**The following is a transcript of the virtual learning opportunity “School Safety Among our Deaf and Hard of Hearing Children” that took place on February 28, 2020 in Virginia. The transcript was provided to Virginia Hands & Voices by Virginia Relay. Call moderator was Terese Urban. Presenter was Blake Porter, Director of Public Safety and William Dillon, Campus Security Sergeant at the Virginia School for the Deaf and Blind.**

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| (Live captioner standing by) >> We're testing our remote conference captioning. (Live captioner standing by) >> Good morning, everyone. It is 10:00. This is Terese Urban. Let's go ahead and get started. Let me conform one more time we have our remote conference captioning working before we go ahead and share our screen and put up the presentation. Are you with us, are you able to hear me. >> LIVE CAPTIONER: The captioning is up. >> TERESE URBAN: For those using remote conference captioning, the link needs to be opened in a separate window. We're unable to stream the text via the Zoom Platform. Oh, here we go. We've got it. Good morning, everyone. Will and Blake, if you want to share your screen, I'm confident the tech is working on my end. Well, good morning, everyone. Thank you so much for joining us for our presentation today regarding the school safety among our deaf and hard-of-hearing children. My name is Terese Urban. We know how busy everyone's lives can get and how busy the week has been for some. We appreciate you taking the time to spend it with us. My name is Teri. I'm the chair. My oldest daughter is nine years old and profoundly deaf. I'm joining from outside the Virginia area. We have two presenters that I will be introducing in just a moment. If you're using Zoom for the first time, we have everyone muted during the presentation. We also have the video turned off. Right now, on your screen, you should see the presentation. There is a chatbox. Throughout the presentation, feel free to type any questions or comments that may arise during our time together this morning. I will be sure that we monitor that throughout and we've allowed time at the end of our presentation for questions. For the folks utilizing remote conference captioning, as I mentioned, that needs to be accessed in a separate window by clicking on the link provided. For those not quite familiar with our organization, welcome. Virginia Hands and Voices, we're a nonprofit parent organization dedicated to supporting children who are deaf and hard of hearing. What makes us unique is we're unbiased about communication choices. We believe the choice a family makes is the right choice. We strive to provide resources to families and professionals across Virginia. This is one of the ways we accomplish it. I'm pleased to introduce Blake Porter, the director of public safety, and William Dillon, staff sergeant. We're excited to have you gentlemen present to our audience. Thanks for joining us today. I will go ahead and turn it over to you. >> BLAKE: Good morning. I'm Blake Porter. >> WILLIAM: I'm William Dillon. >> We've been asked to talk about how we've wrestled with communication regarding our campus. A little background to what the challenges are, we're a 72-acre facility with 25 buildings, about 25% forested, but we have an urban farm and multiple soccer fields. Our central campus houses five residential halls, three educational buildings, a library and student center, two gymnasiums, and an auditorium. We also host a private school that's dedicated to educating and assisting troubled youth. Their job is to assist those students who become capable of returning to the public school system. We also share facilitates with Virginia Department of Deaf And Hard of Hearing services. We have an audiology that provides services for advanced screening. That being stated, that presents our significant challenge and who we have to communicate with, as well as students, staff, parents, vendors on campus. As you will see right now, our visual part of our communication system is currently what we call a "stack light." There's a picture of that. This stack light is in every classroom, assembly areas, restrooms, and corridors on the nine buildings that were on the consolidation project. Let me talk about what the light stack does. The fire alarm, every building has its own independent fire alarm system. That is usually communicated by a clear flashing light inside a red box. The actual strobe light collar is clear. We created this system back in 2009 because there wasn't anything out there to meet the needs of such a diverse population. Let's look at our stack. The very top light is red. That's used to communicate a total campus-wide evacuation. If we ever had to evacuate all 72 acres, this is how we would affect it. The stack light's purpose is to give the visual indication to the deaf and hard-of-hearing population so that they get immediate notification of what type of emergency to start their process to take action. So that's what the red is. We're going to evacuate campus, and we're leaving. The orange light includes a stay-in-place urgency. It requires us do a partial lockdown. We lock all buildings and doors and windows and don't allow anybody outside. However, inside the school building, the educational process would continue. The blue light is for weather emergencies, and that includes a tornado. We have designated assembly areas and they're marked with signage. Those assembly areas are hardened to resist impacts from flying debris during a high-wind event. We do not have any facility on the campus that meets the new actual definition of a tornado shelter. Most schools in this state won't have that because they can't meet the level of the new definition without going through a construction process. The state of Virginia is outside of the designated tornado zone. You're not going to find anything more than what we have for hardening. When we get to yellow, that is an actual campus-wide lockdown. All people in campus are to get into a lockable room and stay out of sight of windows, keep quiet, and wait escorted evacuation by police or administration. The most important one to everybody here is the "all clear." It's green. It's used to communicate when the emergency is over, and it's safe to return to normal activity. As mentioned before, there is an accompanied voice message that gives what action to take until further information can be available. It's managed through the fire alarm system and is transmitted to the educational buildings that are part of that. It also includes text messaging for everybody who wants to sign up for that. We do email to all campus employees. Since 2009, assistance greatly improved availabilities to us. As I say, we're 21 buildings. We have nine buildings you should this mass communication system. We are under a mandate to move forward and continue a process to get mass communications and emerging communications to the rest of your campus. So we're looking at the future state. After reviewing past events and drills, we have a need for more enhanced and effective system. We're in the process of modernizing the system to make every reasonable effort to ensure all people on campus have access. What I'm going to present next is our look at the process to determine what the future state needs to look like. This is where you would get information to kind of assess where your school system is that your child would be attending and some of the things you need to consider as you try to get a system that meets everybody's communication needs. So we looked at who do we have. Staff, students, parents, visitors, and we also have tenants with their needs. What barriers do we know we're going to encounter? Of course, the deaf and hard of hearing is primary to us. So are the blind and visually impaired. We also have many students that have multiple disabilities that create challenges to processing auditory-only communications. We want to establish our emergency response procedure for potentially crisis. We know what our emergency procedures are and how we want to respond. We know we need to be able to respond to a fire. We need to respond to the severe weather. The earthquake that happened nearby did a lot of damage here. Shelter in place, we need to do that whether it be from a chemical, gas leak or some other problem. We use it for armed intruder and for the neighboring community crisis. Sometimes you will see a situation happening nearby your school, and people have to be protected. That's the last thing we're looking for. So your school emergency response plan should include the initial actions that you need to take and what your occupants need to do. So the main piece around this is training. We need to train those that are responsible to ensure compliance to those that are assigned to them. In the case of students with disabilities, generally somebody is assigned to them to ensure their safety is monitored and controlled during an emergency action that needs to take place. So, what are the effective messages of communicating these actions for each type of emergency? We talked about those a little bit. Every type of a crisis may require a different response. That's where education is key. There's three level of emergencies in the state. We practice for five here because of the population. Utilize devices that show a prominent color for the different emergencies in addition to wording that could quickly cause an appropriate response for those who may be deaf or hard of hearing. So where are we going? We want to use multiple subsystems to automatically switch to emergency notification mode. We're going to do that through all assigned computers through campus. They will be automatically capture and display. We're in the process of transferring from SmartBoards in the classroom to panels that are 70-inch computer tablets on the wall in every classroom. We're going to capture those, and information is going to be displayed on that. We have monitors in public areas and hallways. The ability to reach effected audiences through text messaging. That includes all around the state. The text messaging will be tailored to address each individual audience with what message they need to know so they're informed about what's happening here on campus. The major challenge for us is supporting the entire campus, including the urban farm and all the athletic and soccer fields. They're down from the main body of the campus. Getting information down there is going to be a challenge. That's one of the biggest things we're going to overcome. So we want to provide increased access sites to initiate an emergency alarm. Right now, somebody has to get to one of the nine buildings to start something. We're going to change that over to where more people have it. Building an automation system that communicates with everybody on campus is going to be the main link to make it happen. That's basically our system. I'm sure we've generated a lot of questions in your mind as to how we make this work, but, like I say, it's an evolving process for us. Some other questions we want to talk about that we've already gotten input from you all, we'll start with those that are on the screen now. Are there specific things we should be putting into our children's IEP and 504 plans? The advantage is that every student on our campus has an IEP. We require the parent or guardian participate in that process. Through that process, we identify early any safety needs, sensory impairments or sensitivities and mobility issues that we need to respond to and address and overcome in the event of an emergency. For a lot of our staff, a lot of students, we need to include the student's level of coping skills. When we set off a fire alarm, particularly in the blind community, that sudden disruptive noise can trigger an emotional response from the students that we're prepared to deal with, know we have to deal with it, and overcome those initial fears so we can help that student deal with an emergency situation crisis. So we are challenged to look at whole lot different venues than just: Here's an alarm. Take action. That makes us different from all the schools in the area, as to what they have to do. The next page is what questions should we be asking our students about their safety and having access for communication during these type of events? Again, our role is through the IEP process, and the parent or guardian can participate in that. You need to question to understand how emergencies are communicated and what are the backup methods if the primary methods of communications fail. What are the parent-guardian notification protocols? In other words, if something is happening at the school, when do they start letting you, the parent, know something is going on so you can start preparing with how you need to respond. Inquire if your team is assigned a study safety and follows standards established by the Department of Criminal Justice Service. This is something you can ask about and possibly participate in. Another question somebody posed already: What if children are in the bathroom? We have 21 buildings. There's personnel assigned to make a sweep through their building to check off places to make sure the evacuation is complete before they leave the floor. It should include restrooms, locker rooms, and other spaces. Pretty much, teachers are assigned to check those spaces when they evacuate to make sure they have everybody. Teachers and administrators should have a roll call sheet they take with them to the assembly areas to take count of all students and notify the commander immediately if anybody is unaccounted for. That commander is going to be normally the fire department incident commander or possibly the police incident commander, depending on what emergency you're dealing with. Get the information to them quickly so they know what they're doing and how they formulate their initial response. This is fast, and I know that. I apologize for that. We definitely will be taking questions from you. Another question we got is: What is the school system using to alert students during the lockdown of fire drills? The second part of that is someone has a school where they installed a flashing blue light system in the classrooms used primarily by deaf and hard-of-hearing students, and the staff room. The blue indicates it's a lock-down drill and not a fire drill, which is red. Our experience shows the visual displays, including the color specific to the type of emergency greatly helps in communicating with the population. This is key. Each locality may have a pre-determined standard. There's an effort to standardize this across the country. That's under debate and challenge, in terms of how they want to get there. The school determines a color to communicate an emergency, and they train to that and practice with that. That's the key. Which color they use, we arbitrarily end on is the color we used based on what we thought was best. I'm not saying that's going survive the national standard when it comes out, but it's a good one that works for us. So, really, this is the best part of the presentation. Review through Teri to get questions to us. We can only anticipate a little of what you're interested in. So we'll turn it over to you to ask us. >> TERESE URBAN: Great. This is Teri. Thank you for sharing that information with us. Hopefully, whether you're a parent or professional, you got ideas you can take back to your local schools and implement. Let's go ahead and open up the chat box for anyone who has questions. That can be accessed at the bottom of your screen. You can just click on chat, and a box will pop right up. We'll give it a minute or two and see if anyone has a question to type in. While we're doing that, I do have a question about the light system. How would a parent go about approaching? What would be the best approach for a parent to go to their team about this light system. Maybe not just a system but a general light. What would the cost be? What is the cost associated with that. Where did you get a staff light system for the school? >> One of the reasons we're moving to a new system is to get away from a system driven by a fire alarm system. When that happened, it made it difficult to expand without great expense. So we're looking at the systems now available that capture systems, like a building automation system. The system that is hooked up throughout your facilities that controls -- are we still on air? >> TERESE URBAN: Sorry. I was muted. >> We have a building automation system that communicates to every building. That has the capability of capturing all devices that we want, which is the classroom computer screens, the PC desktop computers and everybody's desks. It will also interface with and automatically transmit text messaging to those audiences that are preprogrammed to receive that. It gives us a quick interface. That allows us to get the color-indicating messages throughout the campus very quickly. It's much, much cheaper than the fire alarm route. That wasn't available in 2009 when we started this. That's why we're transitioning. So it's kind of hard to say without knowing exactly how big your systems are, as to what it would cost to get you there. Typically, it costs me about $500,000 to every building I have to replace the fire alarm system to get there to make the building compliant. That's one of the reasons we're going away from and going to a more now readily available generic system monitored through a building automation-type system. There's many, many vendors out there that can do that. That's kind of a roundabout answer, but did it get there? >> TERESE URBAN: Yes. I'm looking at the chat box. Folks are wondering what company you would go through to purchase the light system and what would you go through to get capture? >> Our specific light systems that we have is Johnston Controls. Siemens is another one. We'll be going through a bidding process with those vendors to see who can give us the best proposal and path forward to meet our needs. Like I said, Siemens and Edwards and Factory Mutual, those are the top names in the industry. Think have the expertise in mass communications and fire alarms systems. Those are the top countries in the system that are going to be trying to get to the forefront of being the best available. So we're going to see. >> TERESE URBAN: Okay. Does anyone else have any questions? If you do, please go ahead and type it into the chatbox. We'll go ahead and give it a minute in case folks are busy typing away. All right. We have another question. What do we do to get this started at our school? >> Well, that's generally going to be a capital investment type of issue. You know, the state has a very detailed and elaborate capital investment program. Localities have the same thing. They I've got to have some kind of system. Usually, we'll start with an architect and an engineering firm that the school would work with to define the problem. Then that architectural engineering firm would start putting together a plan to overcome all the obstacles that we need to overcome in this process. They would be designing, developing -- you may be able to work strictly with one of those top-named companies and do it all through them. If you're a state facility, you need to work through a generic process, through an architectural engineering firm, and let them find out who the best vendor to provide that is. So your locality is going to have strict capital investment project processes that you're going to follow. That's probably where it's going to end up being. You're looking at not an overwhelming amount of money, depending on how big your school is. If it's a small building, it should be able to meet it, relatively speaking. For me, we're looking at millions of dollars to get something systemwide compliant with 21 buildings and 72 acres. We've budgeted a million dollars to help overcome this and some other security issues. So it's expensive. It's not cheap. That assessment process for your individual schools will determine how many of those things they really need to address that they don't already have in place. We have such a diverse need among many populations, that's why ours is as elaborate as it is. >> TERESE URBAN: Are you aware of any grants that are available to cover something like this? >> Yes. We have a foundation here at the school with a grant specialist that works for the foundation. They've been a part of this process also. Right now, we're going after one -- I forget who the main contributor would be, but we're going after one right now for about $100,000 to augment this, to tie things together. In the old school, what we're bound to under the State process is the nine buildings that are in the consolidation program, they have to be managed differently than the remainder of the campus that's not in the consolidation project. So that's why we're -- there are companies that do that and look at the range of $100,000 or more. So, yeah, it's out there. That is a possibility. We've gone after one ourselves. >> TERESE URBAN: Okay. Great. We have a couple more questions popping up here. One is: When we approach our school administrators, what are we asking for? What is the correct verbiage to use when approaching our team? >> There again, it should be how close and specific can they be to a specific child's needs. Can they meet -- are we just looking at the deaf and hard of hearing? Usually a visual indicator can meet that need. There again, the training piece that goes along with that, the practice drills, all those things are a part of that. Just having a light indicating an emergency doesn't get there without the training and the drills that follow up to make sure that the response is the correct response when it is activated. So those are the questions I would be looking for, how do you communicate for these various types of emergencies. If one flashing light of a blue color is for any and all, what is the follow-up to let me know I need to take shelter for a tornado or locking down to avoid an armed intruder. Those are the kinds of questions that I would be looking for. How many different type of major emergencies are we prepared to communicate and expect a response from, and how do we affect that response? >> TERESE URBAN: Okay. Folks are wondering if we'll be sharing this PowerPoint with everyone. I see you're responding to the chat actively. Thank you. Yes, we are recording this presentation. Within one to two weeks, max, we'll have it housed on our website, which is VA handsandvoices.org under the past webinars tab. We'll also have the transcript from the captioning that will be available. The PowerPoint won't have the active conversation that we have right now, but I can send that to everyone who has registered for this presentation. Another comment and question: I work at a hub site within our district. Our school has provided some lights, and we use a sign next to our door, and other teachers are expected to point and communicate with deaf staff. If we were to get lights, would we have to get them for the whole school and not just the few deaf classrooms? This is the first step. We've been told to keep phones on for communication that way, and interpreters are covering us in that way. >> That's part of the building process we went through. We still haven't had this totally verified through the design project yet, but we believe that every staff member on campus has a computer account. All teachers have a computer in their room that interfaces from their board. We're going to use that visual from the boards and every computer that's turned on. Our system will capture it, convert it to emergency communication, and give the visual displays with the color we need to get people's attention to start paying attention that we have an emergency. My first cut of this is your deaf student doesn't walk into the building and sit in one room all day. So you've got to be able to reach them wherever they are. Because we have such a vast community like that, that's why we've included this in restrooms, cafeterias, hallways, corridors, anyplace that the students may be so that they can get that initial visual response. In all of these emergencies, we're expecting an action to take place right away. Text messaging is a big part of that. A lot of our deaf staff rely on that text message coming through their phone to get that follow-up information. They will see that they have a code blue going off, which is a weather emergency. They know that they're headed to the assembly area. Once they get there, while they're in route, we may need to change the information. That's where the cell phones are a vast piece of that communication, especially to our deaf staff. Like I say, there again, the initial training and the initial alert is to start things. Then you need follow-up communications. So the computer system and the text messaging is our follow-up to get out supplemental information moving forward. So those are the kinds of things we're looking for. I'm not saying that's going to be the perfect answer, but it is an evolving process here and has been evolving for the 10 years that I've been here. It's just that technology is catching up to where we need it to be. So we're going to take advantage of new technology. >> TERESE URBAN: Sure. Another question. Do you know of any safety apps for deaf and hard-of-hearing students that can be put on a phone? Do you know of any apps that can be put on an Apple Watch that a student can wear? >> As you probably saw, Debbie Pheifer is on here. She's referring to the Virginia Department of Deaf And Hard of Hearing. We currently use a Blast System. That's what it's called. There's a numerous amount of services for that. There's a mass email or text sent out. Students could be pulling the alert notification if that is what they so chose. Then, as long as they have an Apple Watch, you know, it has to be connected through Bluetooth to a phone that the student would have to have. That alert could be communicated to the student through a text or an email. We currently have all of our staff members and employees. Then, also, parents, bus drivers, they're on it as well. There's a lot of different companies out there that offer services like that. >> TERESE URBAN: Great. I see Debbie's comment up there. I know personally we have loaned equipment before. So they do have a pretty vast library of different assistive listening devices and tools. You can loan them out to see if they are a good fit. That's a good point to check with them to see if they have anything that could be implemented at the school level. Maybe if they don't, we could get the conversation started. >> I do know that the Department of Hard Of Hearing, they have equipment to get people set up in their home to assist with notification in the home. That goes as far as bed shakers, flashing lights. There's a lot of technology out there. Like Debbie said, VDHHS is a good starting point to find resources for outside the school environment. >> TERESE URBAN: All right. This is Terri. Yes, there's more for a home, for personal use. Do we have any additional comments? This is great. I knew once we started, it would get people's heads turning. Does anybody else have any questions or comments? Feel free to type them into the chatbox. All right. Another question popped up. Please tell me more about names of blast systems. I need a starting point of what to look at as available apps. >> Who does our blasts? >> I'm not sure of the company. >> Neither one of us remembers the name of the company we're using for blasts. There are several of them. We're on our second vendor. I don't know the name of it. It's managed by the principal and his staff. >> Terri, we'll probably let you disperse our PowerPoint. We can probably get the name for you, and you can share it with other people. But, again, they should know what the name would be, but we'll put ours in there. >> TERESE URBAN: That would be great. I have a question. Regarding what we should be putting on a child's IEP or 504, whose responsibility is that to start that conversation? Is that something that parents should expect the administrators to discuss, or is that something that parents need to know and they need to start those conversations with their school team? >> The I'm going to make a guess here. In the general school system, I would think that the guidance counselors, guidance process, special ed resources in the school, that's probably the starting point. Once the student has been determined to have any kind of issue that an IEP or 504 can assist with, then that would initiate the process. Usually, that's the parent's interface point to make sure any kind of special need, whether it's physical or otherwise, can be met. That's my guess. >> TERESE URBAN: Okay. Thank you. Does anyone else have any questions or comments? I will give it just another minute in case someone is typing. A comment. If parents have not seen this address, they should feel free to bring up the safety system. I assume, Debbie, you're referring to a child who is on an IEP or 504? Yes. >> One of the questions I would feel comfortable in asking my school system is: Are they meeting the triannual safety audit requirement? I'm sure they are. It includes the community around them participating in that audit process as well as parent representatives. Every three years, that has to be renewed. We're coming up to do that. Beginning the next school year, that would be our point. That's a good place to look at, the whole emergency response platform that includes the fire department, the rescue squad, all the mental health agencies. That's a good point. If the school has got it documented, that's a good point to look to see how they have it in their mind and where you fit in. The audit is driven by the Department of Criminal Justice Services School and Safety Decision and State agencies. There's a yearly process for that. >> TERESE URBAN: Wonderful. Does anyone else have anything else they would like to add? Another question. Do you know if there are any laws beyond an audit or court case that we could refer to in asking our admins to consider these ideas? Or is the best thing to refer them to how schools for the deaf are meeting these needs. We have been told our safety needs are being met. >> From the Commonwealth of Virginia, the starting point to look at, resources and help in that, is the newly expanded office Of Campus and School Safety within the Department of Criminal Justice. They expanded to 12 this year. The Virginia legislature put them in power and gave them the responsibility. They're to oversee and audit and assist with emergency preparedness in all schools. Of course, the lockdown problems and those situations was the major driver to make this happen. DCJS.Virginia .gov. Get in and look at their school and safety decision. You will find a lot of people that will help getting with you need in place. They will look to see if all are moving in the right direction. >> TERESE URBAN: Great. Does anyone else have any questions? Blake and William, as we discussed ahead of time, I think some of the problems is oftentimes there's a deaf or hard-of-hearing child, and they're the only one in the school. So that can sometimes be a barrier in getting these devices because they're costly and knowing the student may move on since the deaf and hard-of-hearing population is not that significant. But this is a good start. >> My flavor and feel around that comment is that is a place where if you're prepared for it and the school system is prepared for it, procedurally, it can be managed because you don't have that many students, but those staff members that are responsible for the safety of that student, all of those staff members needs to be trained and educated and able to respond on behalf of and with that student. >> TERESE URBAN: Okay. Linda is asking if we can make sure what was just said will be shared with us in print. As I said, we're having this conversation captioned remotely, and we can post that transcript on our website. It will be a pretty lengthy document to read through. Maybe, gentlemen, if you have time in the next week or so, we can go ahead and maybe put some of these topics that we've been talking about and just bullet point them into the presentation so people have the actual names and stuff and they don't have to go through that whole text? Another comment is parents and teachers can address this with the school administrators prior to the IEP day. I assume she's talking about plans and policies we can put in an IEP. Parents need to be educated about this and know what to ask, I suppose, before they go into IEP meeting or 504. >> Yes. When you start asking questions, you may find out they've given this a lot of thought and planning, and getting that communication back to you may be just what the issue is. >> TERESE URBAN: All right. Does anyone else have any questions and comments before we wrap up? This is great. I've enjoyed the conversation. Thank you, everyone, for joining us and adding your questions and comments to this. We'll give it another minute here and see if anyone is typing. I was specifically asking about how -- oh, I see -- about how he answered the laws in court cases to consider to present to admin. >> Yeah. I really don't have an answer I can spit off the top of my head right now. I don't know of any court cases around this. I know there's starting to be pushback on how we do these drills and the topic right now is: Are we traumatizing our kids in the name of a drill? All of that is still being ferreted out. Like I say, I don't have any personal knowledge of court cases or challenging that have come about beyond the FROPA and HIPAA arena, the Educational Rights Protection Act. The DCJS may have a contact for you, but I don't. >> TERESE URBAN: We have another question for clarification. Safety and any devices required should be part of an IEP/504 plan as an accommodation? >> It might be something. You know, some public schools, they usually have a special education coordinator, someone that's working on behalf of the student within the school system. Whoever that individual is should be the one that's trying to make the public school system make those accommodations that that particular student needs, which, again, were not IEP coordinators or anything of that nature. What we would just think is we would think it would be in an IEP plan, but it would depend on the person working on that particular path of that student. >> TERESE URBAN: Sure. I think it would be great if we could get the IEPs to have a box on there asking if the student has any accommodation requirements in the event of an emergency. To me, that would be the easiest way to get those conversations going while everyone is at the table, rather than hoping the parents have the information to bring that up ahead of time. That's my two cents. Anybody else have any questions or comments? All right. Let's go ahead and wrap everything up. This will conclude our virtual learning opportunity. Again, I want to give a big, big thank you to Blake and William at the School For the Deaf for sharing your expertise with us. I knew that would be a good conversation that people need to hear and get thinking about how they can implement safety in their local regions. We would also like to thank Virginia relay for providing the conference captioning through Hamilton Relay. Thank you to everyone who joined us today across the Commonwealth and for supporting us. If there's something you would like to talk about, ideas in your head about topics you feel we should delve more into and discuss more, please feel free to drop us a line and let us know your idea. We look forward to connecting with everyone soon. I hope you have a wonderful Friday afternoon and a great weekend. Thank you. We'll get everything housed on our site in the next week or two. That's it. Thanks, Blake and Will |  |