Cypress-Fairbanks Independent School District

Carpenter Center

2022-2023

Mission Statement

The Adaptive Behavior Center is organized to provide a supportive environment for students who have experienced academic, emotional, and/or behavior problems at their home campus. The framework for student success centers around around academic tasks, social behavior skills, and pre-vocational skills needed for transition to home-campus or work.

Vision

Our goal at the Center is to ensure that all students are given an opportunity to learn, grow, and achieve academically and behaviorally. A Behavior Management System is in place to help students succeed by providing: appropriate educational tasks, rewards that are meaningful to students, appropriate teacher intervention, and the teaching of coping, socially acceptable and responsible behaviors.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 12, 2022

Demographics

Demographics Summary

The student population at The Maybelline Carpenter Center is comprised of students from different campuses throughout the district whose IEP committees have determined the need for structure and a therapeutic setting. The current population is comprised of:

19 total students (2 students services are contracted with Harris County Department of Education (ABS-W)

16% female; 84% male

AA--63%

H--5%

W--32%

A--0%

Staff Demographics: 26 Full-time (3 teachers are starting as long-term substitute teachers until certification process is complete)

F-62%

M-38%

AA--54%

H--4%

W--42%

Demographics Strengths

In evaluating our demographic summary, our student and staff populations are diverse and is representative of student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of African-American males is disproportionately higher than any other race on campus **Root Cause:** Students are programmed to the Carpenter Center by their home campus IEP committee. Based on those campus' statistics, AA males are serviced at a higher rate in the Adaptive Behavior programs, which is beyond the control of the Carpenter Center

Student Achievement

Student Achievement Summary

The students at The Carpenter Center are placed for programming by an Individualized Education Plan (IEP). Students are able to return to their home campuses after: 1) positive progress, for two consecutive grading periods, on both their academic and behavioral goals; 2) passing all courses; 3) maintaining satisfactory attendance (may not have excessive absences). During the 2021-2022 school year, there were 30 students enrolled. Of those, 7 students were able to transition back to their home campuses. Three students, who needed more support, services were contracted with HCDE (ABS-W). One student in that program demonstrated progress, while the other two were unsuccessful (one moved out of district; the other's parent is considering home schooling). Only one student did not meet promotion standards (ABS-W). All other students enrolled for the 2021-2022 school earned most of the required credits and/or were promotable to the next grade level.

Student Achievement Strengths

The strengths of the students at the Carpenter Center are evaluated individually, as their individual progress in academics, STAAR/ EOC assessments, and attendance impact the data on their home campuses. In evaluating STAAR/ EOC data, Algebra had highest percentage (37.5%) of students passing; while Biology had the second highest passing rate at (25%). The testing during the 2020-2021 school year was challenging because of misinformation shared in the community that the state assessments "did not count" so it was difficult to motivate our students to focus on the assessment. All other assessments taken, students either refused to test or rushed, so not all scores are indicative of student learning and performance potential.

Elementary (4th and 5th grades)--2/5 passed Reading STAAR

6th grade--1/3 passed Reading STAAR

7th grade--2/4 passed Reading STAAR; 1/4 passed Math STAAR

8th grade--1/2 passed Math STAAR; 1/2 passed Social Studies

9th grade--1/3 passed English I EOC; 1/3 passed Algebra 1 EOC; 2/3 passed Biology EOC

11th grade--1/3 passed USH EOC

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are unmotivated to perform the state assessments due to learner fatigue and test anxiety. **Root Cause:** We need to motivate students by creating opportunities that build stamina and resilience through the implementation of high level academic tasks that utilize technology for assignments and test taking.

School Culture and Climate

School Culture and Climate Summary

The campus culture is based on PBIS goals and expectations. The campus is a therapeutic educational environment where all students are treated with dignity and respect. Staff are trained in restorative practices, crisis prevention, positive supports, compliance training and behavioral strategies to ensure that each student social, emotional, mental health, and physical well-being are protected. Each student is working on an individualized plan to address various socio-emotional and behavioral objectives with the goal to reintegrate to or back to their home campus. Staff is annually trained on the PBIS matrix to ensure the continuation of the expectations, with periodic feedback and necessary revisions.

To continue to build staff expertise in managing and positively impacting school culture, most staff were trained in Level 1 of Life Space Crisis Intervention. New staff will be onboarded and trained individually in Life Space Crisis Intervention.

SOAR expectations are Successful, Optimistic, Accountable, and Respectful across all settings. At the Carpenter Center, students and staff are reminded, during announcements that, "At the Carpenter Center, we are valuable and valued."

To address the various needs of our students, the campus will implement Action Based Learning and Project Based Learning strategies and interventions to maximize motivation and engagement on academic and socio-emotional tasks and expectations.

School Culture and Climate Strengths

The school culture is based on positive behavior supports and restorative practices. The staff are dedicated to working with our students and their challenges to assist in meeting individual student goals. Because of the staff to student ratio (~1:1), staff are able to get to know students on a deeper, more supportive level and better able to provide wrap-around services. Staff have advocated for more planning opportunities, which include the paraprofessional team so that there is always a continuation of services provided to students.

The staff continuously work on building team consensus and social activities to build relationships. The culture of positivity is maintained through staff outings such as bowling, crawfish boils, holiday celebrations, cook off competitions, multicultural luncheon, Open House luncheon, field trips that include parent participation, community service (Houston Food Bank), etc. The positive relationships with each other, positively impact the campus' relationships with students, the community, parents, and local businesses.

The campus markets the SOAR ideology through social media, branding, student enterprise (farmer's market).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Gaining staff support and consistent implementation of PBIS and a therapeutic mindset in which expectations are taught, modeled, and reinforced daily   **Root Cause:** The staff at the Carpenter Center are relatively novice (less than four years on a therapeutic campus) and struggle with adopting the language and consistency needed for the integration of the PBIS system into the school culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Retention of the staff at The Maybelline Carpenter Center is improving. The teaching staff are Special Education certified or certifiable based on enrollment in ACP programs. Of the newly hired teachers, about 38% are ACP candidates.

It is challenging to recruit qualified teaching staff who have both a content and Special Education certification, with a strong background in behavior management and restorative practices. The current staff needs significant training to meet the needs of our students, specifically with restorative practices, mindfulness, trauma-centered teaching, social-emotional learning, and behavior management.

Due to the high volatility of the student population, which leads to burnout; recruiting, training, and retaining quality staff is challenging.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- Staff are connected to the campus and are instrumental in implementing the current behavior management system
- Willingness to teach a variety of contents
- Desire to work at a specialized campus
- Staff bring a wealth of experience that positively contributes to the school climate and understanding a challenging student population, which presents several mental health issues and dysregulation.
- Flexibility (schedules can change daily and with new student enrollment)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff stress levels are high due to the challenging behaviors and various academic needs and levels   **Root Cause:** Staff at the Carpenter Center feel isolated from the greater CFISD academic community and due to the size of the campus, planning with teams is limited, thus limiting collaboration.

Problem Statement 2: District-wide developed curriculum is not being consistently implemented across all subject areas   **Root Cause:** Campus culture and staff resistance to change teaching methods to meet the needs of the current learner

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers teach several subjects and instruction must be high interest and engaging. All students have experienced academic failure, due to learning gaps and behavioral issues. The students come to The Carpenter Center, typically, three years below grade level in reading and math skills. The staff struggle with building remedial skills and staying on course with the district approved curriculum and pacing. Often, teachers have to reteach concepts, which creates an environment of frustration, for both staff and the students who are academically strong. To best meet the needs of the learners, teachers adjust the curriculum to be more thematic. Assessments, of any kind, create anxiety in most of the students who attend, which often leads to refusal to engage. To best meet the needs of our learners, many classes implore project-based learning, which is more project-based activities, not learning, thus reducing the rigor and relevance for the learner.

Curriculum, Instruction, and Assessment Strengths

Identified strengths are:

1) Team planning to develop thematic units that are vertically and horizontally aligned.

2) Develop of Cardinal Camp after school that is high engagement and activity based, which aids in closing the gap for both academics and state assessment remediation

3) Improved and more consistent professional development for teachers and paraeducators to better understand the learners we serve, which leads to more focused differentiation of the curriculum, the students and how they learn

4) Implore the support from district curriculum coaches to make the learning more relevant and consistent

5) Hired a Behavior Interventionist to coach, model, and support classroom management, so teachers can focus on delivering a high quality curriculum

6) Allocated an Assistant Principal to assist in instructional leadership and staff development with a focus on staff and student safety (physical, emotional, and academic)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are not taught at a high level of instructional rigor and relevance and have minimal motivation to move up Bloom's taxonomy of higher thinking. **Root Cause:** Staff inexperience in field and lack exposure to team planning and collaboration in developing and analyzing lesson cycle, assessments, data digs, etc.

Parent and Community Engagement

Parent and Community Engagement Summary

The parents and community of The Carpenter Center is diverse and from across the district. The Carpenter Center has developed better modes of communication with parents such as:

1) Open house luncheon

2) Facebook and Twitter posts

3) Individualized cards and communication with parents weekly, including daily behavior reports

Over the last year, our parents are creating more of a community amongst themselves. During our Open House luncheon we had 85% of our parents attend. One parent has developed a parent group to support the staff with events.

Parent and Community Engagement Strengths

We have great relationships with our parents. They receive daily communication on their student's progress and have developed a parent group to support the campus for events and special occasions. They are responsive and view the campus as family. To date this school year, our parents have donated gaming systems for the Token economy, fidget items, and aquariums with various amphibians for the science classroom. We partner, frequently, with Backyard Grill who has generously donated our Open House luncheon.

We have high parent attendance for:

Open House luncheon

Multicultural luncheon

Holiday celebration

Field trips

School's Farmer Market

Our parents have donated:

Food and drink items for various activities

Engage in social media platforms

Breakfast, lunch

Staff gifts

Student reinforcer

Computer chargers and other school supplies

Items for hands on projects.

School Context and Organization

School Context and Organization Summary

To best meet the needs of the campus two additional administrative positions were added. In the 2020-2021 school year the campus added a Special Education Administrator. For the 2022-2023 school year, the campus was allocated an Assistant Principal position. These positions help the campus to address the special education needs and insure FAPE and compliance with all local, state, and federal guidelines as they relate to students with disabilities. The Assistant Principal will support the campus as an instructional leader and maintain a safe and secure learning environment.

The campus, for the 2022-2023 will have a contracted, tele psychologist that will provide services to students virtually. This is concerning for the campus as our students have IEP goals for psychological services and the virtual model will not be in their best interest. They struggle with building trust and need a relationship with the provider in order to open up and benefit from those services.

For the 2022-2023 the ALC-E/ Carpenter Center campus will be allocated a campus officer, which should provide a greater sense of safety and security and quicker response time for severe incidences that occur on campus.

Sharing the building with a DAEP creates safety concerns and often, in the greater CFISD community, the campus is viewed as a discipline placement for special education students. The campus would be able to better serve students in a secured, gated, stand alone campus that will have a playground (we serve students in elementary); a gym that is usable throughout the day to address ABL and student need for structured movement; and an environment where their emotional and mental challenges are addressed with dignity and respect (students have had meltdowns that are on display for students and staff at the DAEP, which elevates the behaviors).

School Context and Organization Strengths

The campus is small with a versatile staff that ensures the safe and effective operation of the school.

Technology

Technology Summary

Teachers use various technology tools in the classroom.

- Promethean boards
- chromebooks
- hover cams

The staff are learning and becoming proficient in the blended learning through Schoology and other technological based programs such as coding and robotics (7th and 8th graders) and a 3-D printer to be available for all subjects; we have screen printing capabilities, heat press for food and fabric, and a hydroponic garden so students may explore more agricultural experiences.

Technology Strengths

The teacher who is our technology liaison along with our librarian is committed to researching different technology supports for teachers to use to increase student online learning engagement. All teachers and paraprofessional have been trained on Review 360 and Schoology, which are used daily. The staff have done a great job building digital classrooms and communicating through technology with students and parents. The campus has created a Facebook and Twitter page to increase communication and in school marquee for school and district news. We will implement Remind to better communicate with all stakeholders.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
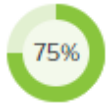
Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By May 2023, students will meet or exceed their individual STAAR performance targets.
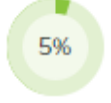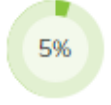
    Evaluation Data Sources: STAAR/EOC English/Language Arts, Math, Social Studies, and Science results

Strategy 1 Details	Formative Reviews		
Strategy 1: READING/ELA: Students will participate in DEAR time during Closing the Gap time integrated in each class period and Read for the cure during October. A writing component will be added to all core courses.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase reading scores **Staff Responsible for Monitoring:** All staff	45%	65%	75%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: MATH: Students will receive small group instruction to address individual deficiencies.	**Formative**		
Strategy's Expected Result/Impact: Increase meets or exceeds on STAAR results.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: All staff	65%	65%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: Extended school year	**Formative**		
Strategy's Expected Result/Impact: Students who engage in Action-based and project-based learning activities to address learning losses in math and reading, will make positive progression on individualized academic goals as evidenced of increasing the percentage of mastery by at least 25% per individualized academic goal. **Staff Responsible for Monitoring:** Principal	**Nov** 70%	**Feb** 5%	**May** 80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Saturday Cardinal Camp	**Formative**		
Strategy's Expected Result/Impact: Meet IEP goals **Staff Responsible for Monitoring:** Principal	**Nov** 100%	**Feb** 5%	**May** 75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Extended Instructional Time: Provide additional instructional time to close the gaps created by COVID-19.	**Formative**		
Strategy's Expected Result/Impact: Meet IEP goals **Staff Responsible for Monitoring:** Principal	**Nov** 75%	**Feb** 70%	**May** 65%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Carpenter Center staff will be trained regarding Trauma-informed learning and teaching practices to best meet our students' social-emotional needs and to learn how trauma informs learning and behavior. By understanding the neuroscience behind trauma, the Carpenter Center staff will be more therapeutic in teaching and intervention practices, which will increase student academic engagement and reduce incidences of verbal and physical aggression towards staff and peers.	**Formative**		
	Nov 95%	**Feb** 95%	**May** 100%
Strategy's Expected Result/Impact: Meet IEP goals **Staff Responsible for Monitoring:** Principal			

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Action-based and Project-based Learning Conference (Trainer of Trainer Trainings)	Formative		
Strategy's Expected Result/Impact: The Carpenter Center will implore strategies learned in Project-based and Action-based learning to bridge learning gaps in math, reading, and social-skills. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Mental Health Supports: use www.321 insight.com and www.humangivens.com and www.atn.com	Formative		
Strategy's Expected Result/Impact: Improve student and staff mental health **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	45%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: School Culture and Climate: Carpenter Center will cultivate a safe and supportive learning environment for all students and staff, both academic and personal growth, by building a campus culture framework around our campus vision: A community that builds relationships, develops character and inspires a desire to learn.

Evaluation Data Sources: District and Campus developed Safety reports, Student Discipline data, Attendance Reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: student attendance will be monitored by counselor, director, and case manager. When attendance falls off parents will be contacted and a home visit will be scheduled. Student will problem solve with staff to determine a viable solution.
 	
 Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.
     Strategy's Expected Result/Impact: Increase student attendance rate to meet or exceed 98% by June 2018
     Staff Responsible for Monitoring: Director, counselor and teachers
	Formative		

	Nov	Feb	May
	70%	90%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Student Discipline: Staff members will implement the Behavior Management System to encourage self-management and appropriate discipline in all classes.
 Review discipline referrals each grading period to determine trends in behaviors.
 Code of Conduct talks held within first 2 weeks of school and in spring semester.
     Strategy's Expected Result/Impact: Increase student awareness and decrease discipline referrals in all areas.
     Staff Responsible for Monitoring: AP, All staff members
	Formative		

	Nov	Feb	May
	80%	100%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Campus Safety: Staff members will secure all classrooms to prevent outside interruptions. The staff will structure a safe environment through the use of escorting and monitoring students from class to class.
 	
 All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.
     Strategy's Expected Result/Impact: All students will be able to learn in a safe environment.
 	
 Complete and successful participation in all drills.
     Staff Responsible for Monitoring: Principal, AP, All staff members
	Formative		

	Nov	Feb	May
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Staff Quality, Recruitment, and Retention: Carpenter Center will cultivate a campus of Highly Qualified Teachers who will be in attendance at a higher percentage than in previous years.

    Evaluation Data Sources: AESOP Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher Attendance: Our campus will build the capacity of our students with accepting change, so we can have substitutes to support learning when teachers are absent.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Staff attendance report Increased attendance by staff each grading period and for the year. **Staff Responsible for Monitoring:** Director	90%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: The staff will develop the PBIS matrix and expectations to be implemented school-wide, supported by using a positive reinforcement and token economy system.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of the time, teachers will use the language of the matrix to address behaviors and to redirect to school-wide and classroom expectations. **Staff Responsible for Monitoring:** Director	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Creating campus-wide activities for staff that foster relationship building and mental/emotional support.	**Formative**		
Strategy's Expected Result/Impact: We will retain staff and decrease staff absenteeism. **Staff Responsible for Monitoring:** Director	Nov	Feb	May
	85%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Family and Community Engagement: Carpenter Center will cultivate a campus that creates a partnership between the school and home by communicating effectively, encouraging active participation in the student's education, and welcoming the number of campus volunteers to support our students, teachers and programs.

Evaluation Data Sources: Sign-In Sheets, V-Soft Log, School Messenger, Marquee, Phone Calls, Parent Conferences, Campus Visits, Remind 101

Strategy 1 Details	Formative Reviews		
Strategy 1: Family Engagement:	**Formative**		
1. Parents are communicated with daily by receiving student daily behavior reports. 2. Parents newsletter will be sent out monthly by being posted on the school website and sent home with students.	**Nov**	**Feb**	**May**

3. Information for VIPS communicated with parents to increase parent participation at school
 4. Fall and Spring Open House luncheon with parents, students, and staff
 5. Weekly phone calls home by case managers to update parents on student progress
     Strategy's Expected Result/Impact: Increase parent involvement
     Staff Responsible for Monitoring: All staff
	85%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 2: Teachers will call parents weekly to provide an update on the progress of the student.

    Evaluation Data Sources: teacher phone call logs

Strategy 1 Details			Formative Reviews		
Strategy 1: The Carpenter Center will recruit male mentors to work with our most at-risk students.			**Formative**		
Strategy's Expected Result/Impact: Recruit male mentors through various organizations and companies. and build time on campus for students and mentors to positively interact. **Staff Responsible for Monitoring:** Director			**Nov**	**Feb**	**May**
			100%	45%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

2022-2023 CPOC

Committee Role	Name	Position
Principal	add name	Principal
Classroom Teacher	add name	Teacher #1
Classroom Teacher	add name	Teacher #2
Classroom Teacher	add name	Teacher #3
Classroom Teacher	add name	Teacher #4
Classroom Teacher	add name	Teacher #5
Classroom Teacher	add name	Teacher #6
Classroom Teacher	add name	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	add name	Other School Leader #1
Non-classroom Professional	add name	Other School Leader #2
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	add name	Administrator (LEA) #1
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	add name	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #2

Addendums