



## Report to Local Advisory Board (LAB)

Monday June 13<sup>th</sup> 2016

### Report to the LAB on Personal Development, Behaviour and Welfare

	<b>Meeting</b>	
	<b>Date</b>	13/06/16
	<b>Item Number</b>	TBAP(16)
<b>Title:</b>	Head of School Report to the LAB – Behaviour and Safety	
<b>Responsible TBAP Leadership team member:</b>	Seamus Oates	
<b>Prepared By :</b>	Everol Halliburton	

## **1. Introduction**

I am pleased to present the following report on Behaviour and Safety at The Bridge AP Academy. Over the course of the year we have continued to offer a range of support and interventions designed to maximise learning opportunities to enhance the academic and social development of our learners. Notably we have added to the number of Learning Support Professionals (LSP) within the team to enhance the delivery of the 'waved intervention' service which was introduced last year. In addition to supporting individual and groups the LSP have supported a range of focused and targeted academic interventions in support of the Yr. 11, assisting in the completion of outstanding coursework requirements. Recent changes to the duties of this professional cohort has seen designated LSP reassigned to roles in support of the D-group learners, enhancing the delivery of the curriculum offer, focussing on behaviour management and building the personal relationships needed to better manage these learners' social and emotional needs. Individual members of the team have continued on personal progression routes with new roles acquired including the delivery of Team Teach and as a Schools Exams Officer. We also extend our congratulations to Kelly McSorley, previously a Wave Leader, who has been appointed to the role of Student Services Manager for the 16-19 Free School. Traditional pastoral interventions continue to be delivered with 1:1 mentoring interventions around anger management, therapeutic counselling, positive relationship and offending behaviour. As a first step to a whole school initiative the team have just completed a training programme around restorative approaches.

Pastoral support interventions delivered this year include:

1. Joint enterprise awareness delivered by PAN Intercultural Arts
2. St Giles Trust workshop around youth-related issues.
3. Directions Group comprised of ex-offenders who deliver workshops and mentoring to young people about the consequences of their actions.
4. MOPAC Restorative Justice Training for LSP
5. Substance Misuse training for LSP
6. A MOPAC funded Young People's Life Coach based in school.
7. Continued support from the Street Outreach Service (SOS) supporting interventions with learners identified through the youth offending team

Additional enrichment activities included a renewed relationship with Fulham Football Club who now deliver lunchtime activities. The TBAP Foundation have also raised funds for a new PlayStation to support afterschool enrichment activities. New additions to the enrichment roster included needlecraft, knitting and 'boxercise'. Our relationship with the Jack Petchey Foundation continues to flourish and following a successful review we have continued to deliver bespoke activities to learners who are nominated by the monthly votes. To date we have awarded 7 learners and a leader's award.

## **2. Admissions**

Learners are referred to the school in a number of ways including managed moves, permanent exclusion and SEN placement. Our numbers have remained relatively constant over the last three to four years as demonstrated by the data below (2.2). We have noticed that a greater number of

learners in years 7 have been referred in the last two terms than we might have expected but the overall picture is largely unmoved.

### 2.1 Admissions (pupil numbers)

Year	Total roll	
7		
8		
9	27	<b>KS 3 Total</b>
10	18	44
11	30	<b>KS4 Total</b>
		48
		<b>BAPA on roll Total</b>
		92

### 2.2 Numbers over the last 5 years

Academic Year	BAPA	LBHF (CSS)On Roll Total
2015/2016	92	121
2014/2015	88	136
2013/2014	90	134
2012/2013	85	132
2011/2012	97	125

## 3. Attendance

### Attendance year to date - Sept. 2015 - 25/05/16

%	Year 7	Year 8	Year 9	Year 10	Year 11	Total
<b>Attendance</b>	71.9	77.1	79.6	86.5	84.2	82.6
<b>Authorised Absence</b>	12.4	8.0	9.3	5.2	8.8	8.1
<b>Unauthorised Absences</b>	14.4 *15.7	10.0 *14.9	10.9 *11.1	7.1 *8.3	6.7 *7	8.4 *9.7
* including missing marks						

### 3.1 Attendance data over the last 5 years - see 5 Yr. summary in appendices for trends over time

Term	BAPA %
2015/2016	82.63
2014/2015 May	87
2013/2014	85
2012/2013	87
2011/2012	79
2010/2011	70

### 3.2 Attendance interventions

The school routinely intervenes to support learners with sporadic attendance and parents, in advance of any local authority involvement. Daily truancy calls, home visits, letters, attendance meetings and LSP mentoring enable us to target persistent non-attendance before any significant negative impact on learning can take hold. Where internal strategies prove ineffective we refer to the Early Help Service within the local authority, who provide further intervention in advance of any legal proceedings. To date 23 referrals have been made to the Early Help team to support learners with attendance issues. We are currently in the process of referring 4 more learners who are also presenting poor attendance issues. Currently 23 learners are involved with The Early Help Service. We are working collaboratively with them to support learners with poor attendance.

#### Learner referred to Localities Service

Learner Referred	Year group	Term referred
KMc	7	T2
OR	8	T1
HB	8	T2
DB	9	T3
KP	9	T3
JD	9	T1
SG	9	T2
DG	9	T2
J'OL	9	T3
MB	9	T5
DF	9	T5
SA	10	T2
DB	10	T5
KG	10	T4
AM	10	T4
JW	10	T1
TW	10	T4
JJ	11	T2
FJ	11	T2
JO'C	11	T1
ZH	11	T1
MO'L	11	T1
DW	11	T4

#### Pending referrals

Learner to be referred	Year group
CG	9
LW	9
JP	10
BC	10

Last year we employed an internal Post-16 Learning Support Professional to provide Careers Information Advice and Guidance to our learners. Maisie Coombes work across the TBAP family of schools to reduce the possibility of learners becoming NEET (Not in Education, Employment or Training) post 16. One of her initial tasks with support for CfBT was to identify with the destinations of learners across the trust. The table below outlines the destination of the learners who left the Bridge AP Academy in summer 2015.

## Learner destinations 2014/15

Destinations of Young People who left The Bridge AP Academy Academic year 2014/15	
Apprenticeship	2
Employed	2
Further Education	17
NEET	7 (2.17% compared to 2.3% nationally)
National Traineeship	1
Unknown	2

### 3.3 Attendance of different groups – SEN, PP, etc

Term	Cohort %			
	LAC	PP	SEN	FSM
2015/2016 May	72.1%	82.6	89.2	83.5
2014/2015 May	86.6 (H&F CSS roll 94.12)	86.11	87.61	62.18
2013/2014	67.55	85.57	85.83	74.42
2012/2013	67.33	84.65	84.85	83.45
2011/2012	91.2	76.66	82.73	83.78
2010/2011	68.9		78.56	75.63

## 4. Exclusions

### 4.1 Exclusion data over the last 5 years

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2009-10	75	101.5	1.4
2010-11	23	39.5	1.7
2011-12	77	94	1.2
2012-13	17	22.5	1.3
2013-14	12	20.5	1.7
2014-15	29	41.5	1.4

### 4.2 Exclusions this year

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2015-16	45	82.5	1.8

## 5. Reintegration

### 5.1 Reintegration data over the last 5 years

Term	Number of Learners					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2015/2016		2	3	1		4
2014/2015			1	2		3
2013/2014		1	2	4		7
2012/2013			4	3	1	8
2011/2012		2	2	4		8
2010/2011		1	2	1		4

## **5.2 Reintegration this year**

The following learners are currently on the reintegration programme in readiness for September 2016. Learners are currently engaging in a 6-week reintegration programme which is written and supported by cognitive behaviour therapy and the school Educational Psychologist. This is the routine reintegration now practiced at The Bridge AP Academy and monitors progress through weekly targets of all learners who undertake the programme. Currently on the programme are:

EL Y9, NW Y9, OA Y9. The following learners have self-referred and will be considered in future rounds if their behaviour, achievement and attendance data supports the intervention. These learners are:

LM Y7, KL Y8, SW Y9, SS Y9

JD in Y9 has secured a place at All Saints secondary school but is yet to confirm if he will accept this offer of a mainstream placement

## **6. Behaviour and Achievement**

We use the School Information Management System (SIMS) to record positive behaviour and allocate points to the VIVO Miles database. This system is well embedded and enables us to reward learners and reinforce desired behaviours over time. Year team leaders continue to run attendance and behaviour reports on a cyclical basis identifying high risk and learners of particular concern. This system is also used to identify particular faculty areas which may be struggling with individual behaviour management issues. Our team of learning guides (tutor group leads) report recorded behaviour to parents on a regular basis. As part of the ongoing Progress 5 developments, we have showcased the new Behaviour Assessment Tool (BAT) to internal staff and those further afield through the recent TBAP conference. This has been well received to date and development continue with regards to synthesising this system with the impending Pupil Asset information management programme.

As members of the Jack Petchey Award Foundation we vote as a school community to identify and reward learners who have made a genuinely positive contribution to school life. To date, staff and young learners have selected seven winners who have used the funds to provide enrichment opportunities for friends and staff. We have also had one leader award presented to a member of BAPA staff.

Our data tells us that learner behaviour improves the longer they are with us. That said we have seen a spike in the number of fixed term exclusion used to manage inappropriate behaviour. It is pertinent to note that we have continued to see a steady rise in the number of Key stage 3 learners over the course of the year. The climate of the school has also been affected by adjustment to the induction cycle which has seen us move from a fortnightly to a weekly intake pattern.

Where relationships are damaged a trained member of the learning support team delivers restorative justice protocols to repair relationships and enable those involved to 'move on'. At present we have 3 members of the support team trained to deliver mediation. This process is to be significantly enhanced on completion of the restorative approaches training undertaken by the LSP team.

## **6.1 Interventions – See appendix 2 for full range of interventions supported**

- The cycle of Team Teach/Safe Touch refresher training has continued with staff attending training programmes delivered over two days.
- Anger management training has been delivered to Learning Support Professionals
- Whole school Mentoring training is timetabled for delivery this term as part of the LSP development programme.
- The Jeffrey Wotherspoon Foundation have delivered accredited programmes to Yr. 10 and 11 on developing a five-year vision.
- Lexia Reading intervention
- Manga Maths intervention
- Speech and Language Therapy

## **6.2 Pastoral Interventions**

For a full list of pastoral interventions see Appendix 1

## **7. Therapeutic Services**

### **7.1 Interventions**

This academic year has seen many changes in the therapeutic team at The Bridge. The acting lead therapist left in September to take up a new role at the TBAP Residence. This meant that Bridge had 1 day of Music Therapy, one day of Craniosacral Therapy and two days a week of counselling although the counsellor was employed to work one of her days on a Monday when there were no learners on site.

In October the new Therapy Lead for the whole of TBAP came into post. She was joined in November by a Speech and Language Therapist to work across the schools in the tri-borough. Finally, in December the counsellor resigned to move abroad with her husband. This has left us with 1 day of music therapy, 1 day of Craniosacral therapy and Speech and Language Therapy. The therapists have worked extremely hard to meet the needs of the students who have been referred however, the limited capacity has meant that we have not been able to see as many learners as in previous years.

The therapy lead has completed a complete audit of all the therapy that is happening across TBAP and carried out a staff survey and consultation with learners. As a result of this she has developed a new operational policy for therapy that will be fully implemented in 2016/17. At the time of writing, we are recruiting for a senior therapist to take the lead in developing and delivering therapeutic provision at The Bridge. Once in post we will also be recruiting an additional 5 days of therapy time. Obviously this will have a huge impact on the capacity to offer therapy to our learners and we are very excited about being able to embed the new operational policy into the daily life of the school. We have already started to implement some of the changes and all new learners now complete a therapeutic induction which involves completing a resiliency measure and a Speech Language and Communication screening. This has given us valuable information about each young person's journey to us and their ongoing needs. Going forward, new referral processes will involve working alongside learners to agree aims for therapy. Running induction groups for new learners will mean that every learner has contact with the therapeutic team in their first few weeks at the schools and we hope this will both encourage peer mentorship and reduce any stigma around accessing therapy later on. Regular consultation with young people and staff will ensure that the therapy service develops to meet the needs of our learners.

At The Residence all young people are engaged in 1:1 therapy as part of their programme. Learners also participate in regular reflective groups that form part of their timetable. In addition to this parents are expected to participate in their own weekly sessions with a family therapist based in London. At the end of their stay the learners and their parents are offered two sessions together to support reintegration.

In addition to the therapy for our learners we are currently part of the national CAMHS Schools Links project. We have an allocated CAMHS worker who is with us for 2 hours a week working with our staff to up-skill them around identifying mental health difficulties; to consult with them about the needs of particular learners and to offer reflective supervision groups. This pilot continues until the end of this calendar year. It is a model that we are keen to build on.

See **Appendix 2**. Table 1 Below shows data from Bridge while Table 2 shows data from TBAP Residence

## **8. Safeguarding**

### **8.1 CSE**

The Bridge AP Academy has continued to support and enhance the work of the local authority around issues of Sexual Exploitation. This has involved the mapping and identification of victims and perpetrators. Those identified are listed in the tables below. In addition to this we now regularly attend the local Child Sexual Exploitation (CSE) & tri borough Multi Agency Sexual Exploitation (MASE) Panel. 50% of new case presented to the March MASE Panel attend the Bridge AP Academy. Imminent plans include the delivery of a series of workshops around the issues to be delivered to learners by the Westminster Integrated Gangs Unit (IGU) and through the Drop Box sexual behaviour advisory service. The Bridge AP Academy has been deemed a 'school requiring intervention/support'. At a recent consultation to review ongoing support and interventions between the TBAP Commissioning and School Support Services, The Bridge AP Academy and local authority professionals it was agreed for MASH Education to do checks on the children going into the TBAP schools.

### **8.2 Radicalisation**

We have had one learner referred to the local PREVENT team due to concerns regarding repeated comments made in the public domain. Though this was investigated a follow on referral was not made to the 'Channel' service and the issues was addressed the trough the learners professional network.

1. We have booked **Workshop to Raise Awareness of Prevent (WRAP)** refresher training for staff at the start of the academic year September 2016-17.
2. We are currently establishing links with Inspector Matt Cray, Metropolitan Police Service, Local Operations SO15 to explore how we can further collaborate to raise awareness of radicalization issues.

### **8.3 Gangs Interventions**

Everol Halliburton, TBAP Student Services Management lead sits on the DETER and Ending gang and Youth Violence partnership boards.



The Street Outreach Services continues to attend school on a weekly basis to work with identified learners. Over the duration of the spring term we were able to secure 10 sessions delivered by the St Giles Trust to our Yr. 10 cohort. Sessions comprised workshops around a variety of issues including conflict resolution, weapons awareness, Gangs & The Consequences of Crime, All About the Music, Accountability & Film making. During the beginning of the summer term we were able to access support from the PAN Intercultural Arts team who delivered sessions for our Yr. 9 learners on the topic of joint enterprise.

#### **8.4 Restorative Approaches and Victim Support**

A successful bid made to MOPAC has allowed us to support the secondment of a Young People's Life Coach based across the Tri Borough Academies. Much of her work involves supporting learners in and out of school addressing issues relating to anti-social behaviour, restorative work with individuals and groups and the development of pro-social behaviour. We have also been able to procure a series of CPD activities currently aimed at the Learning Support Professionals (LSP) across the Trust developing their skill set in the use of Restorative Approaches.

#### **8.5 Child Protection**

This academic year we have made 4 CP referrals, resulting in one learner meeting threshold for a CP plan. Currently on roll at the BAPA we have 12 learners on the Child Protection (CP) register, 12 on the Child in need register and 9 are Looked After Children (LAC). We continue to support our learners through attendance at CP conferences and reviews, Core Group meetings, Personal Education Planning meetings for those who are LAC, Team Around the Family (TAF) and Adolescent at risk (AAR) meetings.

### **9. Partnerships**

The Bridge AP Academy works with a broad range of agencies to support learners and members of our learning community. These included both statutory and voluntary services.

- Fulham Football Club provide enrichment activities (match day visits and coaching) and support the Physical Education curriculum.
- Chelsea Football Club sponsor our breakfast club
- New links have been established with QPR football club
- The Localities Service (Now Early Help)– continue to support learners who have been referred for family support related issues and attendance.
- We have arranged for the Westminster Integrated Gangs Unit to deliver on sexual health at BCAPA and follow on with session at BAPA on sex and relationship education.
- Street Outreach Service (SOS- attached to H&F Youth Offending Team(YOT)) work with targeted young men to change their offending behaviour.
- YOT- Working with targeted individuals on Intensive Supervision and Support (ISS) programmes and with others to manage their substance misuse and other risk taking behaviour
- Prevent- delivering workshops around radicalisation.
- Let Me Play – positive activities for young people delivered daily at break times.
- Chess in Schools and Communities – delivering Chess enrichment activities.
- LIFE Fire training/awareness programme
- We currently provide representation on the EGYV partnership board
- We currently provide representation on the DETER panel facilitated through the YOS.
- Integrated Gangs Unit (IGU) is a K& C / Westminster Service working with learners from the tri-borough area attending The Bridge AP Academy
- Early Help (H&F + K&C)

- Multi-Systemic Therapy (MST)
- Child Adult Mental Health Services (CAMHS)
- FSCP Children’s Services
- Virtual Schools
- PAN Intercultural Arts
- St Giles trust
- ‘Directions Group’- Ex offenders who *deliver workshops and mentoring to young people about the consequences of their actions.*

### 9.1 Police

We currently have an excellent relationship with the Police and have our own Police Liaison Officer, at present on long term sick leave. We have however been recently contacted by Sergeant Felicia Greenland who is in charge of the Safer Schools Officers on the borough. Recently appointed to post she is keen to re-invent the role of Safer Schools officers in line with the Metropolitan Police Service (MPS) objectives and the requirement of individual schools. The borough is in the process of actively recruiting officers into the Safer Schools Role and she is acting as our current point of contact.

### 9.2 YOT

1. We continue to support the work of the YOT in the efforts to reduce the rates of recidivism and safeguard learners. We regularly attend the DETER panel meetings that take place and Risk of Serious Harm (ROSH) meetings. We also attend the Team Around the Family (TAF) and Adolescent at Risk meetings that they facilitate.

The latest data received from the YOT identifies 21 learners currently engaged with this service

2. We have recently referred a number of learners to the Missing and Absent young person’s project. This will engage young people known to YOS and/ or partners who are identified as in need of Professional support around periods of ‘missing ‘or ‘absence’. This resource will be targeted at young people not only who are reported missing overnight, but those young people who we or parents/ carers are aware are ‘absent’ for significant periods of the day. This may be indicative of potential involvement in drug dealing, risk of CSE or general offending behaviour and are placing themselves or others at risk when their whereabouts are unknown. They also may be disengaging from their educational placements as a result of persistent absence.

### 9.3 Others

Other agencies that we have or are currently developing links:

- Family coaching Service

	Learner	Year Group
1	PD	11
2	JD	9
3	KL	8
4	AS	8

- We have renewed our relationship with the Education Development Trust formerly CfBT who are supporting our learners into work experience placement opportunities and with Careers

Information Advice and Guidance (CIAG), and on our journey to achieving the Investor in Careers (IiC) award.

- ViVO Miles: an organisation that is used to support our points based behaviour management systems by offering the opportunity for learners to “spend” points earned.
- Jack Petchey Foundation: Supporting the rewarding of positive engagement in education by our learners.

#### **9.4 Links with Parent /Carers**

Links with parents and carers continues to be positive with. We continually use the Truancy Call/SIMS IN-Touch System to inform parents and carers of learner absence and important events on the school calendar. As always parents are welcome to attend the year 11 leavers’ prom night taking place on 30<sup>th</sup> June. Learners will be presented with awards to celebrate their final two-year performance. Thanks are extended to Victoria Rolfe who has organised this year’s event as Head of Year.

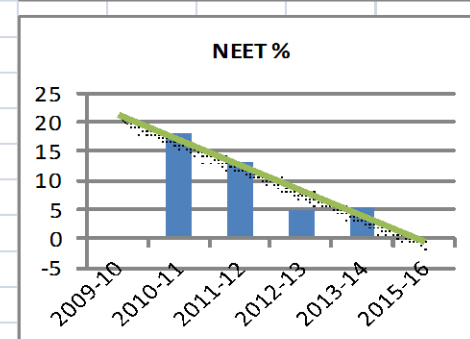
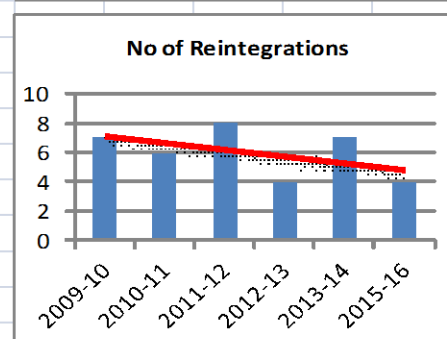
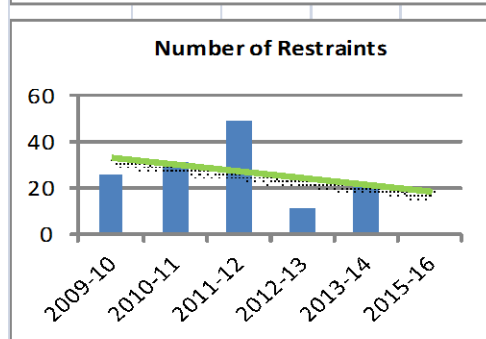
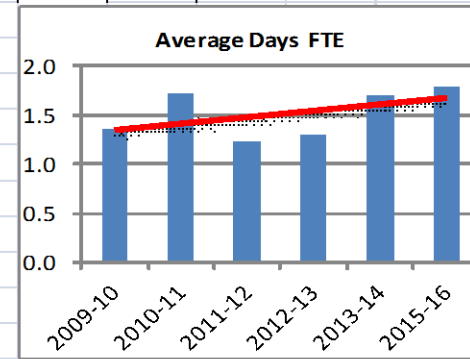
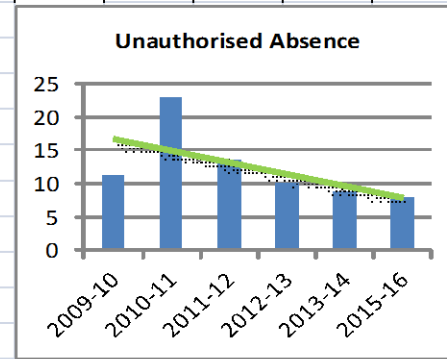
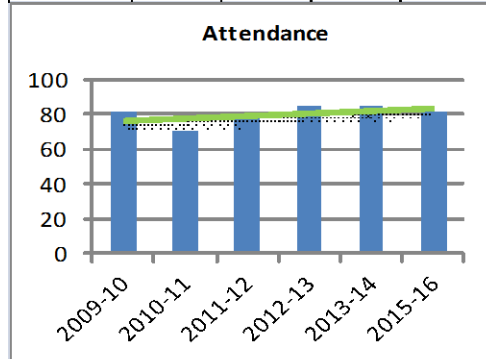
#### **9.5 Links currently being negotiated**

- We are currently in the process of developing links with ‘Insight’ to deliver workshops around substance misuse.
- ‘CTRL-Z’ who offer a range of exciting and interactive prevention focused workshops for young people aged 11-21 years. The workshops address a range of issues related to the tobacco industry.
- Women and girls network –offering short term 1-2-1 work for young women who are at risk of sexual violence. This includes work around prevention and low risk as well as the high-medium risk experienced. Programmes are tailored to address concerns over relationships they are in, issues around online safety/’sexting’, any young woman who may be gang associated or at risk of harmful cultural practices.
- Beyond Youth CIC- delivering the Chance 2 Change programme to some of the young women who are on your radar for things like at risk of offending or offenders.
- TfL Safety and Citizenship Team to talk with your years 10 and 11 about safe, respectful and responsible behaviour on public transport.

### Outcome Summary Sheet - 6 Year Summary

School **The Bridge AP Acader Behaviour and Safety**

Year	NCR-end of Year	KS3	KS4	Boys	Girls	No of Statements	Attendance	Unauthorised Absence	No of Restraints	FTE Individuals	FTE No of days	Ave no of days fte	Reintegrations	NEET %
2009-10	180	44	136	121	59	24	82.4	11.1	26	75	101.5	1.4	7	
2010-11	168	56	112	111	57	23	70.3	23.1	31	23	39.5	1.7	6	18.2
2011-12	165	50	115	119	46	16	79.1	13.6	49	77	94	1.2	8	13.2
2012-13	170	58	112	133	37	27	84.92	10.22	11	17	22.5	1.3	4	4.8
2013-14	109	54	55	84	25	26	85.4	8.7	21	12	20.5	1.7	7	5.6
2015-16	93	44	48	75	18	9	82.2	8.1		29	41.5	1.8	4	0



Appendix 2 – Waved Intervention Data - updated 27 05 2016

SIMS Analysis (Wave x Event type) Numbers represent: Count April to May 2016																										
	Basic Maths 1:1 Intervention	Careers 1.1 Intervention	Child Protection Conference	Child Protection Review Conference	Child and Adolescent Mental Health Service Meeting	Child in Need Meeting	College	Coursework 1.1 Intervention	Craniosacral Therapy	Early Help Strategy Review Meeting	Home Visit	In Class Support 1.1 Intervention	In Class Support: Whole Class	Lexia Reading 1:1 Intervention	Manga Maths 1:1 Intervention	Meeting - Core Group	Meeting 1-1	Mentoring	Parental Contact	Speech & Language Therapy	Speech Therapist	Team Around the Child	Team Around the Family	Telephone Call	Wordshark 1.1 Intervention	Total
Wave One	9	2	1	0	0	5	0	2	7	0	0	1	5	7	24	4	2	0	3	1	10	1	1	1	6	92
Wave Three	1	1	0	0	0	1	1	8	0	1	2	1	0	2	1	1	0	5	0	0	2	0	1	0	1	29
Wave Two	0	1	2	2	1	2	0	3	11	1	4	3	0	10	4	2	1	2	0	1	5	0	0	2	2	59
<b>Total</b>	<b>10</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>13</b>	<b>18</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>19</b>	<b>29</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>17</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>180</b>

## Appendix 2.

Term	Intervention	No of students engaged	No of sessions offered	No of sessions attended
Term 1 and 2 September - December 2015	Music Therapy	8	76	42
	Speech and Language therapy 1:1 Interventions	3	8	6
	Craniosacral Therapy	9	67	32
	Therapeutic inductions	11	11	11
	Counselling	6	32	27
Term 3 and 4 January - March 2016	Music Therapy	7	61	42
	Speech and Language therapy 1:1 Interventions	8	42	37
	Craniosacral Therapy	7	47	21
	Therapeutic inductions	24	23	23
Term 5 April - May 2016	Music Therapy	7	37	18
	Speech and Language therapy 1:1 Interventions	10	55	35
	Craniosacral Therapy	9	46	17
	Therapeutic inductions	4	5	5

Term	Intervention	No of students engaged	No of sessions attended Group	No of sessions attended Individual
Cohort 1 January - February 2016	Music therapy	2		14
	Group reflection/ Music therapy	2	9	
Cohort 2 February - March 2016	Music therapy	5		20

	Group reflection/ Music therapy	5	5	
Cohort 3 April - May 2016	Music therapy	6		31
	Group reflection/ Music therapy	6	9	

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May 2016

