

Bluum Together Podcast Episode 8- Trauma Informed Education Environment with Promise Academy

Intro:

Welcome to *Bluum Together* – the podcast where we cultivate education leadership, innovation, and impact one conversation at a time. Join us as we learn from visionary leaders, share inspiring stories, and uncover strategies that drive meaningful change in K-12 education.

MIKE CALDWELL

Greetings and Good Day podcast listeners. Thank you for joining us for another episode of *Bluum Together*. We are out here in Caldwell, or is it Middleton? Or both? Sort of both at the Hands of Promise campus, specifically at Promise Academy and joining me today Scott Curtis, CEO of Youth Branch; Deb Imbrogno, Executive Director for the campus; and Rick Hale, the school leader. I am excited to come out and join you guys and come to your beautiful campus. I always love coming out here. I always get quasi-lost on my way out here. I have to re-learn how to get here every time, but once I'm here and just drive up to this campus - I don't know if there is a more beautiful campus. It's gorgeous!

SCOTT CURTIS

It's the best place to come to work. The best place I've ever worked at.

MIKE CALDWELL

Yes, it's awesome. And today is a very beautiful day. It's great. Thanks for joining me. We are going to talk about what you guys are doing out here and who you are doing it for. I'm really excited to jump into this as a part of our overall focus on supporting mental health for youth in our schools. So, let's get after it. What is - actually before we do, let's do some introductions. Rick, we'll start with you, then we'll go to Deb and Scott. Let's do some introductions and then we'll go back to getting into the conversation.

RICK HALE

Sure, I'm Rick and I am the school leader which means I am the Principal and the Superintendent. We are a school, we are also a very small school district. We're a Charter Alternative school and we serve those students that live here at the Residential Center for Healing and Resilience.

MIKE CALDWELL

Very different school model where you have the students living on campus - we are going to come back to that.

RICK HALE

Absolutely.

MIKE CALDWELL

Deb, what is your role here as Executive Director? What does that look like?

DEBORAH IMBROGNO

It looks like I have the pleasure of working with everybody, so I get to know the kids, I get to know the staff, meet a lot of our system partners -

MIKE CALDWELL

Is the Executive Director not just of the school? Rick is really in charge of the school, but you are in charge of the broader overall campus here at Hands of Promise?

DEBORAH IMBROGNO

That is correct.

MIKE CALDWELL

Ok, great. We will talk more about what is all involved here. It's a really interesting and beautiful place. Scott, what do you do here?

SCOTT CURTIS

I just hang out and make people laugh. I am the CEO for Idaho Youth Ranch. Actually started as a school teacher, a math teacher, shout out to you a few decades ago. I get the privilege of working across the state with Idaho Youth Ranch in our 30+ locations. This is our flagship location. It's both our original in that the Youth Ranch was founded as a ranch in Rupert and it's also our newest program because this is the location where we've chosen to put our focus on residential care in terms of building a state of the art residential care facility. We opened last August so I get to get out here a good bit and see this great team in action.

MIKE CALDWELL

Right on. It is a truly beautiful campus and Scott and I actually taught at the same school. Not at the same time, both math teachers.

SCOTT CURTIS

I think he took my position.

MIKE CALDWELL

Yeah, I think so. Yeah, maybe in the same classroom.

SCOTT CURTIS

Yeah, it could be.

MIKE CALDWELL

Well you set the bar pretty high and I lowered it.

SCOTT CURTIS

[laughing] Not true.

MIKE CALDWELL

Rick, tell us about Promise Academy. How did it get started? Give us a little bit of background on this wonderful place.

RICK HALE

We are a charter school, and the whole idea when I was brought on was we need to have a public school that's accessible to the kids that live here. This model was not 'Let's have the kids live here, but let's send them out into the surrounding districts to schools.' We really need this on-site. I came on and helped finish up writing the charter, getting things ready to go, making sure we were ready to be a school, and then did the hiring for teachers. Really made sure we had everything in place on day one to accept students that are accepted here on campus come to school here. A 7-year-old up to 17-year-olds - they come to school at Promise Academy so we had to be ready for every eventuality. We are ready for every eventuality, everyday. We have a curriculum that spans sixth grade through 12th grade. Grade-level curriculum, Intervention curriculum, and Special Education curriculum. I have a Special Education Director. We have all the things the other public-charter school has. We are just here for these particular youths that have these particular needs.

MIKE CALDWELL

Thank you for that. Scott, can you give us a little background on why this school exists? Why is this important? Who does it serve?

SCOTT CURTIS

Deb can probably jump in here as well and talk a little bit about the importance of the educational aspect with Residential Treatment. We bring youth into the Residential Center for Healing and Resilience who have not been successful in previous interventions and are suffering from some type of psychiatric disorders - they have a diagnosis, they are willing to be here, and their families and guardians are willing to participate in the programs. There is a pretty extensive screening process for bringing youth in here who we really believe can make a significant impact in walking with them and their families in addressing what have become needs of theirs that are being expressed in ways that they can't function well at home and then their home schools. We bring them here and then the charter school is really a critical element and a significant portion of their day.

MIKE CALDWELL

Deb, give us a little profile of the student that you are serving here. Grade level, ages, where are they coming from - give us a little of that background.

DEBORAH IMBROGNO

The youth that we are servicing here are in middle school and high school. They are coming from all over the state. I think at this point we have youth from seven different counties that we have been working with. I think what's really special about what we are doing is we have a full school day and many of our youth have not been able to attend full days of school. They come here and they are attending school - they are engaged and also the teachers when we first designed this together, the teachers went through the exact same training as all of our staff. They train side-by-side.

MIKE CALDWELL

When you talk about staff, I think oftentimes our listeners might be thinking about the traditional school staff. You have teachers, counselors, support staff - whatever you may have. It looks a little bit different here. You have some specialized staff to provide some additional support. Can you expand a little bit more when you talk about staff or even general support that you have here on the campus. What does that look like?

DEBORAH IMBROGNO

It starts with our Youth Care Providers and they are working with the youth in lodges and they come into school with youth - that's a Trauma-Informed Culture that we are building those relationships and providing that safety. We also have a psychiatrist here, we have clinical staff, we have food services provided. Everything that a youth needs is right here for them.

SCOTT CURTIS

I would add the nursing piece as well. The school is contiguous with the Wellness Center. There can be a lot of flow back and forth.

RICK HALE

I would add those Youth Care Providers, they come to school with the kids and they are here all day with the kids classroom and they are such an awesome support for our students. If a student needs to take a break, a Youth Care Provider is there. If a student is getting a little bit dysregulated, a Youth Care Provider is there - the model really works because those Youth Care Providers are with the kids.

MIKE CALDWELL

Can you talk a little bit, Rick, about what the day-in-the-life look like for a student that is coming here to school at Promise Academy?

RICK HALE

We actually try really hard to make this school very much like a public school might come from - much smaller, certainly. There are going to have periods - they are going to come to First Period which we call Morning Start. We have a little group, we have a lot of positive vibes we call them. We have little visits like a homeroom. You are going to have Math, Language Arts, Science, Social Studies. You have an Advisory Period where you do Career Explorations. We have Electives. It's very much like Public School anywhere else because we are a Public School. Now, classes are smaller. The building is smaller. There is never going to be 500 kids here. It's going to be 64 here at the most at the moment. Those Youth Care Providers are there in the classes. One difference is there might be three or four adults in a class where in a regular Public School or typical Public School, it might be one adult in a classroom. The other experiences are very much meant to be like or similar to typical Public School.

MIKE CALDWELL

Great, thank you for that. That's helpful. After school, they're finished, instead of getting on a bus or jumping in their vehicle and heading home, they're staying on campus. What does that afternoon look like after school?

RICK HALE

Many times right after school, they'll be going to a large muscle activity group or something else, typically they'll head over to the gym. Sometimes they might go back to the lodge. There are any number of activities that are planned and very specifically structured for the youth in the afternoons leading to the evening. Dinner, ofcourse, here on the campus at the cafeteria.

DEBORAH IMBROGNO

I would say in the last week, we had the horses that came over that the youth interacted with. We had some therapy dogs on the campus. We also have clinical groups scheduled before dinner and then we have Collaborative Play that happens after dinner, so they have very, very full days.

MIKE CALDWELL

Talk a little bit about the horses, Deb. A lot of schools in Idaho have horses on their campus. Most rural Idaho has horses. Maybe in the next door pasteur, but not on-campus. Talk a little bit about the horses you have here in your equestrian program.

DEBORAH IMBROGNO

The equine team brings the horses over so that the horses can get to know them, get to know the area, get to know the youth, vise-versa. So the youth will brush them, they will talk with them, and just get to know them.

MIKE CALDWELL

And that's a form of therapy?

DEBORAH IMBROGNO

It's an interaction and we are working towards equine therapy.

MIKE CALDWELL

So equine therapy is a thing, but you're not necessarily doing equine therapy on campus? Is that accurate?

DEBORAH IMBROGNO

Not as of yet, but we are aiming to do that.

MIKE CALDWELL

Gotcha. This vision was put in place a long time ago. Scott, maybe you can speak to that and where it started and I am curious on where you are today and with your vision realized, is there still work to be done? Where are you guys at?

SCOTT CURTIS

First of all, the vision began back in the '50s, with our founders who really thought that a ranch lifestyle could be healing for what they called Wayward Boys back then. The Crows established

the first ranch in Rupert, Idaho. Then, it ended up serving the Youth and Families of Idaho for over 60 years and initially it was just boys, but in the early '80s, moved to taking girls as well. About 10 years ago, this proceeded to me and proceeds all three of us actually, the Youth Ranch Board was really rather wrestling with the viability of that program. It was fairly remote. It was actually 12 miles outside of Rupert and for modern residential care, the kind of things that Deb is doing today with her team here, it was very challenging to have the families involved regularly - that's a key component to modern residential care because of its remoteness. It's also challenging to find high quality staff and retain high quality staff in that remote of a spot. The board really wrestled with that and made the decision to move our flagship program to the Treasure Valley to tackle those and other needs. I say that visions been about 10 years old. We were able to really create a state-wide impetus to this by going to the state and meeting many times with individuals, groups, corporations, and that got us into the fundraising campaign. We were able to raise 35 million dollars to build this project debt-free. That has all been phenomenal - all of the facilities are now open. We opened in August and had a few things to wrap up with the facilities but now we really have a remarkable campus here and right now handle up to 64 youth. The pieces in front of us right now are really growing the number of youth that we serve. There is a couple of pieces to that. First and foremost is growing the number of staff we have - really high quality staff that are trained appropriately to deal with the kind of needs that these youths present to us and that their families present. We are also working through a lot of systems as I think you may know. We're Idaho's only accredited treatment facility or psychiatric residential treatment facility. The state itself is also learning with us what that means in terms of approval. Although Idaho Youth Ranch is accredited, although we are a Medicaid agency for most of our services, we're still working through the process of getting the Medicaid approval for this program. There are a couple of pretty significant things we're working on. Within the next few months we should be completely wrapped up and then we're focused on continuing to grow the number of youth we serve and get up to our max number of kids here.

MIKE CALDWELL

Great. Thank you for that background. Most or many of the students that you serve here have probably experienced some form of trauma growing up and I know that Trauma-Informed Education environment is really central to what you do here. Can one of you speak to when you talk about a Trauma-Informed Education environment, what does that mean and what are those critical elements to make it successful?

RICK HALE

Sure, I can talk a little more about that. Trauma-Informed Education really starts with understanding your students. This is not one-size fits all. This is not to drop a kid into a class of

30 and expect them to operate like everybody else. It really starts with let's understand who our kids are, which means we build relationships with them. Myself and my teachers, that's what we've really been working on from Day One - get to know the kids, build those relationships, build that trust. We don't have to know everything about them, we just have to know that, yes there has been trauma, yes they are here for a reason. No, these are not things that are being done on purpose. We talk about this all the time. Nobody gets up in the morning and just wants to fail miserably at life. These kids are doing the best with what they have - their families have often been doing the best with what they have with what they can. We are here to provide some extra support. We get to know those kids. We build those relationships, we build that trust. Then we can start the really hard work of finding out where they are - where is their level, can we intervene, where are the gaps in their education because they are there, even if they have been in school, there have been times where they have either been suspended or just been checked out and our students have fairly significant gaps. Even the ones you'd think look like students. So we do that work, we do those assessments, we really dig into where we can support. That's not possible if we can't build those relationships and build that trust.

MIKE CALDWELL

Deb, would you expand on any direction on that kind of how you are supporting students beyond education?

DEBORAH IMBROGNO

I think part of our training and ongoing discussions are around recognizing the signs and symptoms of trauma. Then, how do we respond in a way that is caring in a way that is safe and thoughtful because we don't want to unintentionally re-traumatize the youth. We have put a lot of time into training our staff on recognizing signs and symptoms and how to respond.

MIKE CALDWELL

Can you elaborate a little on some of those things that - part of this podcast is what are some things that we can learn through these conversations that are also applicable outside of this conversation. There are school leaders, and teachers, and counselors working with youth all over our state and beyond that are also working with kids that have experienced trauma. What are some things that from your own expertise, experiences here, working with those that you can share what works for those types of students. Creating opportunities for choice because oftentimes so many choices are taken away as things have happened to our youth. Coming for the lens of what happened to you is really important, too, like understanding something happened - they didn't just wake up like this. Building that trust like Rick was saying is really, really important and providing empowerment. Again, so many limited choices in creating

spaces for the youth to be able to make decisions. Collaboration is really important too, that their voice is at the table. Family voices are at the table, youth voices are at the table because oftentimes, I think the youth voices is really listened to, their talked over, talked around, but not talked with. It's really important that they become part of that - they are a part of that.

SCOTT CURTIS

Let me add something that Deb has really helped teach me and this program is helping teach me. One of the things that matters is the fundamental philosophy that a lot of times the behaviors of the youth are the best that they can be and do and get by. That's what Rick was talking about a minute ago and they've learned that somehow. Their brain has adapted to survival within the situations they've been in. If we can recognize that as educators, provide the safe environment, the voice, the caring adults. It's not just to help them get through education because there is another piece to this that we know a lot about brain research now and they can actually re-learn some of those negative coping things that they used to survive. You create that environment and then you can really work on helping them learn better coping skills. When Rick was talking about youth coming in here, and being here all day, and the Youth Care Providers, it's not just if a youth is having a dysregulation movement. It's not just to get them out of the classroom, get them regulated, then get them back in. It's actually how we then work with them so that they're processing what happened there, what could I do differently next time, and in real ways reforming the connection in the brain so that they're able to leave here. Our goal is not that they are successful here. Our goal is that they are successful when they leave and that requires adopting a lot of their coping skills and their behaviors which starts with everything Deb was talking about.

MIKE CALDWELL

Yes, absolutely. You guys aren't just working with the students you serve. It sounds like you guys are taking a holistic approach in including the families as part of your process. Can one of you speak to what that looks like and your approach on a broader level than just working with the students?

DEBORAH IMBROGNO

We have the families up every week for Family Therapy. We encourage spending time together. That means at times youth are coming back into their communities to spend time as well as the families coming up to the campus to spend time. I think it is a right and a responsibility. I think in order to have really good outcomes, there has to be the family involvement. It is so, so critical to the success of the family unit.

MIKE CALDWELL

The success - how you measure it - what Scott was saying, is to get them to a point where they can be successful back in their home school or home community wherever they are coming from. You are sending them back with their family. You're sending them back with the school - you have to build those skills, but you also have to do that with the family support at home. It makes a lot of sense. Were you going to add to that Rick?

RICK HALE

That's such an important part of what goes on here and I so appreciate that as a part of it. I've gotten to see family interactions and family dynamics for 25 years as an educator and it just means so much to the kids and it means so much to me that the families are a part of the healing here. They understand what their kids are going through and they understand the types of coping mechanisms they are developing, the tools they are getting. They can give so much more support that way than if they were not a part of this process. It's very critical and it actually helps the kids be successful at school when all the therapy and all the families and everything is on the same page and everything is moving in the right direction.

MIKE CALDWELL

In your short time being open as a charter school and as a campus, do you have any stories to share or maybe those indicators of success or those moments where you are like, okay - we're making progress, we're making a difference that you'd like to share? Then I'll come back to what are some of the existing challenges because I am sure you have those as well.

RICK HALE

Sure, I can tell you a story about a young student who actually had not even been in school for a while, for more than a couple of years. This young person comes here having not attended school in any meaningful way for some years. Begins with the program, begins at school. To a certain degree, kind of thrown right into a school day. Shortly after beginning the program here, beginning the therapies, beginning the school work, just drew a picture. We were in Art class together and I happened to be teaching that class that day and we were doing a lesson and this young person was just following along doing a lesson, and I didn't really think about it. The young person wanted to make this for their mom - that's great. Didn't really think much about it. We were just doing the lesson together and the next time that mom visited, the youth gave the picture and that's all good. Got a message later on, we all did, that according to mom, this was the first time in this young person's life that they had actually sat down long enough in one place and then created something and gave it to mom. It was very emotional - mom was very emotional, I was very emotional reading about it. At the time, I didn't really know that that was this biggest thing happening, but that's what happens here. There are moments like that all

the time with the students here that are huge, that are meaningful and that was maybe the first one that really hit me. This is working. This is why I'm here. This is what's possible here.

MIKE CALDWELL

That's awesome. Deborah, are you going to add to that?

DEBORAH IMBROGNO

I was. I was going to say that this young person then took off with markers and really began to decorate our windows with window markers in such a beautiful way and also with chalk out on the sidewalks that we have. Most importantly, we just heard from this young person's mom recently - the mom reported that their child is transitioning very successfully back into the community. That was the work of a lot of people and the support and a mom who was a complete rockstar in this process.

MIKE CALDWELL

I love this story. As educators, that is why we are in this work we do is to make a difference in the lives of the youth that we impact and that is such a great example. It sounds like their short experience here, you unlocked something that was there, but just hasn't had a space for it to come out. Now, it's out and flourishing. That's why we do the things that we do. What about challenges? Not necessarily specific students, there are probably plenty of those, we all have those. Just as a new organization, a new school, I'm sure you've had your challenges as you grow into this. What are some things that you're dealing with? Medicaid was one. What are some other issues that you guys are dealing with that you'd like to talk about?

SCOTT CURTIS

Can I speak on the organizational level for a second? You know this from your own background education, we all do. When it comes down to people interacting with youth, it comes down to who those people are. Are they passionate about these kids? Are they passionate about this work? I have such a privilege to work with these two. The three of us started our careers in the '90s - that's all I'll say about that. There is a reason why we are here. There is a reason why I came here. Then to have these two join on - have Rick come in as a school leader having had a successful education career and decide I want to be a part of starting this school. It's the right person. His interaction with the youth everyday. Deb has been working with youth in Residential Care programs since the start of her career. Really uninterrupted work with youth for decades and this program is attracting those folks and that is absolutely critical because it's hard work and people have got to be passionate about it. One of the challenges for us in an organization as a Start-Up is this program fully built out is 120 full-time staff. Hiring, and training, and really making sure people can get in touch with whether this is the right spot for

them has been one of our challenges and we are continuing to work through it. That's broader than just the school. That's really about the whole program. I'll pass it back to you two for other challenges.

RICK HALE

At the school, I've been so fortunate with my teachers. I have three teachers right now that are absolute rock stars - that are just great. They love the work, but it is hard work. We do a lot of debriefing. We do a lot of support for each other. It would be very easy to become frustrated because on any given day, one or more students is probably going to let you have it. That's alright, that's part of the job. We understand that. We are here for them even when they tell us they don't want us because the next day, they do want us. They apologize and they say 'Gosh, I didn't really mean that.' We say 'Yeah, I know.' It's not about us - it's about the youth, it's about helping them, supporting them, and getting them to a better place. That can be really hard. It can be emotionally draining. But it's also so rewarding. He is right. You need the right people. If somebody realizes this is not for them, great. Congratulations on helping us out, and good luck in your future endeavors. But I have been very fortunate - my teachers have really done such a great job up here with the youth. As we grow, I'll be adding staff on the school side and finding more great teachers.

MIKE CALDWELL

Maybe someone who is listening is saying I need to learn more from this academy. This sounds interesting. You'll be flooded with applications.

RICK HALE

There you go.

MIKE CALDWELL

You know the right people and especially the work that you do and the impact that you have. Deb, would you add anything to that?

DEBORAH IMBROGNO

I would. I think that we have been really thoughtful about how we're growing into this space. How we support our staff, each other, our families and our youth. It's not easy work. It's so very,very rewarding. The mission is always at the center of what we are doing.

MIKE CALDWELL

Absolutely. So for education leaders that are listening right now, what are somethings that we can learn through your efforts that can be applied to any school environment. I think you

touched on a lot of these things. Maybe they don't have the same staffing that you have with specialized support backgrounds and things like that. What are some things that you think could be applied anywhere? We talked about it, maybe to expand.

RICK HALE

Understand I don't think that public schools, leaders, and teachers are doing a bad job with kids. I 100% believe kids are becoming more challenging. We have more and more kids with social and emotional issues and emotional disturbances in public schools. People are trying. There is no doubt. There is great work being done. When you get youth like what we have here that are outliers, it just makes everything that much harder. To deal with some of these youths, it's not necessarily going to be easy because I have different resources. This has always been the issue. I can't get the personnel, I can't get the resources when I was in my previous districts. You still have to work with the students. You may not have the resources, you may not have the personnel. I highly commend working with the families. Making sure you have very good relationships with your families of your most difficult students is going to go a long, long way in being able to deal with them with the emotionally disturbed students. Educating yourself on teaching strategies for emotionally disturbed students. Build an excellent relationship with the families, be very transparent and understand that we are on the same side. We're not trying to keep anything from parents, we're not trying to work against parents. We all want what is best for these kids, especially the ones that are the most difficult to deal with. They're the hardest ones sometimes to say that about. We want what's best for them around the same side. We have to be and just build those relationships with the parents. That's going to help so much.

MIKE CALDWELL

Absolutely. I think some of the things that you mentioned earlier are really tried and true foundations for supporting youth. You talked about the importance of understanding your students and where they are coming from and building those relationships. Boy, does that not apply to just about anywhere - hyper-important in what you are doing - but really any school, any classroom should be about that. Understanding your students and building those relationships. You talked about understanding where they are both academically and socially, emotionally in working to identify where those gaps are. That's critical in really anywhere that we go. It's very important where you guys are at.

RICK HALE

It's really, really important here. It is the work here. It is the work everywhere. All public schools should be doing that and I believe are doing that more or less. It's very easy to let some things fall between the cracks when you have 40 kids in the classroom. You got six classes a day. I get that. All the kids, every kid, not just the kids at Promise Academy, are emotionally distributed.

All the kids deserve our best everyday. I tell my teachers this - I am not going to schedule a time to come watch you teach, I am going to come pop in so you should be doing your best work everyday. Every period. Every hour. Do your best work because the kids deserve it.

MIKE CALDWELL

Deb, you talked about the importance of recognizing signs and symptoms and responding and how important that is in getting extra training for your staff. If I was a listener, I think that that also applies in just about every classroom and school and that training could be relevant to just about anywhere. Would you agree to that?

DEBORAH IMBROGNO

Absolutely. When I see a youth having issues with memory and having difficulties learning or paying attention, there is more to that in how we go about that in providing support. Being really tuned in to what is happening with that youth in that moment and trying to come from a place of understanding so that we can support them and their families.

MIKE CALDWELL

I think this is the seventh or eighth episode on this topic and the image that continuously comes to my mind as we are having these conversations is the old iceberg where you are seeing 10% that is sticking out of the water and the other 90% that's underneath and it's really trying to understand what you don't see - what's behind what you are seeing it what is the message is and what's so consistent in these conversations. You talked about the importance in creating a safe environment choice, building trust, empowering, and then of course the collaboration of families. There are a lot of really good ingredients that are working here for you and really applies well to anyone that is listening that is working with kids. Scott, any closing comments that you would have that you hope we would have covered or talked about that maybe we didn't get to?

SCOTT CURTIS

No, I really want to thank you for really bringing stuff to the forefront, for having these conversations. This is such an important thing, not just for this school, across the whole state. You know the mental health statistics - the one thing I'd say is that we can't give up on the youth and allow them to take care of this themselves. The research is really clear that for youth that experience real challenges, trauma, or other - there are significant challenges. The number one mitigating factor is having a caring adult in their life besides their parents. That research is really clear. We need to do everything we can to get more adults involved in the lives of these youth. The ones you connect with can be different than the one that connects with me. We gotta keep going with the adults. We can't just give up with these kids.

MIKE CALDWELL

Couldn't have said it better myself and I couldn't have asked for a better conclusion to this conversation. Thank you Scott. Deb, Rick, I appreciate the conversation and more importantly, I appreciate the work that you're doing out here. I hope other people pay attention and hear this and recognize the great stuff you guys are doing out here. Thank you for your work.

SCOTT CURTIS

Thanks Mike.

RICK HALE

Thank you.

DEBORAH IMBROGNO

Thank you.

Outro:

Thank you for joining us to explore education leadership, innovation, and impact here on *Bluum Together*. We encourage you to continue these dialogues in your work communities, classrooms, and organizations. Be sure to visit [Bluum.org/together](https://bluum.org/together) where you can discover more episodes. Or you can click Join the Conversation if you'd like to be a guest. Until next time, keep learning, keep bluuming, and keep making an impact one conversation at a time.