



Total Communication Services CIC Social Impact Report 2022 - 2023

Foreword

Some of the pupils at New Bridge School have been volunteering for Total Communication Services CIC this year as part of our pupil voice project. We discussed this year's social impact report. It feels important to consider the impact Total Communication Services CIC has on the volunteers first and foremost.

So, we asked how they feel about being a volunteer. Here are their comments.

1. Amazing
2. Loving
3. Happy
4. Felt more independent
5. Enjoy doing it
6. Can speak up more and talk to more people

We then asked how they felt about co-facilitating training. Here are their comments.

1. Like meeting new people and old teachers
2. I want to do this more
3. Made me feel grown up
4. The team also enjoyed receiving expenses for their work and made good use of their 'wages'.



New Team Members

This year we have welcomed three new board members to the board.



Kim Doolan

Kim is a qualified social worker, person-centred planner and best interest assessor. Kim has worked in the public sector for over 30 years, supporting people with learning disabilities and their families. She is passionate about the rights of disabled people and a supporter of the advocacy movement and self-directed support.

In her spare time, she loves spending time with her son and daughter, cooking, taking trips out with family and friends and looking after her cat Tinkerbelle.



Rachel Starkey

Rachel is a clinical lecturer at University of Manchester. She previously spent over 20 years working in the NHS with 1-18 year olds across mainstream and specialist provisions.

Rachel is passionate about advocating for people with disabilities and teaches a unit "Lifelong Disabilities" on the degree programme focusing on client-centred care. She is the lead for practice education supporting students for placements across the NW region.



Gareth Welford

Gareth is a self-advocate who has volunteered with Total communication Services CIC since we first began. He has worked with us on many projects including writing a leaflet about autism which is available on our website and also leading our campaign about 20 core vocabulary signs.

Gareth feels strongly that support staff should be trained in communication and created the short film showing the key signs which is available to view on the training section of the website. Gareth has co-trained with us and each year he provides accessible information training to the Speech & Language Therapy students at the University of Manchester. We are delighted he has agreed to join our Board.

... and in addition to our new Board Members ...



Oladipo Akintokun

We are also excited to welcome Oladipo Akintokun to Total Communication Services CIC.

Oladipo is a masters degree student from the University of Law. He is studying project management and will be on placement with us for two days a week. He will be helping us with the Communication Rights Charter project and also with funding applications. We are most grateful for his support.

Training

Training is a large part of what we do at Total Communication Services CIC.

We are passionate about providing staff with skills to support people to communicate in a person-centred way.

This year our training has taken us all over the UK. We have trained staff locally in Bury and Bolton, we've been across to Sheffield and down to Walsall and Watford.



Multisensory Story Telling at Bolton Library

In February, Alison and Rhiannon went to Bolton Library and trained their staff in Multisensory Storytelling. Last year we ran some sessions for Bolton Library over the summer and they decided to set up their own groups.

As library staff, they were already passionate about storytelling and as such they were eager to understand how to adapt their groups to be most inclusive.

They have now implemented the training and are currently running multisensory storytelling sessions in the library.



Here is some of the feedback we received

“This course has had such a positive impact; my current storytelling is quite static and this has made me more confident to expand my repertoire and create more programming for SEND children”.

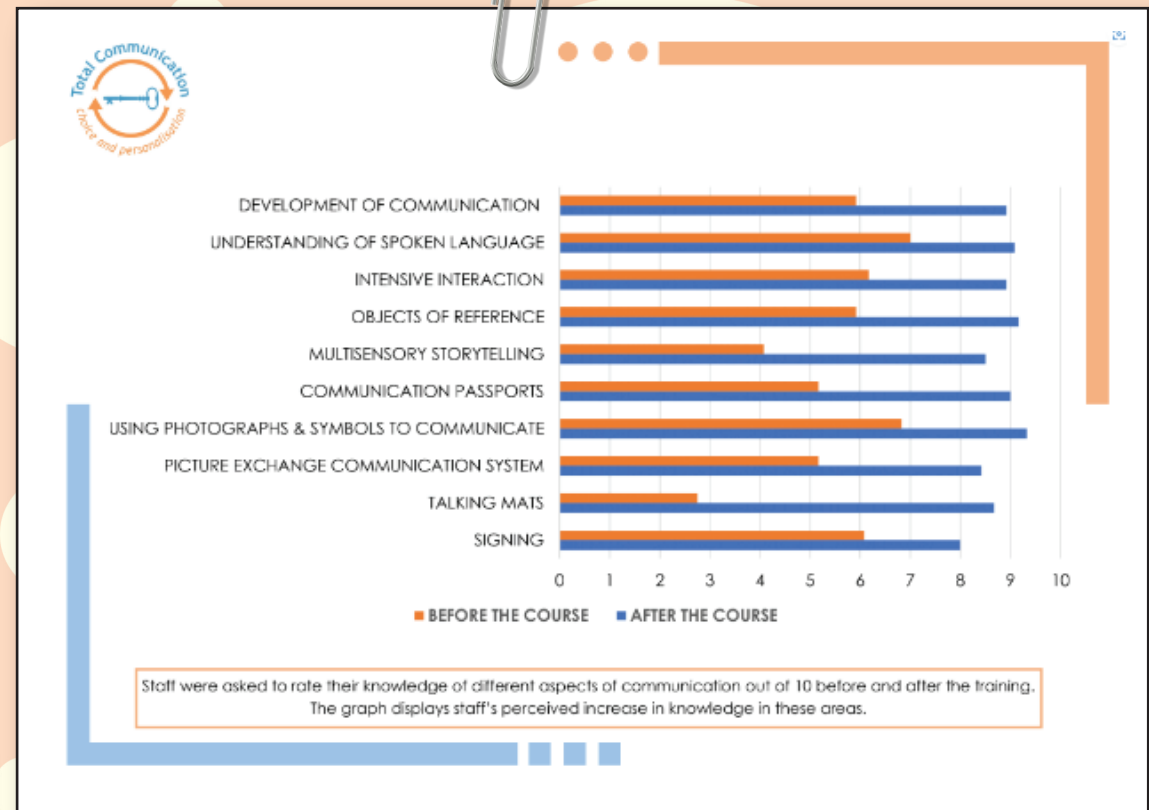
“The training has helped me to understand the context within which sensory telling is used and given me the tools to focus and develop my skills, in order to provide the correct service to the people I work with”.

“It has given me ideas for future programming and confidence to put multisensory storytelling as a core offer in the new library”

Person Centred Communication Course for Action for Children, Watford



In February, we trained staff from Action for Children in Watford. The course participants attended the Person-Centred Communication course over three days. The graph below shows their increase in Knowledge after the course and the feedback we received after completing the training, is on the following page.



Feedback

*Action for
Children*

All very good -
facilitators adapted
speed and subjects to meet
our needs.
Resources were great.

Very friendly
approach, fun and
knowledgeable.
Reminded me of how much
knowledge I already have
and taught me more.

Great trainers,
good resources. Pace was
led by us which was great.
The delivery was great and there was
a good mix of learning and tasks.
I would like to thank you for keeping
me engaged, making it fun
and interesting and allowing
regular breaks, as learning
is hard work.

Really good pace
of the course,
good mixture of handouts, videos
and powerpoint. Really well thought
out. Good group interaction and
breaks at appropriate times.

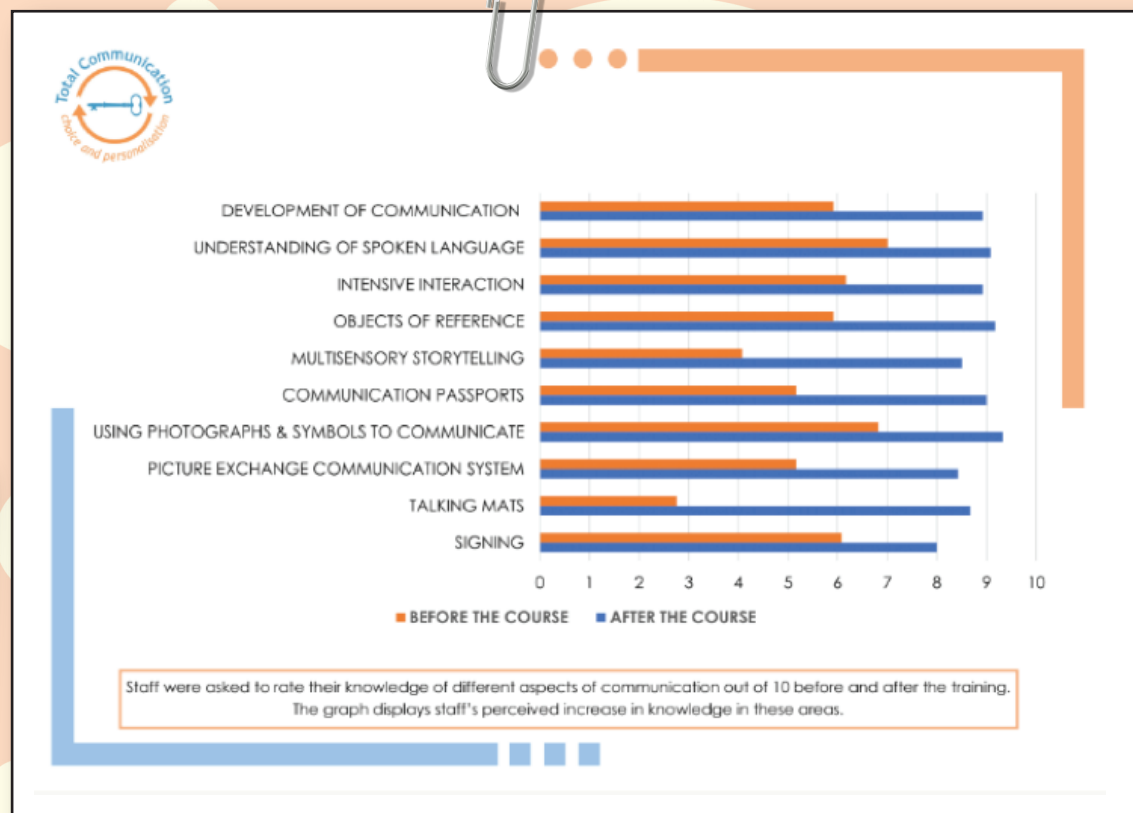
Good mixture
of slides, activities
and resources.
Great three days,
fun and engaging
good humour.

Loved the mix
of theory and practice
and the constant interaction
with participants.
Thank you both loads
for the last three days!

They were very
knowledgeable about
the subjectst and
very patient.
The trainers were brilliant
and made the training fun.

Person Centred Communication Course Kirklees Disabled Children's Service

Kirklees Disabled children's service commissioned Total Communication Services CIC to provide annual training. We started the course in March but due to weather conditions and deep snow over in Yorkshire, it meant we didn't finish this one until May! Nevertheless, we had a great time training with staff from Kirklees. Here is a graph outlining their perceived increase in knowledge before and after the course and you will find some of the feedback we received on the following page.



Feedback



Really clear, felt as though there were no daft questions and that it was a safe space. Great facilitators. I really enjoyed the training and it has increased my passion and desire to improve and challenge the way myself and others communicate with our young people.

Alison and Emma you have delivered the course very well as well as providing me with knowledge and new tools to use within my role. Very enjoyable. You know how to keep everyone engaged and interested.

The facilitators were professional, polite and easy to connect with. This enhanced the enjoyment of the course.

The course was amazing. I felt heard and seen. The content was informative, enlightening and engaging. Just wanted to say thank you. This whole training has surpassed my imagination and the knowledge I have gained is brilliant. I feel this will impact my families in a hugely positive way.

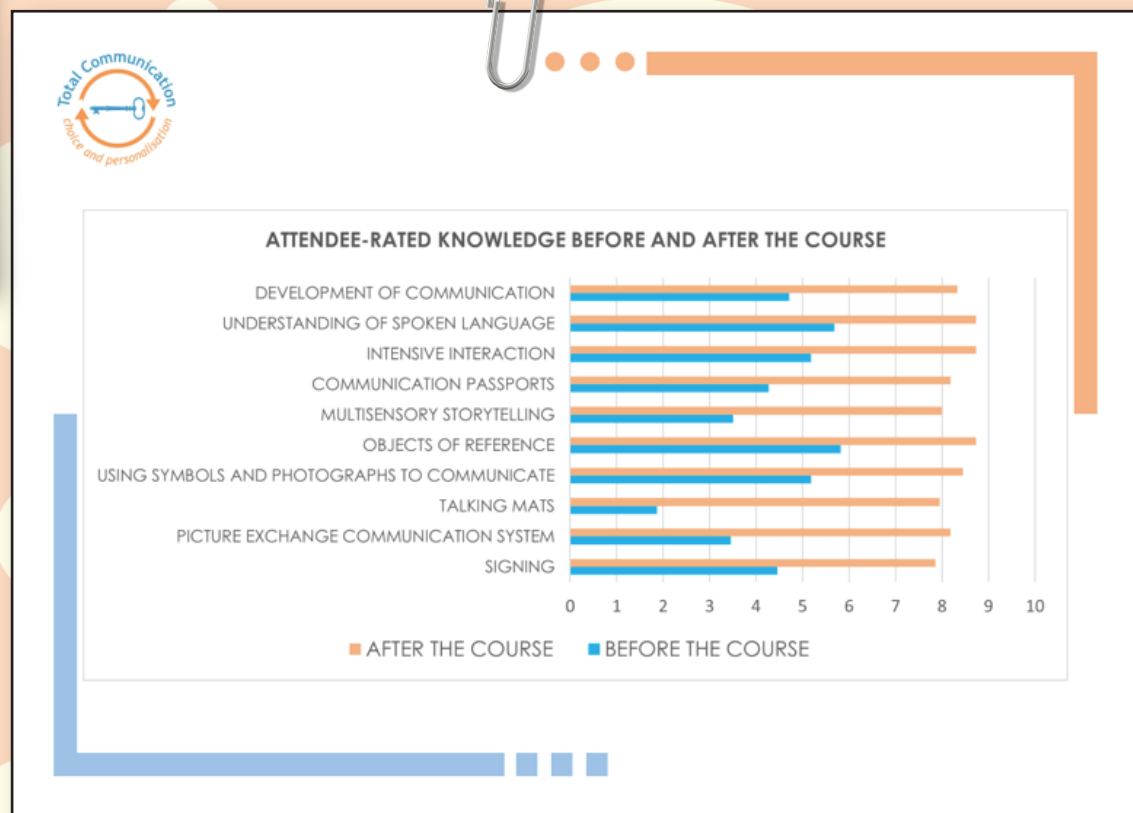
Fun, friendly, welcoming. Very enjoyable. Thoroughly enjoyed and gained a lot of valuable knowledge which I am keen to develop/use in my practice.

A lot of thought has gone into it. Very clear and structured immacuately.

Very good handout pack and lots of links to resources shared. Good knowledge, interactive activities and opportunities to try communication methods. Enjoyable course but would have been better to have the days closer together, however this was out of the trainers' control.

Person Centred Communication Course for Swanton Care

Swanton Care also commissioned the 3-day person centred communication workshop. Managers from all over the country attended this course. We are delighted to continue this partnership, as some of the self-advocates will be auditing their service. Below is the graph rating the perceived knowledge of staff before and after the course and some of the feedback we received can be found on the following page of this report.



Feedback

Swanton

The presentation was engaging and well thought out. Both trainers were charismatic and it kept it fun and exciting while remaining informative.

The training has made me realise how frustrating it is not to be able to communicate properly.

Presentation concise and clear. Perfect pace. Breaks throughout the day was good too. Probably the best training I have attended.

Great training, trainers clearly want to help make a difference for people.

Well paced, interactive delivery across the three days. Lots of light bulb moments. Very engaging.

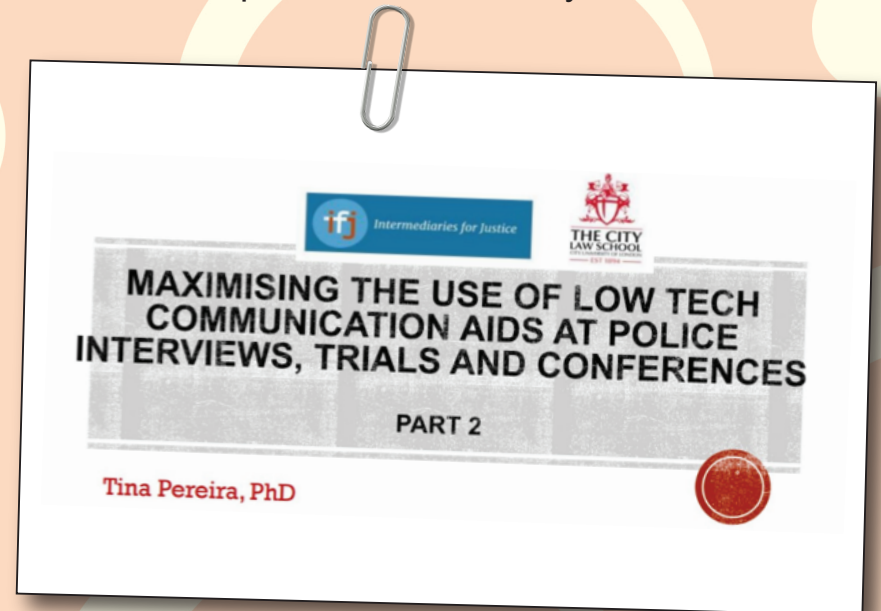
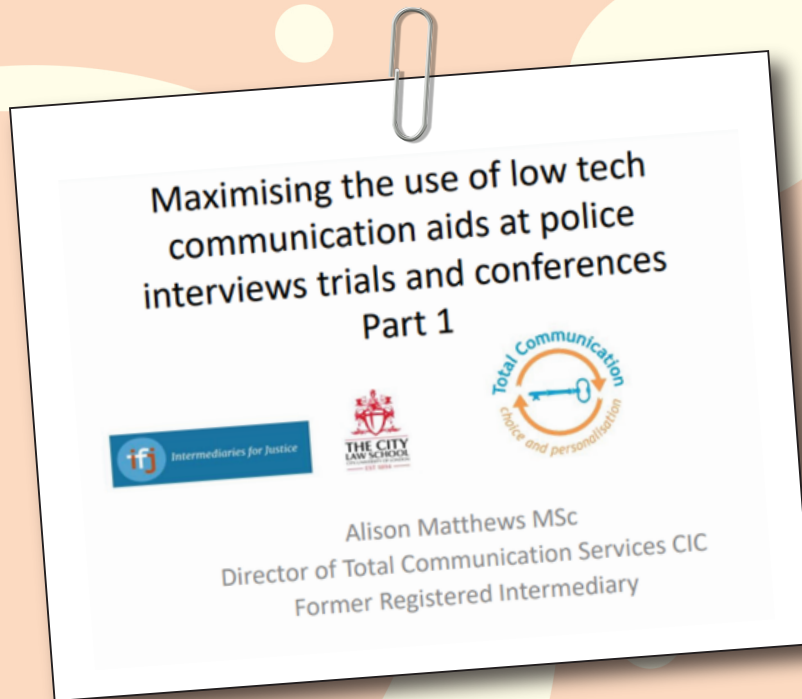
Thank you for your passion, commitment, knowledge, openness and flexibility. It is really obvious how much you care about this area of support. Keep fighting the good fight!

I've had a lovely time, learned lots and feel motivated to implement the things I have learned.

Registered Intermediary Training – Maximising the use of Low Tech Communication Aids at police interviews, trials and conferences

In October, Alison was commissioned by Intermediaries for Justice to train a group of Registered Intermediary's on the use of low-tech communication aids in the context of supporting vulnerable witnesses in the police station or courts. Alison delivered part one of the course which was an introduction to the range of low tech communication aids. In the afternoon Dr Tina Pereira provided a more detailed focus on how aids are used in the context of the police interview and court setting.

Dr Pereira's session provided an overview of her Phd thesis which will be published in January 2024.



Person Centred Communication for Newbridge Learning Centre

Our biggest training of the year was for Newbridge Learning Centre, where we delivered the 3-day person centred communication course for 45 staff working at the Learning Centre.



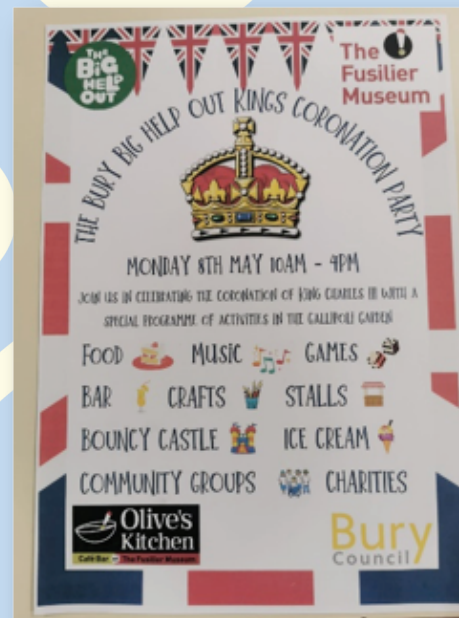
Supporting Advocacy & Community

As a Community Interest Company, it's always been important to us to give back to the community. We participate in a number of free events and deliver free training to some of the different communities that are important to us.

The Big Help Out

On the 8th of May 2023 we took part in the Big Help Out as part of the Kings Coronation Event. There were stalls from lots of the voluntary sector in Bury who were offering games, food and information about their service.

We even had a visit from the current MP of Bury James Daly and from Karan Lee, JP and Deputy Lieutenant of Greater Manchester.



Accessible Information Training for Students at Manchester University

Later in May we delivered accessible information training to speech and Language Therapy students at Manchester University. Unusually this session was online

MANCHESTER
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The University
of Manchester

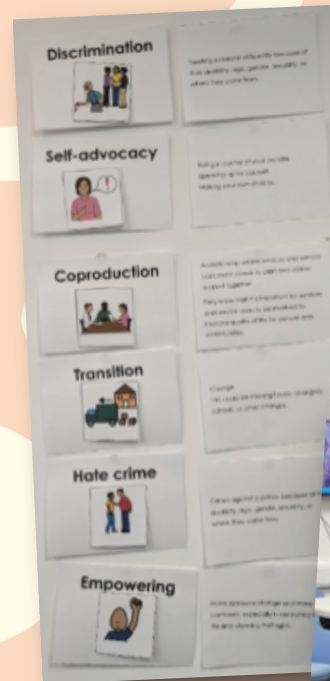


Accessible Information Training for Bury People First

Accessible information is information which is presented in a way that is easy to understand. It is often used to support people with learning disabilities and/or autism, and can also be used for people who have visual impairments and for people who use English as an additional language. Accessible information is important as it helps people to understand, facilitates the sharing of important information with people who have communication difficulties, improves access to education.

Over the summer holidays, Emma adapted Total Communication Services CIC's accessible information training for self-advocates at Bury People First and delivered it over six mornings at the Bury People First office.

It was important to make sure the training was delivered in an accessible format for the self-advocates whilst still teaching the key aspects of the training. We looked at many important concepts in creating accessible information such as choosing vocabulary, making sentences easy to understand, choosing images to support the words and the layout of the page.



Feedback



Bury People First

Interesting,
well done, helpful,
respect
listening, ok

Good
information

Respect

Helpful

Useful

It is interesting
about what you are all
telling us about different things
with words and pictures

The Communication Rights Charter

In June 2022 we joined with Bury People First and advocates from Elysium Gateway Recovery Centre to head to parliament about our communication rights charter. The MPS promised to support our campaign and so this year we have been working on continuing this campaign.



In February we sent off some letters to the parliamentary APPGS to try and gain their support.



We met with James Daly again in August and are planning our next trip to London for the next stage of our campaign. Watch this space!

Our Role at Newbridge School

Finally, we are still thoroughly enjoying our role at Newbridge School and Learning Centre. It has been a very busy year full of exciting projects.



Role of Communication Advocates

Firstly, we held Interviews for the role of Communication Advocates.

New Bridge School pupils were invited to apply to be volunteers for Total Communication Services CIC. They applied to be Communication Advocates using Talking Mats.

These are some of the quotes from the pupils:

"I want to be a volunteer to help people to communicate and hear their views."

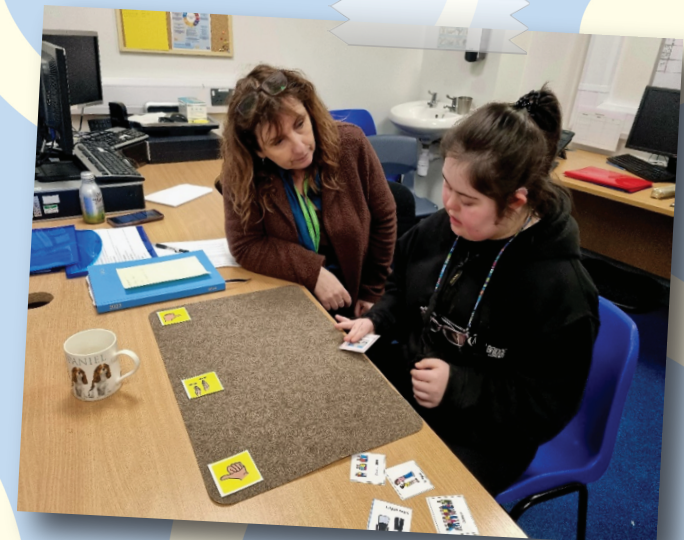
"I'm a good listener, a good helper, and a good speaker."

"I want to be a volunteer to help people with communication and do Talking Mats with people who can't talk - they need to have a say."

"I want to help people to be happy and to say if they think things are good or bad - it's better if you help people."

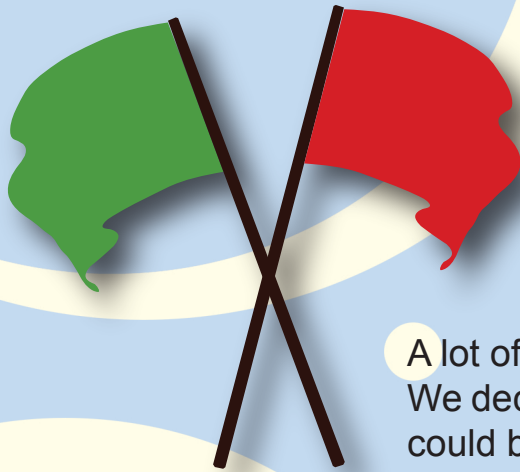
"I love helping people and listening to what they have to say - if something bad happens, you need to listen, it makes people happy."

... they all got the job!



Communication Advocates

Then, the pupils worked with Emma Beckett (Speech & Language Therapist) to choose what they wanted to promote in their role. They had a choice of T-shirts, bags, and lanyards.



The students voted using flags (green flag for yes, red flag for no).

	Yes	No
T Shirt	7	5
Tote Bag	10	2
Lanyard	8	4

A lot of the students said that they wouldn't wear T-shirts.

We decided as a group that bags and lanyards would be good, we discussed that the bags could be used to carry what the students needed to use for Talking Mats.

The students said that they would like the bags and lanyards to look like this:



Communication Advocates

Next, the volunteer communication advocates from New Bridge School ventured out to work with peers.

The Communication Advocates are from key stage 3 Lumenus pathway (dance and drama) and have completed the Talking Mats Foundation training.

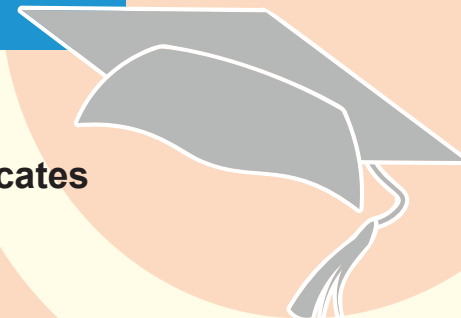
We decided to try out our skills with another class. Each Communication Advocate worked on a talking mat with another pupil and asked them how they felt about school.

Photographs of their views will be shared at their annual review meeting or EHCP meeting.



Consultation with Student from MMU

A final year Speech & Language therapy student, Holly Robinson, from Manchester Metropolitan University, worked with the Communication Advocates from Lumenus and the Digital Group to evaluate the pupil voice work.



Here's a short summary of Holly's work:

Background – There is limited research documenting school-aged service user's views of their Augmentative and Alternative Communication (AAC) devices and methods.

AAC devices and methods can be used by students with special educational needs to express their thoughts, feelings, and views at their annual educational health care plan (EHCP) meetings. Effective communication between clients and clinicians is important in creating patient-centred care and is therefore important that clients have opportunities to express their views and opinions about the services they use including their AAC devices.

This is especially important if an individual requires an AAC device or method to help inform their care plans.

This study is service review of vocabulary sets, investigating on how successfully pupil voice can be captured and the service user experience of using them.

Consultation with Student from MMU



Aims

1. To create an objective service review of the vocabulary sets by using the views of the students attending New Bridge School, a specialist education school who have helped to co-produce vocabulary sets with Total Communication, a community interest company (CIC).
2. Investigate how successfully the vocabulary capture student voice.
3. Evaluate the service user experience of using the vocabulary sets.
4. Investigate the benefits of co-producing AAC.

Method

- The researcher delivered a paper-based questionnaire, written in a multiple-choice format to collect quantitative data. The researcher recruited school-aged participants using purposive sampling, in person, with the permission of New Bridge school. All participants had the experience of co-producing and using the vocabulary sets. The data was analysed using descriptive statistics.

Results

- 9 participants between the ages of 14-16 completed the questionnaire. The quantitative data showed that the service user experience and the ability to capture pupil voice was mostly successful with but not universally.
- It was concluded that co-producing AAC with students can be beneficial to creating an engaging and effective method of communicating and could be used to support a student in their annual EHCP meetings.

Conclusion

- The research presents the views of the school aged participants regarding the vocabulary sets. The research has identified from the responses that the service user experience was mostly positive but not universally.
- The research also found the vocabulary sets ability to express pupil voice was mostly successful but again, not universal. The research identifies the strengths and limitations of the vocabulary sets by using the views of the service users themselves.

Film to Explain Talking Mats

Lumenus KS4 worked with a member of staff and a student from New Bridge College to create a film about Talking Mats and pupil voice. New Bridge College offer a video recording and editing service through their Digi pathway.

Lumenus KS4 did some work with us thinking about what the film should look like. The class decided that the film should be called 'Hear My Voice'. We made a story board to send over to the Digi pathway at New Bridge College.

Lumenus made the trip over to New Bridge College on the bus with their scripts and had a practice as a group before going in to film. The group did their first day of filming in the AV room at college, which has a greenscreen. When it wasn't their turn to film, the students had a tour around the college as some of them will be moving on to this college when they leave school.

On the second day of filming, the group were filmed in a classroom because they needed more space to do their performance.

The film is being edited by the Digi pathway at New Bridge College before it can be shared with staff across the New Bridge Group, where they will learn about Talking Mats and how they can book in with Lumenus students to use Talking Mats in their classrooms.



Work with Bury People First



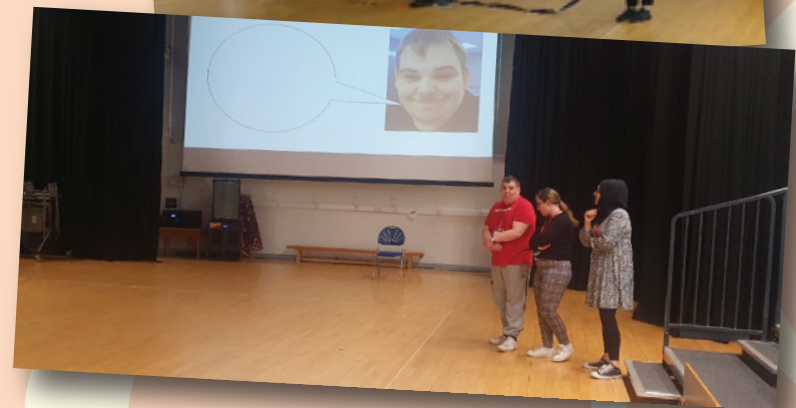
We have been supporting links between the new pupil communication advocates and the established self-advocates from Bury People first. Bury People first were invited into school to talk about the communication rights charter.

The self-advocates ran three sessions for students at the school in year 7 and 8 classes. Lumenus the dance and drama group led by Ms Pilgrim, opened each session with their powerful performance about good and bad listeners, 'Hear My Voice'.

The classes were invited to discuss the importance of each of their rights and teachers were given a pack to promote further discussion in the classrooms.

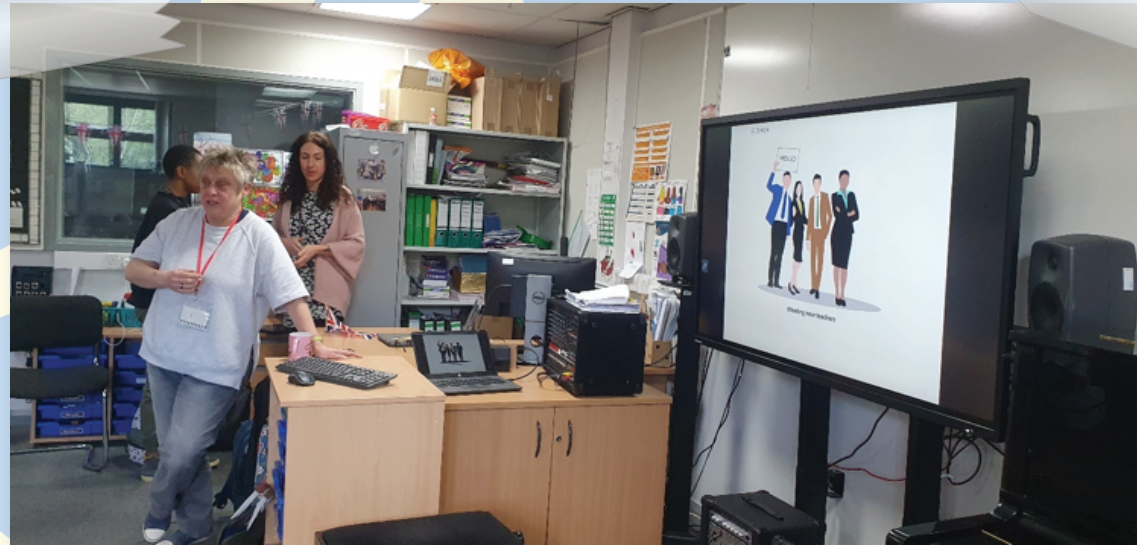
A sample from one class

- Why is it important to have communication rights?
- Because it can be good to be given choices on what you want.
- 'If we didn't have rights it would be wrong'.
- What does it mean at New Bridge School?
- It means being given things that are the right choices as to your liking.
- Rights at New Bridge School mean you can speak up if you feel like it's wrong.



Consultation with Graphic Artist to Design Symbol Sets

Some of the Students at Newbridge worked with Angie Brain, who is the graphic artist with Total Communication Services CIC.



Angie explained how best to let artists know about the designs you prefer and how to describe the drawings you want. The group designed a symbol set for use by the school –

How I feel about moving/leaving school.

They gave Angie feedback about the symbols she designed.

Good Practice Groups

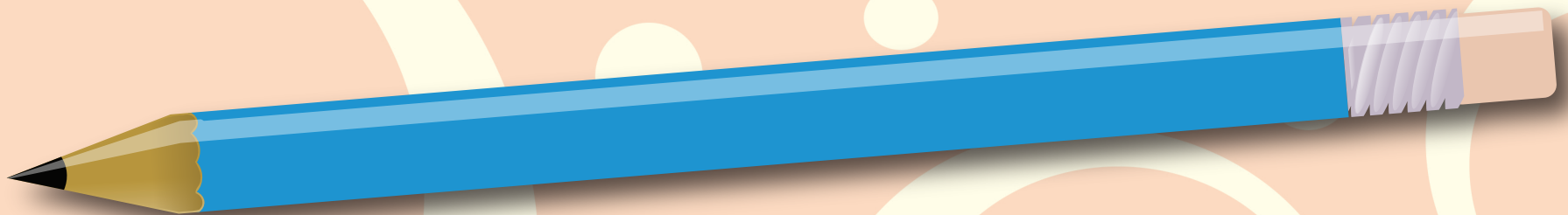
The Speech and Language Therapy team from Total Communication Services CIC used Tuesday afternoon sessions to run good practice groups for staff teams in Interactive Base, Autism Base, and Communication classes.

The topics we covered were:

1. Communication Passports
2. Multisensory Storytelling
3. Intensive Interaction
4. Objects of Reference (including symbolic development)

Staff were able to learn new information and to refresh their knowledge on tools and techniques they already knew about, but this was also an opportunity for staff to share their good practice with each other and to learn from each other.

The final session of the year was reserved for feedback from the staff on how they were progressing with using what we had covered in good practice sessions in their classrooms.



Symbols Consultation

A Boardmaker training session took place at New Bridge College for staff to support their use of visual support at the college.

During the session, it became clear that some of the staff thought that Boardmaker wasn't relevant for New Bridge College, which opened a wider discussion on whether the students at the college needed visual support at all.

A conclusion was reached that it would be best to consult the students on whether they thought that pictures helped their receptive and expressive communication, and which pictures they preferred from a range of symbol styles.

The survey was supported with Boardmaker symbols to ensure it was as inclusive for those who need visual support.



Accessible Information

The Speech and Language Therapy team have been working alongside staff at New Bridge College, particularly in the English department, to begin producing accessible materials for students.

A member of staff has been working on a project for her NASENCO course in which she has been designing an autism-friendly space for students. A discussion was had about how the space could be made more communication-friendly.

We had a conversation about enabling students to develop their social skills should they be interested in doing so, such as having materials with conversation starters on the wall or in game form such as on dice.

We also discussed ensuring that information that was included in the space was supported with pictures, such as if there are going to be speakers in the room, having accessible instructions on how to use them.

The member of staff developed her ideas into splitting the space into three parts; a 'chat' zone, a 'chill' zone, and a 'charge' zone. It was decided that it would be beneficial for students to have accessible posters which explained what each zone was for.

As student voice has been central to this project, it was decided that posters would be made using three different types of pictures (Boardmaker symbols, Canva images, and photographs), enabling students to vote on which they preferred, further including their voice in the space.



Joint Care Pathway

As we work alongside Speech and Language Therapists from the NHS across the New Bridge sites, we have needed to consider how our work with the pupils compliments their work.

We created a joint care pathway with the NHS Therapists and worked with them to create a harmonious approach to provision. It is important to us that the additional provision from our service does not impact negatively on the NHS staff.

We are not providing an identical service but rather a complimentary one.

Currently our focus is pupil voice and staff support. We do not provide eating and drinking assessments or work with dysphagia. Our role also compliments Ace in that our provision is specialist learning disability provision and the support and training we provide underpins the knowledge needed to implement AAC.



Updating Total Communication Guidelines

In 2006 we wrote a total communication policy which was adopted across services in Oldham from early years through to adult services. This year we have re-vamped the guidance and updated the policy. It's great to see how much is still relevant today.

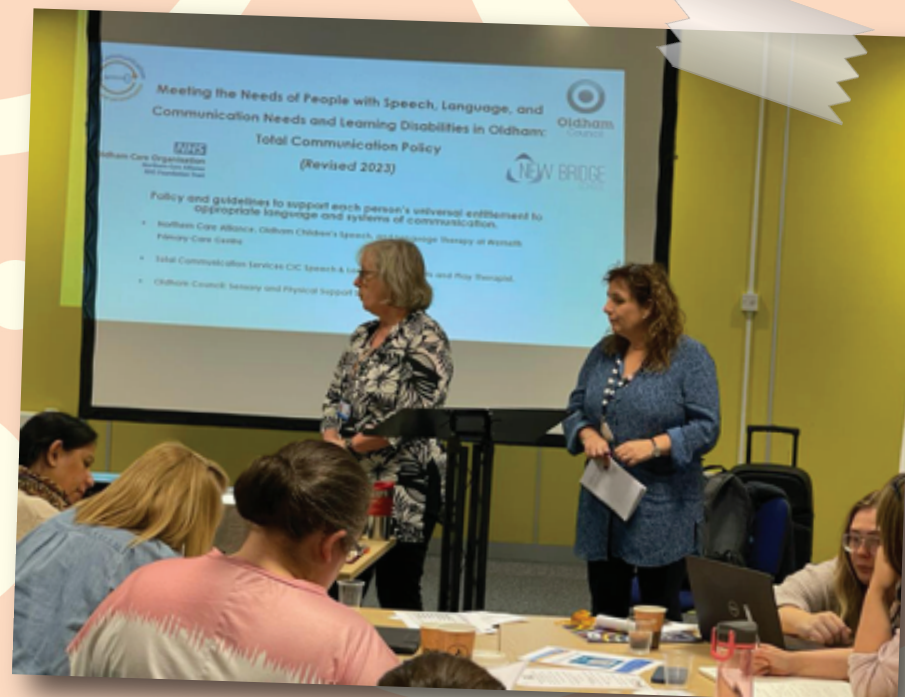
We updated the policy to include the communication rights charter and created some new practice guidance which we are hoping will work as grab sheets for staff and family members wanting a little more information about an approach.

These are not intended to replace input from a Speech & Language Therapist, we are hoping they will function as supplementary guidance.

We are aware this may need to be a dynamic document which will regularly need an update, there will no doubt be changes, new approaches and new tools and techniques we need to include. For now, we are happy to share the work so far.

We would like to acknowledge Bury People First for their input particularly for the communication rights charter, New Bridge School for their support in developing the document and the therapists and teams who have contributed, particularly Emma Beckett and Rhiannon Matthews from Total Communication Services CIC, Speech & Language therapists from Northern Care Alliance and Oldham Council Sensory and Physical Support Service.

We shared the new policy with New Bridge and with the early years teams in Oldham and as illustrated above at an event for SENCOs.

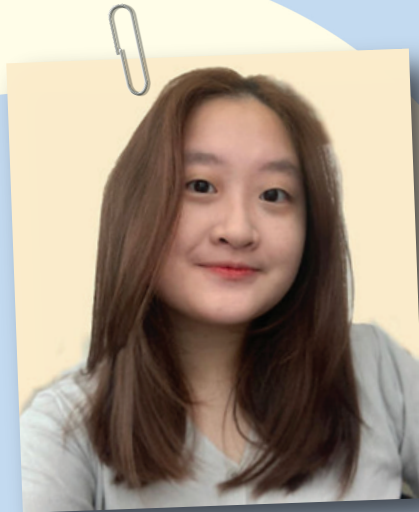


First Year Students from Manchester University

This year we also welcomed four first year students from Manchester University to come onto placement with us at Newbridge School. They each wrote a blog about the work they did with us which can be found on our website.

Khadija wrote about her experience using Communication Passports as a tool to capture voice in transition. She wrote:

“I really enjoyed working with the students and the staff members and parents to create these passports, as well as observing how the pupils communicated with the staff and vice versa. I gained lots of transferable skills by the end of my placement, which will benefit me in the future. A specific skill that I worked on was trying to build a rapport with people and make them feel comfortable enough to want to communicate with me freely, especially while I worked with the students and the staff to make the communication passports. I feel that I have gotten better at this and it is my biggest takeaway from this placement”.



Gwyneth wrote about the differences she noted as a student from Singapore. She wrote:

“Through this placement, I definitely learnt a lot from New Bridge and its approaches, and I will definitely take this knowledge along with me to my other placements and also back to Singapore if I decide to practice back in Singapore”.

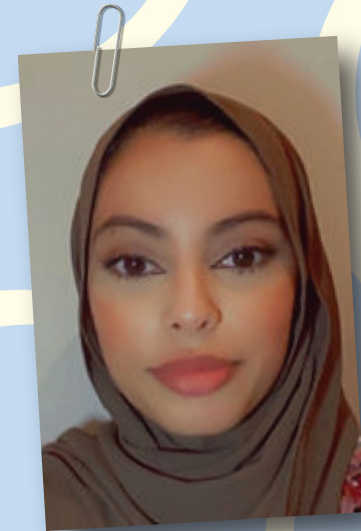
First Year Students from Manchester University

Maryam wrote about her experience of co-producing talking mats vocabulary sets with students. She wrote:

“The pupils in the Lumenus class KS4 put their all into this project and it was an eye-opening experience to work hand in hand with them to create such an interesting set of cards for their upcoming Talking Mat session.

I felt this was a very powerful lesson to be working on with the pupils as they showed their vast knowledge on the importance of identity and also how important inclusivity was, and how everyone was entitled to their own voice regardless of sexuality, race, religion or disability. I personally learnt a lot from the students but also extensively learnt more about SLT throughout my placement.

I’m really looking forward to implementing what I’ve learnt and maybe pursue a career in this particular field in the future”.



Co-facilitating Training

Finally, one of things we are most passionate about is co-facilitating training. This year we have co-facilitated 3 training courses with the advocates from Newbridge School.

Talking Mats in Sheffield

Our wonderful volunteers from the key stage 4 dance and drama pathway in New Bridge Academy, (Lumenus) supported us to teach our one day Talking Mats training course recently. We had been invited to provide the Talking Mats Foundation training course, for a group of Speech & Language Therapists and their Occupational Therapy and Physiotherapy colleagues in Sheffield. We talked to the Communication Advocate volunteers about them attending the training and providing some co-training. This was arranged as a school trip. We explored any concerns the advocates had about the day and learned that one of the things they were really looking forward to was driving over snake pass. Which we agreed has an apt title given its winding route.

The Lumenus students (Communication Advocates) have been working on talking mats and they are becoming very experienced at explaining the process and teaching others how to do a mat. We decided that they were ready to co-train, and we also wanted to showcase a movement piece they have created called 'hear my voice'. The piece is about good listeners and bad listeners and during the performance there were quite a few tears from the audience as it really is a powerful message.

The Communication Advocates attended two courses in March. On the day, once their movement piece was complete the students worked with the therapists and taught them how to complete a talking mat. Feedback from the course participants was great:

"I particularly enjoyed the children's dance/drama performance."

"Thank you for a really informative and inspiring day. Working with the young people was a very special bonus."

"Was great to have a go on the receiving end of a Talking Mat and see how it feels as a recipient and what's important as a listener."

"Loved being trained with co-delivery/training by the students too."

"Meeting the students was an unexpected bonus."

"Presentation was super – never had an experience with co-delivery/training by students – they performed such a moving drama; it was such a brilliant experience of learning by interacting with the students."

"It was great to see the children and to have a chance to work with them."

"Young people coming to teach us was so valuable. Their performance was really poignant and beautifully explained – good vs bad listeners and the impact this can have."

Co-facilitating Training

I asked the Communication Advocates for their thoughts on the trip. Their comments were as follows:

What we thought of performing

It was very important for people to listen

Fabulous

I thought it was really really, really good. I felt sad because the bad listeners wrapped people up, but then I felt happy because the good listeners unwrapped them

Very, very fabulous, I want work on showing even more facial expression

It was good

Inspiring – inspired me to be confident



What we thought of training the staff

I felt proud because I'd never done teaching before

I felt uncomfortable teaching adults

I think working with the people on the course was good for me

It was good to help the staff

Co-facilitating Training

Talking Mats and Signalong at Newbridge School

Over half term we ran two courses at school. Some teachers from school and parents attended the course. We co-facilitated these courses with three students who wanted to gain some work experience.

Here are some photos and feedback from our Talking Mats course:



Great use of students to support learning.

Easy to follow and understand. Well delivered.

Everything explained clearly and paper copies given to revisit in own time.

The handouts/course materials were 10/10.

Both Alison and Emma were friendly with good advice and help making the course interesting.

The venue was easy to access, comfortable and relaxed.

Co-facilitating Training

Here's a photo and feedback from our Signalong Course:



I really enjoyed it and time just flew., would love to attend more. Thank you.

Thank you - helpful, friendly and welcoming

Fab training day, really enjoyed it and learnt loads more signs. Thank you Alison and Emma.

It was very informative but more than that it was fun. So I think I will remember more of what we have been shown because it was fun.

Enjoyed the games, singing and joining in with the group. Thanks for today!

Looking forward to using Signalong with students of all ages and ability.

Alison made the training fun and easy to understand. I found the games a great way to learn\ and gain a better understanding. 10/10.

Plans for the coming year

We are hoping to make it back to parliament to continue our campaign with the communication rights charter.

We also will continue supporting advocacy and are hoping our training partnership will create more opportunities for employment and volunteering for self-advocates.

We would like to express our gratitude to members of the Board who continue to offer their support behind the scenes.

