

## Town Hall: Active Supervision for Child Safety

Amanda Bryans: Hello. Welcome to the Safe Town Hall Active Supervision for Child Safety. This is part of series of events and resources dedicated to ensuring safe and nurturing settings for Head Start and Early Head Start children to grow healthy and to be ready to take on all the world has to offer.

My name is Amanda Bryans, and I work here in the Office of Head Start. And I'm delighted to be joined by my colleague Marco Beltran and colleagues from the National Center on Early Childhood Health and Wellness. Nancy Topping-Tailby and Kim Clear-Sandor.

As I mentioned, today's town hall event is part of a series of activities, and it is an important part of what is needed to build a culture of safety in your program. We want to help programs create resources and spark ideas that cause them to lead supports around staff, which allow them to be fully present and connected while we, they're with children. We think this is a very, very important part of ensuring that children are, kind of, accounted for and that there are kind of accounted for, and that there are supported and appropriate interactions with children at all times. Now, Marco, I think you have some important information to share with us.

Marco Beltran: I do. So, in an effort to make our town hall a little bit more interactive, we just want to point you to the right direction, to a place where you can put your questions and/or submit comments on the left sidebar of your screen. You'll notice a space where you can ask a question. Also, one of the frequent questions that we always get on our webinars or town halls is, "Do I have access to the PowerPoint?" And we want to say yes you do. So, if you scroll down to, on the left-hand side of your screen, if you scroll all the way down to the bottom, you will see the resources that are available. That includes this PowerPoint. So, feel free to download it and print it out. Or, use it how you see fit.

Amanda: That's right, Marco. Not everyone who works in Head Start is able to join us today. So, it would be terrific if programs staff who are here can download the PowerPoint and use it with their own staff may be as part of a, an in-service, or preservice for next year.

We wanted to, as we begin today, remind people of the statement that Ann Linehan made about the commitment to Head Start and Early Head Start families who entrust us with their children. And this is not a commitment primarily of the Office of Head Start, but it is the commitment that every program in every community makes every day when, when we enroll children, and serve them either in our centers, or through home-based, or a combination, or other locally designed options. This commitment means that we know where every child is at each and every moment and that we ensure that children are safe and able to thrive during the time they may be apart from their family, or with our staff until they return home again. And one thing that has resonated for me, really, is this idea that every child, every day.

And again, we think that getting to know children and forming strong relationships with children as well as partnerships with families who are their best experts in children is really foundational to be successful. And we think that Ann said it really well with this quote that you'll see on your screen. "Keeping every child safe and secure and feeling loved every moment while in their, our care is foundational to Head and Early Head Start programs." So, while we know that many children present with things that can be difficult, and that staff are coming with their own challenges that may make it hard at times, it is just so important to keep this at the forefront of our minds, whether we're managers or direct-service staff. And with that, I want to turn it over to Nancy, who's really going to provide some specific information about things that programs can do to build their culture of safety.

Nancy Topping-Tailby: Thanks so much, Amanda. Thank you. So, as you recall, in our town hall last month, we talked with you about creating and enhancing a culture of safety. We introduced the idea that in organizations that create a culture of safety, everyone understands their roles and responsibilities in making children's safety their number one priority. Program leadership and staff, in fact, any adult or volunteer who works in a Head Start or Early Head Start program, knows that they're responsible for every child, as Ann said, all day and every day. So, that sounds perfect.

We used this photo in last month's town hall because it's such a nice picture of teachers engaging with children. When teachers and children are engaged, it's easier to know where each child is and what they're doing. That's why we think it's so important for programs to be especially vigilant when using subs who often don't know the children, and who may be unfamiliar with the procedures for transitions. Or, they may know the children, but certainly not know the children as well as their staff that, they're more familiar with. So, your program may want to consider providing extra support to classrooms when a substitute is working. Especially during transitions, to give time for everyone to get to know one another a little bit better.

Sometimes a family worker, or perhaps a center director can assist a teaching team as the class moves to and from outdoor play as a way of building more support for programs.

Now my colleague, Kim, is going to give you really, just because we're so excited to hear that so many of you know about active supervision. But it's just going to give you a brief high-level overview of what the six strategies are in active supervision because we wanted to create a shared context for today's discussion, and for your questions, and for your comments. And so, we want to turn it -- I'm going to turn it over to Kim. But we just wanted to be sure that you know that when we talk about the six strategies, and when we talk about what staff do, by staff we're really talking about teachers. We're talking about family child care providers. We're talking about home visitors. We're talking about all the adults who work in a Head Start or Early Head Start program, in all program options, and during all program activities.

Kim?

Kim Clear-Sandor: Thank you, Nancy. And as all of you know, it's exciting to see that so many of you are familiar with active supervision. A key part about active supervision is being deliberate, is about incorporating all those supervision strategies all day, everywhere the children are.

So, as I go through this high-level review of each of the six strategies, consider how your program or you are in intentionally planning, watching, or engaging with children to keep them in your sight and reach. And then, after I do this quick review, we will have some time for those questions and answers, and to really hear from you and to hear how it's going and ask each other some questions.

So, the first strategy, which you can see up on the slide there, is setting up the environment. And staff set up the environment so that they can have clear sight lines. And that means that nothing obstructs their ability to see the children in the classroom.

The second strategy is positioning staff. Staff position themselves so they can observe the children, watching and counting all the time. And staff consider safety and learning when they intentionally plan their daily schedule. So, thinking, by thinking about both, the learning that they have planning, and also reflecting on what safety considerations may happen during that time, they may realize as they execute their day, they might need to make some adjustments to their position at any time there's a change. So, perhaps a child needs a little bit of extra attention. The teachers really will communicate with each other to make sure that everyone is aware of where the adults and where the children are.

Playgrounds are a little tricky. They're often large, and they can have some different blind spots. So, staff really need to spread out and look at the environment from a lot of different vantage points, so that they can best understand where to position themselves so that they see all the children and can still be close by.

So, I really love this picture. It really shows the staff member who has intentionally positioned herself at the top of the slide. So, she's staying close at the slide, which allows her to engage with the child, and it allows her to keep all the other children in that area in her sight.

Nancy: I like this picture, too, Kim, because I know that even though when you have 20 kids running around in active outdoor play, you can't be close to every single child at the same time. But it really does highlight the fact that the research shows that proximity to children, how close you are and how quickly you can reach them is the single best deterrent to children's injuries, especially when they're playing and engaged in active play.

Kim: For me I --

Amanda: I was thinking that that teacher is helping that guy who is going down the slide space himself, because I'm certain that there's another child midway down, and he, and this guy probably would crash into the other child. And it reminds me, too, it's an important idea that she's not, you know, she's helping him space himself. But you're not saying you're not going down the slide because someone could crash into each other. We want children to have the opportunity to learn motor skills and self-regulation skills to help them be safe. And they have to have, kind of, opportunities to engage in these activities in order to learn these skills. So, we're not saying wrap kids in bubble wrap and don't let them be outside. We're saying, you know, stay close so you can help them learn things like one child goes down the slide at a time.

Nancy: So, Amanda, when we train, we say maximize learning and minimize risks.

Amanda: Right.

Kim: Right.

And I think as we go through these strategies, programs, and sta -- staff are going to be aware that, you know, we're doing these things already in our program. And it's that intentionality, and really doing the double check and thinking about how do we implement the safety pieces in some of the work that we're already doing, as well.

Amanda: Exactly.

Kim: So, let's talk about the third strategy. Scan and count. And, you may have noticed, as we talk about some of the six strategies and how you implemented them in your program, all the six strategies work together. So, we do talk about them independently. But you'll notice how they all work together. So, as we talk about scanning and counting, staff are not just necessarily standing still. They have picked their positions, and they are scanning and counting, and making adjustments as they need to so they can make sure that they can see all the children in their care. We've heard that some different classrooms and programs have used visual cues and reminders to help the staff to remember to scan and count when they're in different areas. And I thought that was a really neat idea.

This child loves the tunnel. On the playground. And although the tunnel is a lot of fun, when, when staff are actively supervising, he could be easily missed in that tunnel. So, it's really important for staff to be aware of those areas that are less visible -- in the classroom, on the buses, on the playgrounds -- and know where a child

may hide so that they can plan, intentionally plan to scan those areas frequently. Especially during some of those transitions. So, when this group is moving from the outdoors back inside, it's a good idea to plan a visual check in this tunnel to make sure we haven't left any children unattended.

Amanda: And I was thinking as you described that, that while we say every adult needs to have a sense of responsibility for all children, we also want to make sure specific people know what their job is so that there's not an assumption someone else did it. So, scanning things like tunnels probably are something that a program would make sure they designate a specific person to do in order to ensure that it happens.

Nancy: Yes. Very important.

Yeah, that's why we love to promote the tips, the zoning tips because it really helps with positioning. It's such a great resource, which is on the resource list that you all can download, Active Supervision resources. And there's also that great video of a California Head Start program that is in Strategies from the Field that Marco and you did a few years ago that shows an outdoor sweep and an indoor sweep, too.

Amanda: Exactly, and I think it resonates with what you said about, kind of, the intentional practice. And I do believe that, kind of, our teaching staff, our educators know best, kind of, where the possible risk areas are. And so, making sure that they're included in, in thinking intentionally about plans for things like the playground sweep are really important -- is really important.

Kim: So, as we talk about scanning and counting, and we always talk about the culture of safety and active supervision everywhere the children are, all day, that also includes transportation services. And thinking about active supervision during transitions is really critical. We know that transitions are a high risk for children to be unaccounted for. So, it's important to, again, right, for that planning and that vigilance about the supervision. We also have heard -- you know, it's wonderful to scan and count. And we recognize that as staff count, they may count they have eight children, and the question comes up, "Do you have the right eight, eight children?" And that is a really important difference. Making sure you got the right eight kids. So, programs have been -- best practice programs can use is using face-to-name recognition. And that means that you're visually identifying each child and ensuring, that way you can ensure that you have the right eight children.

Nancy: That's an important safety step, Kim, and all the time. And I think it's especially important at the start of the program year, or even when new children are joining the group because children and staff need time to get to know one another. So, programs might consider having teachers and staff wear name tags, for example, that children can recognize in those early days, as everyone's getting to know one another.

Amanda: I think that's really important, Nancy. And I remember as we were kind of talking about this situation last year, that we were notified of, in our issues tracking, where a child joined a classroom late because the parent dropped the child off late. And one of the teachers did not know that an additional child had been added. So, she made the count, and it was the right count, but she didn't know there should have been another child, and they left a child, I think, on the playground in that situation. Along with the face-name recognition, having a way to update the number if the total change is kind of after the day is commenced.

Nancy: Yeah, I think that's true, Amanda, and I think it also it can help to make sure that you're releasing the right child to the right adult by having that extra redundant system of having the picture of a child.

Amanda: Another important reminder.

Kim: Yeah. And as we think about active supervision as part of a whole culture of safety, and some of those other actions in that culture of safety as knowing your children and families, and being aware of things that impact safety, you can see how they all, you know, scaffold on top of each other and work together to really

keep, keep children safe. I even think about how much a child changes over the course of a year. You know, you might have a picture at the beginning of the year, and the child really doesn't look that way anymore at the end of the year when their hair is grown out, or they start wearing it differently. So, being aware of that on an ongoing basis is, is super important.

Amanda: Well, especially if you may have a different, a different staff member working as either a substitute or someone coming for part of the day. That could be really important.

Kim: Yeah.

There we go. And so, you saw this picture here about scanning and counting, as well. We think about everybody's role that everyone plays in the culture of safety. And even though children get off the bus, ensuring that the bus driver or monitor is doing another scan, that double check to make sure that no child is left behind. As we know that your children can hide or fall asleep, and buses are kind of dark and shadowy. And it takes an extra effort to go ahead and do some intentional scanning, and counting and double checking to make sure that no one, no one is left behind. That's a good reminder about all the different places where active supervision happens and what it can look like.

Amanda: I think that's extremely important. And we have many, many, many stories. And I'll tell you a short success story where there was a situation where a group of children came in, and the teacher said, "I was expecting 17 children today, and there are 16." And the driver -- the bus driver said, "Well, we checked, but we had 16 get on and 16 got off." And the teacher said, "You know what? I want to double check because I was expecting 17." And she went out, and sure enough, a child had fallen asleep in the very last seat, kind of, one in the back corner. And so, while they walked back, they hadn't really gone quite all the way back. And in that case, the child was not left unattended. There was still a driver there. And so, it all was a happy ending. But I thought it was a, it's an excellent story about, kind of, taking the extra time to just do the verification, which, you know, prevented a much more serious event from occurring.

Nancy: It's really great how, you know, the teacher was able to voice her concern and, and the staff member was able to go on the bus and do that double check. So, that really speaks to -- Everyone is kind of working together to always be thinking about the safety of the children.

Amanda: Right. Right.

Kim: Alright. So, the fourth strategy is listen. And we all know a [Inaudible]. And we've also heard that when some programs that actually intentionally added sound to their program to support their active supervision. So, programs shared with us that they put an alarm on their door. So, whenever someone came in or came out the door, they, that, that was a planned time to go ahead and do a scan and count. No matter whether if it happened twice after each other, or it happened, you know, because someone walked in. But they said, "If we heard that alarm, we're going to scan and count, and make sure everyone is there, and account for [Inaudible] and make sure no one left the area unnoticed."

That's another piece of active supervision. Anticipating is the fifth strategy. And staff [Inaudible] support a child's natural wonder and curiosity. They're ready, and they use their knowledge at each child's development and ability to anticipate what the children will do. And then, they can get involved and redirect them when it's necessary. We all know children are still learning. They are learning to judge risk, and they may not always make safe decisions, especially if there is something new or exciting to explore. A teacher is going to anticipate that they're going to get excited about that and get some sides so they are ready to help out if that's needed.

And the last strategy is engage and redirect. So, staff anticipate children's needs and balance opportunities to maximize that safe exploration. So, they set everything up but they stay close. And they're ready to engage and redirect if the child is having trouble problem solving on their own, or maybe they just need a little bit of extra help. So, those are the high overview. I know. Kind of fast. So, it's six strategies. You do have that active supervision resource list which was provided, I believe it's on that little spot that Marco showed you at the beginning where you can download it. But you can look into any of these areas a little bit deeper. So, when programs use these six active super -- supervision strategies throughout the day, you ensure that all children are accounted for all day, everywhere that they are. And program leadership plays a key role in adopting a culture of safety and ensuring all children are accounted for, they're safe, secure, and feeling loved. And I'm going to let Nancy take, take it back over and talk a little bit about the role of program leadership.

Nancy: Thanks, Kim. Program leadership makes sure that all staff meet the intent of the Program Performance Standards, the standard of conduct, and all other child safety and supervisory -- supervision regulation. But the role of program leadership also means making sure that staff have the time and the support they need to supervise children effectively because it's really a team effort. That's where the Head Start management systems can come in. I'd like to say that the management system are your friend, and they can help programs create an organizational culture that prioritizes children's safety. Program leadership develop active supervision policies and procedures that can provide ongoing professional development and coaching on active supervision. They make sure that staff have the resources to implement active supervision effectively and monitor for success. We also want to highlight the role of program leadership in creating an organizational culture that promotes staff wellness. And that allows staff to ask for additional support and share concerns related to their work without judgment or blame. Remember that this is a hallmark that we talked about last month of a culture of safety.

And we wanted to highlight the important role of parents as partners in developing active supervision policies and procedures. It's important that programs have a comprehensive plan for communicating these policies and procedures related to child supervision to families. Teaching teams can plan how to manage classroom transitions when it's really important to provide that extra supervision because it's a time of transition, but still be available to have those important conversations with families during pick-up and drop-off times. So, maybe one person is a greeter and one person is watching the children, and maybe a center director or family work, or bus monitor who's available can help out so that teachers have the time they need to speak to parents and when parents come in to the program and really want to grab a staff member. Because it's a rare opportunity to share whatever thoughts that are important to communicate during those moments.

So, here we want to highlight the Program Performance Standards. So, the Program Performance Standards, that it really speaks to safety practices. And it says, you know, as you can read for yourselves, that's there's a process to follow when planning safety practices. And we're really glad to know that so many of you know about active supervision. But we are also aware that for some programs there are challenges to keeping children safe. And there are still children who are being left unattended. So, we have the rest of the town hall, about a half an hour, to explore some of the challenges that you're having, you know, with the strategies, with implementing the strategies. Perhaps with your policies and procedures. Perhaps with your ongoing monitoring and enforcement of active supervision. We also hope that you'll share successes with us and ask any questions that you have.

Marco: One of the questions that we received was there was a reference to the video that was made, that we shared with you in the past. That video link is part of the resources document that was, that you can download from the left-hand side of the screen. And then, we would also, we're also going to encourage you to visit MyPeers where this conversation can continue, and we will also share that link to that video on that MyPeers page. In addition, we have also received some questions related to will this be available in the future. And it

will be available on the ECLKC. Hopefully, we'll get rid of that technical difficulty situation that happened right there. So, it will be a lot easier to, to listen to when you go back to it in the future.

Amanda: We've never had that exact glitch before. So, it will be interesting to figure out what happened. There will be a big forensics review.

Marco: Yeah. So, we've also received some questions that were really specific to situations that happen, for example, say when is a good time to take children outside. Thinking about temperatures, when it's too cold, when it's too hot. To those who posted that, those questions are, are, are great. And so, a great place to have those conversations is also MyPeers, where you can click -- we'll -- if you post your question on MyPeers, we'll be able to address any of those questions that are very specific to such thing as temperature and when to take children outside.

Amanda: Can I weigh in on that just briefly, Marco?

Marco: Go ahead.

Amanda: Because I love that question. It comes up all the time. And it's fascinating because there are so many regional variations in when people think they can take children outside. And I think health advisory committees might be another place where you could discuss that. And of course, parents may have strong ideas about whether children can go out. We know that in many of our Alaska programs, they go out every day, even though it may be windchill and actual temperatures below zero. But the children come to school with the right clothing and they're able to do that. And as someone who grew up in upstate New York, it's been very interesting to me to be in this area and see that people consider it to be like below freezing when it's about 45 degrees. So, you know, there can be big differences. And we also want to say, though, that we think children can be healthy and safe outside even in cold weather if they have the right, the right clothing.

Marco: Right.

Amanda: But I like the MyPeers suggestion, as well, of course.

Marco: Good.

Amanda: Good.

Kim: And Marco?

Marco: Yeah.

Kim: This is Kim. I just wanted to -- I know that the video question. On the resource list, the video -- you have to go into the, the resources titled "A Week on Active Supervision." And when you go into that week, then you can find the section on "Strategies from the Field" that has the video. So, I just wanted to point that out, because it is a little bit, you know, two clicks in. But if you go in on through the "Week on Active Supervision" you can get to the video as they talk about strategies from the field.

Marco: That's, that's a great response and it's also response to a question I was just about to ask, where someone was asking about a training module specific to active supervision, and if it was related -- if there was one that was related to bus transportation. So, that same link that Kim indicated will take you to that information, as well. And I, and this is actually, I would like our presenters to kind of engage a little bit in this question. And just from your experiences, what, what would you recommend and why?

Amanda: Well --

Kim: So, --

Amanda: You go ahead.

Kim: No, go ahead, Amanda. And then, I'll piggyback on you.

Amanda: Well, the first thing I'm going to -- the first thing I'm going to mention is I bet programs, people who are viewing this have different definitions of monitoring. And some of them are probably talking about more formal ongoing monitoring. And others are probably talking about, kind of, the informal oversight that may be provided in a program. I don't know if that's true or not. But I would just say that, again, this idea of program monitoring around is just such an important thing that the very best thing we can do is to really help all staff feel like it's, they're accountable around this, and that they have the capacity to weigh in and say, you know, "I think that we're a little, we're, you know, we fell apart a little when we made the transition between lunch and tooth brushing. I think we should look at that time." Or things like that so that -- I think that the, kind of, formal ongoing monitoring is very important, but what will be most successful is the extent to which we're helping every single staff member know how important this is and feel like they can influence how the, how the, how it happens, and that they're able to kind of oversee as much, and even more, the ed manager, the center director would do it.

Kim: Thanks, Amanda. I was going to say was a little bit of a different take. When we train, we often get questions about is there a tool that programs can use for ongoing monitoring, or just this question, about how often. And we've talked among ourselves, and I think have said to you all in the Head Start community that, you know, no one comes to work planning that today is the day that I'm going to leave a child unattended. And most programs when something goes wrong say they have a policy and procedure. Right? So, as we look at the Head Start Program Performance Standard about safety practices, there was a process of developing policies of training, of implementing, and of monitoring. And so, it seems that often times there is something that goes array, when something does go array in the implementation stage, and that more frequent monitoring might be a strategy that might be helpful. So, one of the things that we used to do when I was a program director many years ago is that if a ed specialist or center director had a group of classrooms they monitored in a different building, you know, with teaching teams that they didn't know just to mix it up a little bit. And that, when folks were coming in the room, you could turn to somebody and say, "How many kids do you have right now?" Does somebody have to count, or can they automatically answer? You know, there are opportunities in coaching, and there are opportunities when you're doing teaching team observations, or observations of family child care, where you can look for active supervision practices and work that into your conversations, and your ongoing supervision. So, we think that there's not one way, but we think that it's really important that it's part of building an organization where you have effective safety practices, that you're checking for active supervision and that it's happening all the time. Because it's only that one time that it doesn't happen when something goes wrong.

Marco: Right. And that kind of coincides with the fact that we have about 70 percent of the participants saying that they monitor for active supervision on a daily basis. But to kind of follow up to that question, and one that was posted on our board was do you have any recommendations or ideas as to best ways to document that the active supervision is actually being done.

Nancy: So, I'll answer them. Just going to add to that. This is Nancy. So, on one of the things that I loved in the Strategies from the Field is that seeder video, which shows both documentation of active supervision and it shows the use of redundant systems. So, this is a classroom for those of you who have seen it, you know, it's reading the classroom, and all the children are engaged, and they're holding numbers, and the teacher counts.



And then another teacher sweeps. And then, the lead teacher asks her to initial the attendance sheet so that she's showing that she did the sweep and that she got the same number of children as the lead teacher did. So, I think that that's really a nice approach to show how you can document and use numbers of different ways to make sure that you have all the kids, and you have the right kids. There's also a nice -- we can put this resource on MyPeers, too -- there's a nice ratio and supervision checklist that the Virtual Lab School has developed. It's from the Department of Defense and USDA that folks might want to take a look at as a tool to help them document when they do their monitoring. So, we'll post that on MyPeers.

Marco: Great. I have a question for, for Kim. So, there's some questions that came in related to the strategies that you were describing, specifically related to the scan and count. We have some participants who are asking to elaborate a little bit more on the site cues that were mentioned. And then also, in addition to that, is there anything that you can speak to related to teacher, teacher communication while doing scan and count and how that can be used as strategy?

Kim: Sure. On, on the Keeping Children Safe with Active Supervision website, we have two posters up there. One is an active supervision poster, which is a big poster that has the six strategies on with nice colorful pictures. And the other one is Active Supervision at a Glance. And some programs share that they use these and posted them in specific places as a cue, just as a visual cue. This is, you know, we're always, these six strategies are always happening. But, you know, we have to be intentional about it. So, sometimes having a backup as a cue is helpful. So, they've posted the posters in strategic places to cue them to do their, their scanning and counting. I've also, we've also heard, and I love that video that Nancy was referring to, because it shows the video where the teacher -- One teacher might say, "We have 10 children." And then the other teacher counts that we have 10 children. You know, that repetition and redundancy between the teachers is really important. Or if someone's on a playground and a child skins their knee. So, perhaps the teacher needs to provide, you know, individual attention to that child to, you know, clean up their cut, or put on a band-aid, or whatever attention the child needs. But when that happens, you know, that is -- we talked about attention management. And when there is a distraction or a change happens, that there's change within the environment, there has to be communication so that everyone is aware.

So, we talked about playgrounds being really spread out and the teachers are in different areas so that they can see children from different vantage points. So, if one teacher's attention becomes directed towards one child, the teachers need to let each other know that this is happening so that they can make adjustments, either in the way they're standing or the where the children. So, that ongoing -- it's really that culture. You know. It's that we all, we all own this, and we all need to make adjustments throughout the day and be aware of these changes throughout the day, and talk to each other to let each other know. Because together the staff are going to keep those children safe. One, you know, it's not just that one person, but together they can do it.

Marco: Okay. Thank you, Kim. So, one of the questions that we get, that we have received is how to join MyPeers, or how to access MyPeers since we've mentioned it several times. On the screen, you'll see the link to MyPeers, where we hope that you will be going to so that you can continue the conversation. Because one of the other things that we're going to do is some of the questions that didn't get posted -- but not just questions, but there was a lot of posts about strategies or things you're engaging in in your program to address active supervision. We're going to be having -- we're going to be figuring out a way to bring those out in MyPeers to continue the conversation and to provide some of these examples so that others can gain insight from that. You can also go to the ECLKC and search for MyPeers, and that would also take you straight to a link where you can access that. At this point, I'm going to turn it over to Amanda.

Amanda: Well, thank you very much, Marco. I want to just direct your attention to our upcoming events. These events are in conjunction with a lot of other information and resources as we've referenced throughout today's town hall meeting. Some of the upcoming things that we'll be doing will really focus on helping, again, to

surround the staff with the supports they need to be successful. We want to thank you so much for joining us today. We look forward to being with you again in November. And we want to encourage you to communicate, to have fun, and we want to thank you for doing the best and most important work there is to do.

Thank you.  
[End video]