



TEA Texas Education for Homeless Children and Youth (TEHCY) Program

McKinney-Vento Discipline

Thursday, November 7th, 2024 | 11:00 – 12:00 pm

Presenters



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Objectives and Agenda

Introductions

- Why does **Discipline** and **McKinney-Vento** Matter?
- Key Principles to Understanding McKinney-Vento Eligibility

Authority and PEIMS

- **Discipline Meeting** for **Decision-Making**
- **Collaboration** with **Behavior Coordinator** & **McKinney-Vento Liaison**
- Transportation Considerations

Best Practices for Supporting Students Experiencing Homelessness

- Understanding **Trauma and Homelessness** – Implications for **School Discipline Responses**
- **Positive School Discipline** and **Alternatives** to Punitive Approaches

Tools and Strategies to Support Disciplinary Decision-Making

- **Exclusionary Discipline**: Code of Conduct Factors to Consider
- **Rubric** and Accompanying **Worksheet**

Wrapping Up

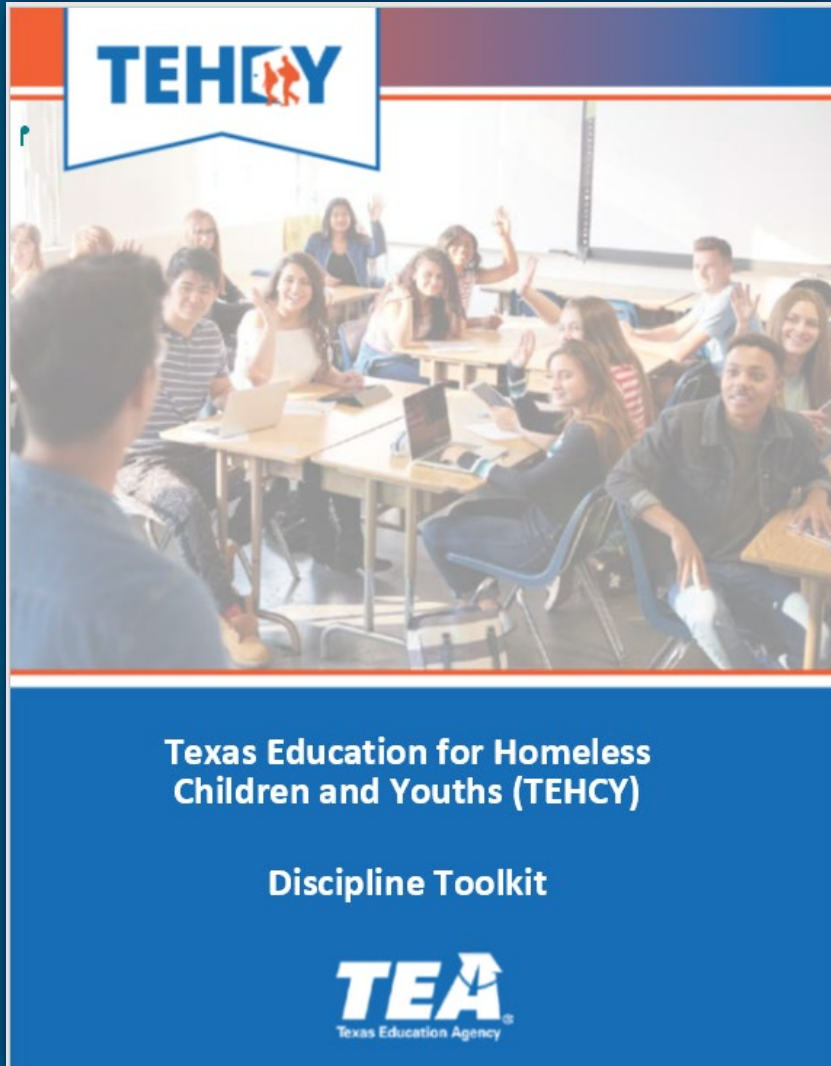
- **Key Actions** and Next Steps for **School Leaders**
- Appendices

- 1) Please use the Zoom's Q&A feature to submit questions during the presentation.
- 2) The chat feature is turned on so the audience can provide input and receive live links throughout the presentation.
- 3) The video recording of today's presentation will be emailed out to all registered participants and will also be posted on the **TEHCY Web Portal** and **TEHCY YouTube Channel**.
- 4) We are unable to make the power point available in advance. Thank you for your understanding!





Discipline Toolkit High Level Overview



- Comprehensive overview of how to support and respond to students experiencing homelessness related to discipline.
- Includes practices, procedures, and tools that LEAs will be able to use to strengthen services and supports to students experiencing homelessness.
- Serves as both an orientation manual and a ready reference resource for new and experienced LEA leaders.

Children and youths experiencing homelessness face many educational barriers due to the disruption and trauma of not having a fixed, regular, and adequate place to live.

In many cases, schools often become the one place where children and youths experiencing homelessness are afforded stability, safety, and support.




Chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges are common occurrences for students experiencing homelessness.



Can you identify the following for your LEA?

- Potential barriers within your local policies and procedures that may hinder the attendance, or success in school, of homeless children and youths in regard to your current discipline policies and procedures.
- Ways in which those identified barriers can be mitigated and strengthened with positive school discipline practices.
- Systems to provide wrap around supports to address the unique needs of students experiencing homelessness.



Key Principles to Understanding McKinney-Vento Eligibility

McKinney-Vento Eligibility Who is covered by the McKinney-Vento Homeless Assistance Act? Children and youths who lack a **fixed, regular, and adequate** nighttime residence, including those who:



Doubled-up with other people



Homeless Shelter



Hotel/Motel or campground



Car, park, empty building, bus or train station

Educational Challenges can include, but are not limited to:

- Lack of basic needs (e.g., food, clothing, water, shelter, etc.)
- Increased risk of illness, depression, stress, trauma, and exposure to violence
- Gaps in academic and functional abilities
(e.g., below grade level achievement, failure to meet state standards, regression, difficulty establishing relationships and trust with adults and peers, etc.)
- Frequent transitions between temporary living locations
- Lack of stable transportation
- Frequent changing of schools
- Difficulties with enrollment due to lack of records
(e.g., unaccompanied youth without parent or guardian present)
- Failure to be identified or misidentified.

Authority

McKinney-Vento Act
42 USC, [§11432\(g\)\(1\)\(i\)](#)

Texas Education Code
Truancy Prevention
Measures
[TEC §25.0915:](#)

**Texas Administrative
Code**
Commissioner's Rules
Concerning Truancy
[19 TAC §129.1043:](#)

Texas Education Code
Student Code of
Conduct
[TEC §37.001:](#)

Texas Education Code
Suspension
[TEC §37.005:](#)

Student Code of Conduct | TEC § 37.001(a)(4)(f)

The LEA Student Code of Conduct must specify:



Circumstances in which a student may be removed from classroom, campus, DAEP, or vehicle owned or operated by the district.



Conditions that authorize or require principal or administrator to transfer a student to a DAEP.



Conditions under which a student may be suspended or expelled.



Consideration will be given to a student's status as homeless as a factor in each decision concerning suspension, removal to DAEP, expulsion, or placement in JJAEP program, regardless of whether the decision concerns a mandatory or discretionary action.

Suspension: **TEC § 37.005(d)**

LEAs **cannot** place a homeless student on out of school suspension unless the student engages in conduct described by Subsections **TEC §37.005(c)(1)-(3)**

Conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code

Unlawfully carrying a handgun under Penal Code 46.02.

Commits an offense with a prohibited weapon under Penal Code 46.05.

Conduct that contains the elements of a violent offense under Section 22.01, 22.011, 22.02, or 22.021, Penal Code

Assault, Sexual Assault, Aggravated Assault, Aggravated Sexual Assault

Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of: marihuana or a controlled substance, a dangerous drug, an alcoholic beverage



PEIMS Coding (Related to Discipline)

Texas Student Data System (TSDS) PEIMS p. 8, 10

- LEAs are required to report the homeless status of students by living situation in PEIMS. This information lives in TSDS PEIMS:
 - C189 (Homeless Status Descriptors) and
 - C192 (Unaccompanied Youth Descriptors)
- LEAs are required to report disciplinary information in TSDS PEIMS for all students who are subjected to a removal due to a discipline action.
 - C164 (Discipline Descriptors)
 - C165 (Behavior Descriptors)
- PEIMS data for OSS is required under TEC §37.020.

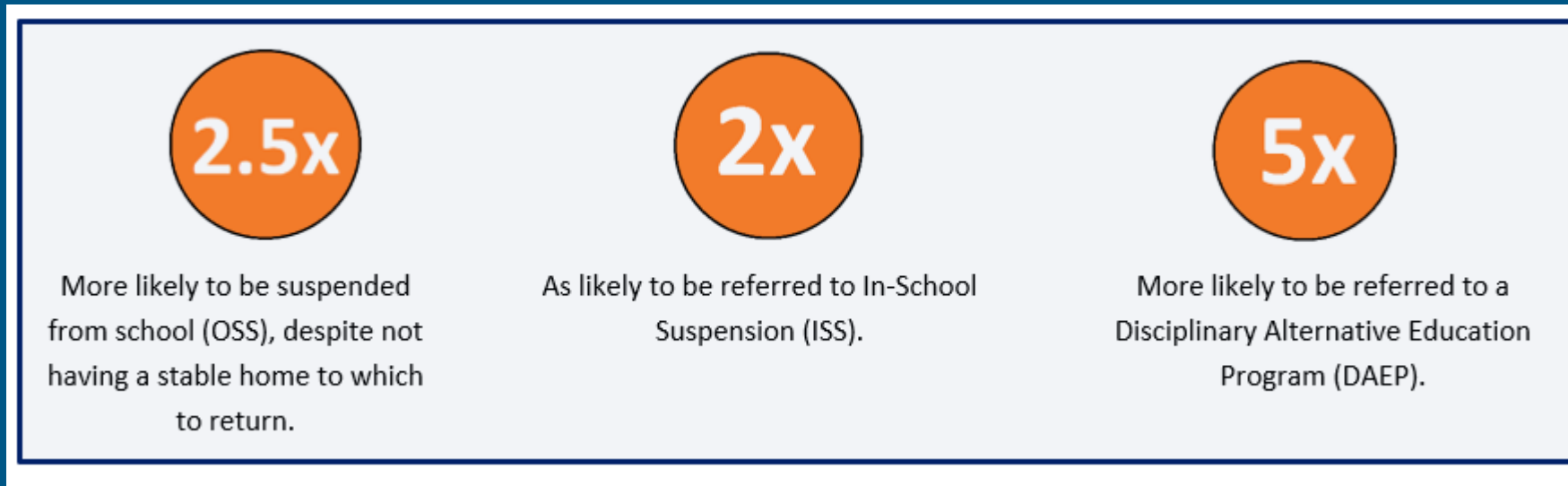
TSDS PEIMS Descriptors: Allowable Reasons for Assigning OSS to Students Experiencing Homelessness:

Behavior Descriptors	Definition
05	Possessed, Sold, Used, Or Was Under the Influence of An Alcoholic Beverage
11	Brought a Firearm to School or Unlawful Carrying of a Handgun
12	Unlawful Carrying of a Location-Restricted Knife
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons
27	Assault Against a School District Employee or Volunteer
28	Assault Against Someone other than School District Employee or Volunteer
29	Aggravated Assault Against a School District Employee or Volunteer
30	Aggravated Assault Against Someone other than a school district employee or volunteer
31	Sexual Assault/Aggravated Sexual Assault Against a School District Employee or Volunteer
32	Sexual Assault/Aggravated Sexual Assault Against Someone other than a school district employee or volunteer
36	Felony Controlled Substance Violation
62	Possessed, Sold, Gave, Used, Delivered, Or Was Under the Influence of Marihuana or Tetrahydrocannabinol
64	Possessed, Sold, Gave, Used, Delivered, Or Was Under the Influence of Other Controlled Substance



TSDS PEIMS: Discipline and McKinney Vento (p. 8)

- Youths experiencing homelessness are most commonly referred to these three (3) types of exclusionary discipline: ISS, OSS, and DAEP for violating student codes of conduct, which are the lowest level of disciplinary violation.



- Black/African American students were found to represent a significantly larger segment of homeless students subject to disciplinary removals (36.79%) than in the non-homeless population (25.51%).



Discipline Meeting for Decision- Making

Discipline Meeting for Decision-Making p. 11



Behavior coordinator + Administrator + McKinney-Vento Liaison meet & collaborate to determine appropriate disciplinary action.

Discuss alternatives to OSS for a student experiencing homelessness. [TEC §37.005\(d\)](#)

Administrator considered student's homelessness and recommends assignment of suspension (i.e., ISS or OSS per [TEC §37.005\(c\)\(1\)-\(3\)](#) offenses).

During the period of the student's suspension, an alternative means of receiving all course work must be provided in the classes in the foundation curriculum under [§28.002\(a\)\(1\)](#) that the student misses due to the suspension.

District must provide at least one option for receiving the course work that does not require the use of the Internet. [TEC §37.005\(e\)](#).

If School of Origin transportation is being provided, it must continue to be provided if a placement at DAEP is determined.



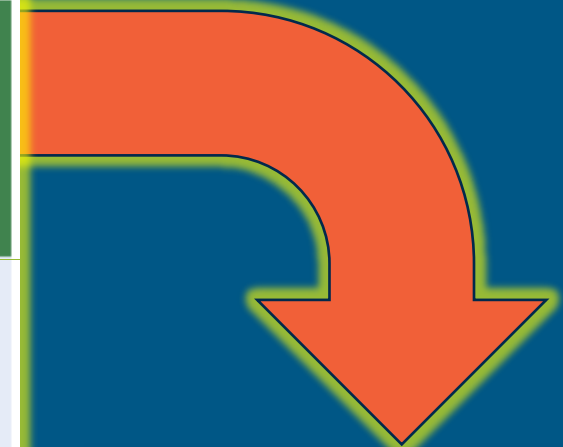
To ensure effective disciplinary decision-making for students experiencing homelessness, it is encouraged that all disciplinary decisions be conducted through a collaborative team approach and not be made by a single individual, whenever possible.

Coordinated Team Meeting p. 12



Behavior Coordinator and Homeless Liaison Working Together: Purpose of Collaboration and a Coordinated Team Meeting to Support Discipline Decision-Making for Students Experiencing Homelessness

- According to [TEC §37.0012](#), 'a person at each campus must be designated to serve as the campus behavior coordinator'. The primary responsibility of the behavior coordinator is to maintain student discipline and behavior management.
- Additionally, one of the key duties of a McKinney-Vento liaison is to ensure that students experiencing homelessness, and their families, have access to educational services for which they are eligible. Chronic absenteeism, truancy, and behaviors that lead to disciplinary challenges are common occurrences and barriers to educational access for students experiencing homelessness.

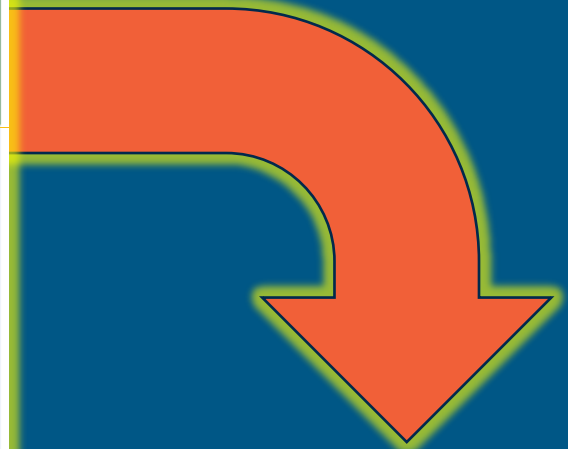


Coordinated Team Meeting cont.



Behavior Coordinator and Homeless Liaison Working Together: Purpose of Collaboration and a Coordinated Team Meeting to Support Discipline Decision-Making for Students Experiencing Homelessness

- Key personnel for these discipline meetings should include campus administrator, McKinney-Vento liaison, and/or behavior coordinator at minimum. Whenever possible, including additional staff who work closely with the student experiencing homelessness (e.g., instructional staff, counselor, etc.) can help to provide additional context and considerations to the collaborative team toward a whole child approach.
- In light of this, the role of the behavior coordinator and McKinney-Vento liaison during the discipline meeting is crucial to identifying and removing barriers for children and youths experiencing homelessness as they relate to disciplinary actions.
- An Exclusionary Discipline Rubric and accompanying Team Meeting Worksheet is provided further in this toolkit (pages 19-25 and Appendix A) to assist the collaborative team during discipline meeting discussions.





Transportation Considerations

The McKinney-Vento Homeless Assistance Act requires school districts to adopt policies and practices to ensure that transportation is provided to and from the school of origin at the request of the parent, guardian, and/or unaccompanied youth. LEAs must provide comparable services for students experiencing homelessness in consideration of discipline determinations (e.g., special education transportation). It is important that school leaders address transportation needs for homeless students when discipline and truancy matters occur. The following is a list of key-laws and important factors to consider when addressing discipline and truancy circumstances.

- The child's or youth's transportation to and from the school of origin must be provided by the LEA, when the child or youth continues to live in the area served by the LEA in which the school of origin is located. In these instances, school of origin, transportation must continue to be provided if a placement at DAEP is determined.
- In circumstances when, school of origin transportation is being provided by two school districts, it must continue to be provided if a placement at DAEP is determined. School districts should develop a system, so the student experiencing homelessness is not considered absent or have truancy notifications, when there are transportation set-up delays.



Discipline Toolkit Resource Preview cont.



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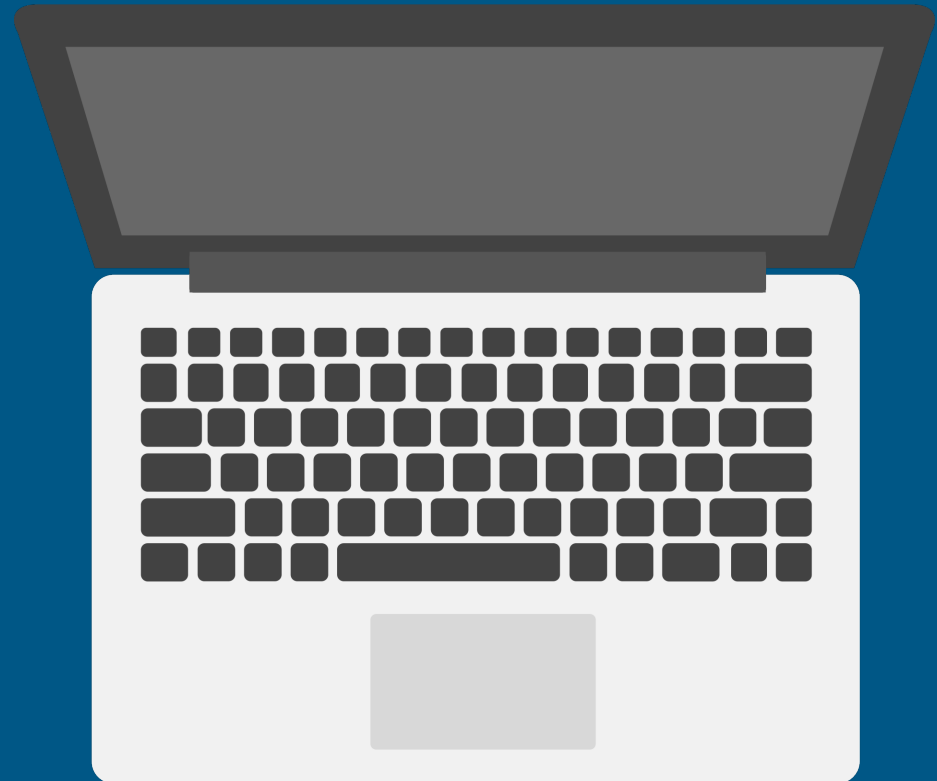
Next Steps and Considerations: Student Discipline

- The campus behavior coordinator may coordinate with the LEA McKinney-Vento liaison to identify appropriate alternatives to out-of-school suspension students experiencing homelessness. **(TEC § 37.005(d)).**
- LEAs should explore all available options, such as ISS and alternative means of receiving coursework, to meet the individual needs of each student.

TEA Student Discipline Contact Information

StudentDisciplineSupport@tea.texas.gov

<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline>





Best Practices for Supporting Students Experiencing Homelessness

- Trauma can shape not only the individual's behaviors but also the way they view the world.
- The early experiences of young children have a tremendous influence on their developing brains, and trauma can create toxic stress with lifelong, costly impacts.



"Challenging behavior is most likely to occur when the demands placed on a student exceed his or her capacity to respond adaptively (appropriately). Therefore, the usual explanations for misbehavior don't make much sense."

-Dr. Ross Greene



In making **disciplinary considerations** for students experiencing **homelessness**, educational leaders need to be cognizant of how homelessness can be **accompanied by trauma and stress factors** due to the student living in **transitional living situations**.



Prolonged **lack of basic needs** (e.g., food, water, clothing, etc.), **frequent transitions** between temporary living locations and changing of schools and **widened gaps in academic** and functional abilities (e.g., below grade level achievement, difficulty establishing relationships and trust with adults and peers, etc.) can contribute to the development of **toxic stress**.

- Trauma can manifest in the classroom and schools in many ways.
- When **subjective** behaviors (e.g., defiance, disruption, disrespect, etc.) are not clearly defined, **adult responses** to these behaviors could lead to disproportionate discipline **rooted in punitive** approaches.
- The table provides a few examples:

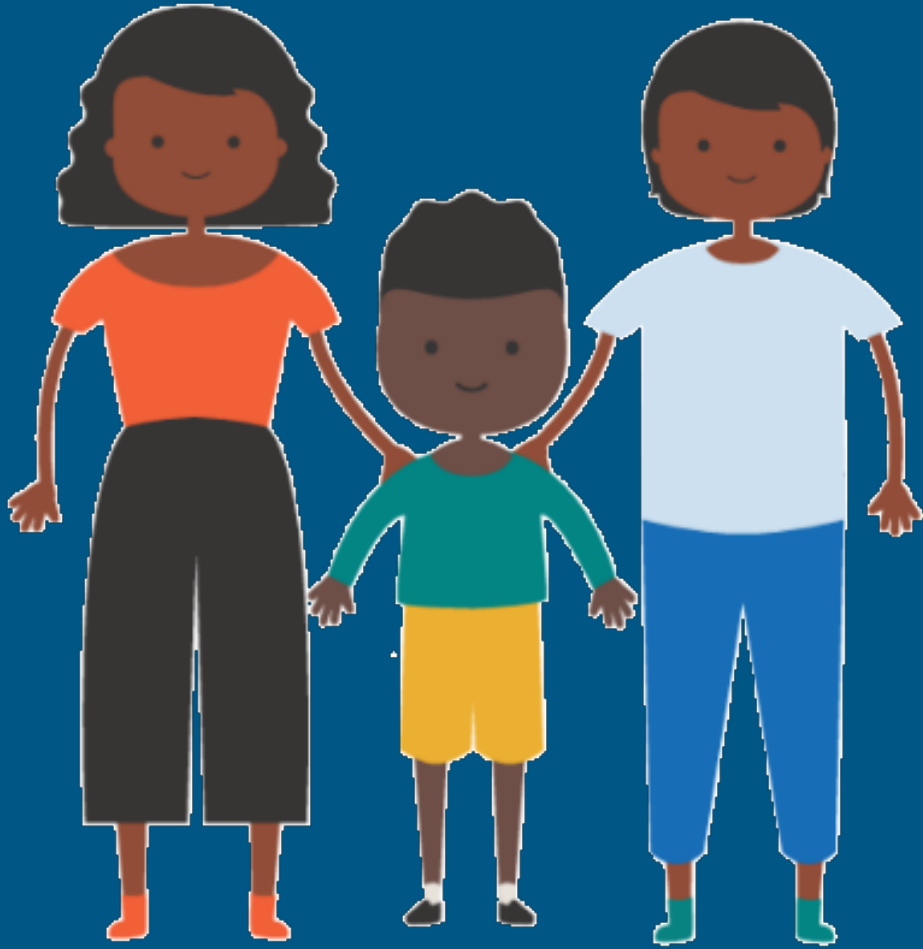
Emotional (Affective)	Behavioral (Physical)	Cognitive
Depression	Restlessness	Reliving past trauma
Fear	Withdrawal	Decreased Attention/Concentration
Anger	Tremor/Shaking	Intrusive thoughts
Denial	Headache	Hypervigilance
Irritability	Change in Sleeping Patterns	Uncertainty

Source: The Human Impact of Natural Disasters, Mark Norman (2003)

Educational Leaders Need to Consider a New Perspective on Maladaptive Behaviors

Maladaptive behaviors are actions, or outward behavioral outputs, that individuals exhibit when they have difficulties in adjusting to situations. These behaviors often stem from underlying trauma and mental health conditions and is a way that individuals manage their stress or anxiety. Adults need to be cognizant that observed behaviors could have underlying issues, or root causes, that need to be considered, especially for students experiencing homelessness.

- Observed Behaviors: Class avoidance, outbursts, disengaged, clowning around, disruptive, etc.
- Possible Root Cause: Overstimulation, hunger, stigmatization/embarrassment, struggles with learning disabilities, untreated/undiagnosed mental health condition and/or substance use, stress, etc.
- Consideration: View discipline through the lens of behavioral science
 - Extend beyond the need to fix a problem/behavior on the surface.
 - Dive deeper into understanding the root cause of the exhibited behavior or disciplinary issue.
 - Provide opportunities for the student to learn and build on skills needed to overcome.



Opportunity to help teach social and emotional skills so students experiencing homelessness can learn to resolve disagreements in socially acceptable ways.

Use of encouraging words and actions rather than punishment to help students experiencing homelessness to develop self-control and make positive choices.

A restorative approach to support students experiencing homelessness in forming positive relationships and focus on repairing harm by engaging all stakeholders in inclusive processes, which has been found to increase attendance and decrease severe behavior incidents.

Foster

A sense of belonging through a positive, safe, welcoming, and inclusive school environment.

Support

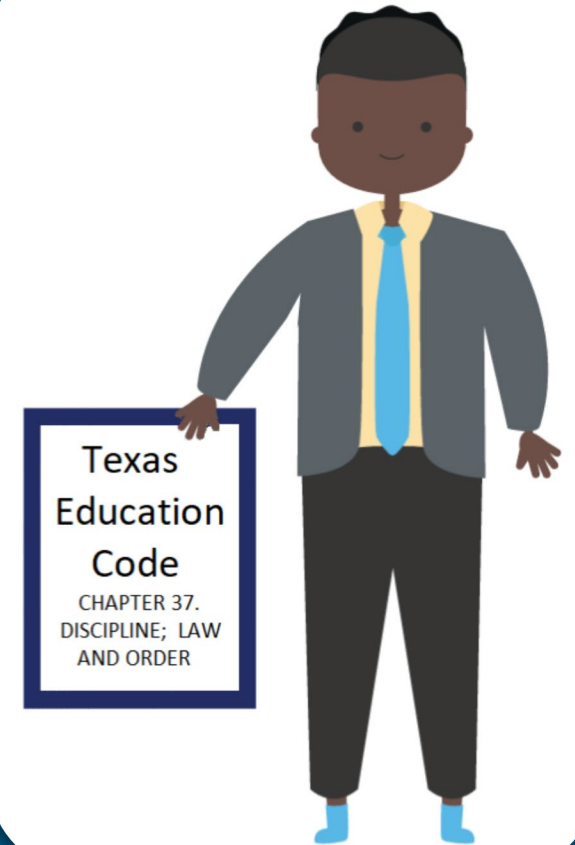
Social, emotional, physical, and mental health needs of all students through evidence-based strategies.

Recruit and retain

A diverse educator workforce and increase educator capacity by adequately supporting high-quality teaching and learning.

Ensure

Fair administration of student discipline policies in ways that treat students with dignity and respect (including through systemwide policy and staff development and monitoring strategies).





Tools and Strategies to Support Disciplinary Decision-Making

Exclusionary Discipline: Code of Conduct Factors to Consider (See rubric on page 22)

Before deciding whether to place a student in DAEP, there must be consideration of mitigating factors regardless of whether the action is mandatory or discretionary.

Factors to consider include:

- ☐ Was it self-defense? ([TEC §37.001](#))
- ☐ Was there intent or lack of intent at the time the student engaged in the conduct? ([TEC §37.001](#))
- ☐ What is the student's disciplinary history? ([TEC §37.001](#))
- ☐ How does the student's age developmentally impact their understanding of inappropriate behavior?
- ☐ Is there a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct? ([TEC §37.001](#))
- ☐ Is student's status identified as a student who is homeless? ([TEC §37.001](#))
- ☐ Has the student been afforded the opportunity for behavioral interventions to be implemented?
- ☐ What is the safety and/or risk factors of inappropriate behavior?

Exclusionary Rubric

Factors to Consider (TEC §37.001)	Score 1	Score 2	Score 3
Self-defense	The behavior was not a direct result of self-defense.	N/A	The behavior is a direct result of reasonable self-defense.
Intent	The behavior was clearly purposeful and planned . The student demonstrated intent to harm.	The behavior was determined to be impulsive and not planned to harm.	No intent to harm determined.
Discipline History	Demonstrated similar inappropriate behavior over a 1–3-month period. The pattern of behavior is highly disruptive to the learning environment.	Demonstrated similar inappropriate behavior over 1-2 months. The pattern is moderately disruptive to the learning environment.	First time offense . There is no established pattern for the inappropriate behavior.
Student's Age	The student clearly understands the impact of the inappropriate behavior.	The student somewhat understands the impact of the inappropriate behavior.	Developmentally , the student does not/is not able to understand the impact of the inappropriate behavior.
Disability <small>*Must collaborate with SDA/SPED personnel if there's a disability*</small>	There is no identified disability. Considering the impact of the student's disability, the student clearly understands the impact of the inappropriate behavior.	Considering the impact of the student's disability, the student somewhat understands the impact of the inappropriate behavior.	Considering the impact of the student's disability, the student does not/is not able to understand the impact of the inappropriate behavior.
Student Status <small>*(e.g., CPS involvement, highly mobile, protective order, etc.) *</small>	The behavior is not directly linked to possible trauma associated with homeless status.	The behavior is not directly linked to possible trauma associated with homeless status but is somewhat associated .	The behavior is clearly linked to possible trauma associated with homeless status.
Behavioral Interventions	The Campus intervention team formed to discuss (a) student's disruptive behavior, and (b) interventions to implement and document for at least 3 weeks .	The classroom teacher implemented and documented behavioral interventions for 3 - 5 weeks .	Interventions have not been applied or have been implemented for less than 3 weeks . The behavior is not connected to current reason for referral.
Safety and/or Risk Factors	The behavior poses imminent and continued danger and harm to self, others, and/or property on campus.	The behavior poses a limited danger and harm to self, others, and/or property on campus (currently or in the future).	The behavior poses no/not continued safety risk to self, others, and/or property on campus.

- **Page 20:** Key Consideration on the use of the rubric
- **Page 21:** Step by step instructions on 'How to utilize the Exclusionary Rubric and Accompanying Team Worksheets?'
- **Page 22:** Rubric
- **Pages 23-26:** Accompanying Worksheet for Team Meeting
- **Pages 29-35:** Appendix A - Exemplar of Completed Exclusionary Rubric and Worksheet

Exclusionary Discipline – Team Meeting Worksheet

Self-Defense	Score Selected: _____
Supporting Data or Information for Selected Score	
Action Considered/Tried:	
Action Needed or Next Steps:	
Additional Notes:	

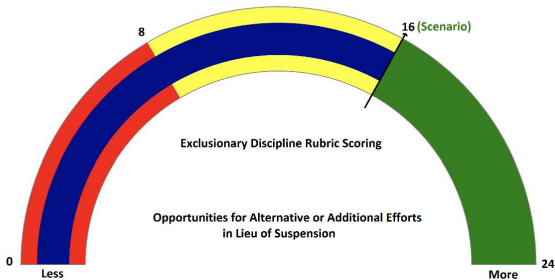
Scenario Interpretation: A Summary of Key Takeaways and Actions for LEA Leaders

Reminder: The rubric is designed to elicit conversations around mitigating factors that may impact the student's behavioral outputs.

- The rubric is a tool to help guide decisions around behavior and discipline. There is no direct cutoff of total points for determining disciplinary consequences.
- This tool is only one resource, and the final determination should be made by an intervention team, be holistic, and include all available formal and informal data.
- For guiding reference, the larger the sum for all 8 of the consideration areas (e.g., 21-24), the more opportunities there are for alternative or additional efforts the campus can take in lieu of suspension.

The provided fictional student scenario offers educational leaders the opportunity to understand the value of using the exclusionary discipline rubric and accompanying worksheet when considering discipline matters for students experiencing homelessness. Based on the descriptions provided for each of the 8 areas of consideration (i.e., self-defense, intent, disciplinary history, age, disability, homeless status, interventions, safety), readers can glean several "action needed or next steps" for the case of Jane.

The total sum of the 8 areas of consideration was 16. This number represents that majority of the scores were in the 2 or 3 categories. Cumulatively, the campus has some opportunities for addressing the behavioral incident with alternatives or additional efforts in lieu of suspension. This is not to say that the campus cannot suspend the student per local policies. However, when behaviors are directly related to a student's homelessness, considerations must be made to guarantee schools do not miss vital opportunities to support students' needs and put students on the path toward success.



For Jane's case, here are some key actions pulled from the collaborative team's worksheet presented in Appendix A.

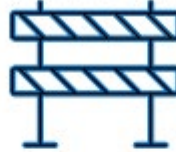
- Schedule an ARD/IEP meeting to discuss current supports and services and whether additional accommodations or supports are warranted.
- Connect with the McKinney-Vento liaison and school counselor to work on finding additional community resources (e.g., food, shelter, free clinics, etc.) that are available, connecting her with wraparound supports, and include her in weekly general education counseling groups for emotional management, social skills, etc.
- Utilize the strong relationship she has developed with the SPED paraprofessional to integrate coping skills strategies and who can serve as an adult mentor. Build in restorative practices and work towards restorative circles.
- Given Jane's scenario, what additional opportunities or key actions have you identified or considered?

Wrapping Up

Key Actions and Next Steps for School Leaders p. 27



Consider homelessness in disciplinary policies and discuss alternative methods to address misbehavior.



Ensure schools and districts do not have policies that create barriers to full school engagement for students experiencing homelessness.



Track and Analyze Data



Leverage grant funding to train specific individuals.



Raise awareness in schools about supports available.



Incorporate training on school discipline, trauma, and homelessness.

Appendix A: Pages 29-35



Exemplar of Completed Exclusionary Rubric and Worksheet: Case Study

A fictional student scenario using the rubric and worksheet is provided here to offer readers with an exemplar to support understanding of how to use these tools and strategies. Please note that this is just one example, and each student situation should be individualized and subjected to a thorough and thoughtful examination of the factors related to the student's homeless status, the incident, and any mitigating factors around the situation.

Student Information:

- Jane is a 9th grade student who is McKinney-Vento eligible.
- She has a history of tardiness to her class after lunch and absences for not catching the bus on time in the morning due to trying to help her siblings get ready for school.
- Jane has been identified as a student with an Other Health Impairment for Attention Deficit/Hyperactivity Disorder (ADHD). She receives Special Education supports and services.
- Jane was prescribed medication from a pediatrician 6 years ago, but the family cannot afford the medication at this time.

Behavior Incident:

- Jane often waits towards the end of lunch period to get her lunch due to issues with other students making fun of her, secretly throwing food bits into her hair, knocking down her school items, etc.
- On one particular Thursday, one of the students who frequently bothers her intentionally puts out her leg and trips Jane after Jane got her lunch tray. This student continues to kick Jane's tray away and as Jane got up, the student pushes Jane repeatedly.

Appendix B: Pages 36-40



Appendix B: Understanding Trauma and ACEs

Understanding Trauma

According to the [National Child Traumatic Stress Network](#), "child traumatic stress occurs when children and adolescents are exposed to traumatic events and traumatic situations, and when this exposure overwhelms their ability to cope with what they have experienced." Although the experiences and responses to trauma and loss differ among students, it is important that educational stakeholders become aware of the impact that trauma may have on learning, student behavior, student responses to adults, and interactions with peers.

Students experiencing homelessness have likely experienced complex trauma and stress due to experiencing multiple losses, movement from home to home, and having little consistency in their lives. Trauma can shape not only behaviors but also the way individuals view the world. The early experiences of young children have a tremendous influence on their developing brains, and trauma can create toxic stress with lifelong, costly impacts. Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.

TIPS: Implementing trauma-informed practices in the classroom and raising the level of awareness about the impact of adverse life experiences on a student's learning process, classroom behaviors, and cognitive development will help educators and other advocates respond more sensitively and adaptively to a student's needs.

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences (ACEs) are traumatic events that occur during a person's childhood. ACEs can have a significant impact on a person's physical, emotional, and mental health throughout their life. There are also known predictive factors of ACEs for children that can be single, acute events or sustained over time (e.g., the death of a parent/guardian, or the detrimental effect of community violence and poverty, among others). ACEs are linked to health issues, as well as mental, emotional, and behavioral challenges in school. Some examples of ACEs include emotional abuse, physical abuse, sexual abuse, emotional neglect, physical neglect, race-based trauma, domestic abuse, household substance abuse, household mental illness, parental separation or divorce, or an incarcerated family member.

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Today's Key Take-Aways

That was a lot of information! Let's wrap up with a summarized list of key take-aways.

Key Facts

- There are both federal and state law requirements for McKinney-Vento eligible students in relation to disciplinary matters.
- Conduct a coordinated meeting with key stakeholders when considering discipline related decision-making for students experiencing homelessness.
- Trauma can manifest in the classroom and schools in many ways. Educational leaders should be aware of how trauma can impact the behavior of students experiencing homelessness.
- By addressing the underlying root causes of a student's conduct, as opposed to solely imposing a punishment, a positive school discipline approach yields a more effective impact on the whole child.

Resources

- [TEHCY Discipline Toolkit](#)
- [TEHCY Discipline One-Pager](#)

Thank You for Attending



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