$15,895	$23,449	$22,090	$24,600	$42,090

Data and Privacy

In 2018, New Hampshire state legislature voted for and approved RSA 189:66, V. This law requires New Hampshire school districts to create and approve a data privacy and security plan by June 30, 2019 that meets the New Hampshire minimum state standards. The standards referenced within the law were pulled from the National Institute of Standards and Technology (NIST). The Candia School District developed and approved a Data Governance Plan that exceeds the minimum state standards. However, RSA 189:66, V states that districts must have a plan in place by the deadline, and can begin working toward compliance with the minimum state standards afterward.

The Candia School District will be working diligently to identify and resolve areas of concern over the next few years regarding district data privacy and security. The Data Governance Plan, and the Candia Technology Plan, will be living documents updated annually in order to quickly meet the challenges necessary to become compliant with RSA 189:66, V.

APPENDIX A

ISTE STANDARDS FOR STUDENTS - 2016

1. **Empowered Learner**
   Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:
   a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
   b. build networks and customize their learning environments in ways that support the learning process.
   c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
   d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. **Digital Citizen**
   Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:
   a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
   c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
   d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. **Knowledge Constructor**
   Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. **Innovative Designer**
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:
   a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
   b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
   c. develop, test and refine prototypes as part of a cyclical design process.
   d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. **Computational Thinker**
Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:
   a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
   b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
   c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
   d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. **Creative Communicator**
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:
   a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. create original works or responsibly repurpose or remix digital resources into new creations.

c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. publish or present content that customizes the message and medium for their intended audiences.

7. **Global Collaborator**

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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Empowered Professional

1. **Learner**
   Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
   a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
   b. Pursue professional interests by creating and actively participating in local and global learning networks.
   c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. **Leader**
   Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
   a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
   b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
   c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. **Citizen**
   Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
   a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
   b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
   c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
   d. Model & promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. **Collaborator**

   Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
   a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
   b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
   c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
   d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. **Designer**

   Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.Educators:
   a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
   b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
   c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. **Facilitator**

   Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
   a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
   b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
   c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
   d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. **Analyst**

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

 a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
 b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
 c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

1. **Equity and Citizenship Advocate**
   Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:
   a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
   b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
   c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
   d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

2. **Visionary Planner**
   Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:
   a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
   b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
   c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
   d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.
   e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3. **Empowering Leader**
   Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:
   a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.
   b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.

c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.
d. Support educators in using technology to advance learning
e. that meets the diverse learning, cultural, and social-emotional needs of individual students.
f. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

4. **Systems Designer**
Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:
   a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
   b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.
   c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.
   d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

5. **Connected Learner**
Leaders model and promote continuous professional learning for themselves and others. Education leaders:
   a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.
   b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.
   c. Use technology to regularly engage in reflective practices that support personal and professional growth.
   d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

APPENDIX B

POLICIES

Policy Number	Policy Name
[CSD File: JICL](#)	School District Internet Access for Students
[CSD File: JICL-R](#)	Acceptable Internet Use Procedures - Students
[CSD File: JICLM](#)	Personal Device Usage Policy
[CSD File: GBEF](#)	School District Internet Access for Staff
[CSD File: GBEF-R](#)	Acceptable Internet Use Procedures - Staff
[CSD File: EHAA](#)	Computer Security, Email and Internet Communications Policy
[CSD File: EHAB](#)	Data Governance and Security
[CSD File: EGAD](#)	Copyright Compliance